



History

Curriculum Statement

History at Our Lady intends to enable the children to gain a good knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupil's curiosity to know more about the past and to enjoy their learning. Teaching encourages children to ask questions, examine evidence and make decisions about the past based on proof. Through the teaching of History we will help our children to understand the differences between people and the diversity of societies as well as the way our present day societies have similarities and links with the past.

What does History look like at Our Lady of the Rosary?

- Pupils acquire a coherent knowledge of Britain's past, which is contextualised for our school in Bristol. Therefore, children learn about key Bristolian characters, such as Isambard Kingdom Brunel and George Muller.
- Pupils gain an understanding of the wider world and develop the skills required to investigate and draw conclusions about historical periods or events. Children
- History is firmly embedded within cross-curricular learning; in both Key Stage 1 and 2 History topics are drawn from whole class texts that children study within their English curriculum, such as Egyptian Cinderella for the Egyptian topic in Year 4.





Key characteristics of History at Our Lady

- Children are taught chronology, comparing eras within chronology both in the United Kingdom and internationally.
- ♦ Children use both primary and secondary historical sources as evidence of the past, as well as experiencing workshops and visits to historical sites, speaking with experts and handling historical artefacts.
- ♦ Cross-curricular learning allows the children to make links with the past in a variety of ways.
- ♦ Children are 'real' Historians when we hold our Living Museum days, when parents and peers are welcomed by the 'Curators' and taught about the past by the children.
- ♦ We invite parents, grandparents and friends to share their understanding of the past with the children at our Living Museums.
- ♦ Children are taught a rich vocabulary linked to History, including the historical process.



Curriculum Coverage

Termly Plan for History 2021-2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Marvellous Me	Celebrations		Transport	Animals	
Year 1	Events within living memory: What toys did our parents and grandparents have?				Who are the pirates of Bristol and what did they do?	What did Brunel design that we can still visit in Bristol today?
Year 2	Significant people: How did nursing change in Victorian times? Emphasis on Florence Nightingale	Significant people: How did nursing change in Victorian times? Emphasis on Mary Seacole			Events beyond Living memory: How did the Great Fire of London change this capital city?	
Year 3	Stone Age: What were the reasons that Stone Age people stopped roaming and started settling?	Bronze Age to Iron Age: How did life in Britain change in the Bronze Age and the Iron Age?			Romans: What is the legacy of the Romans in Britain? (Local History)	
Year 4	Ancient Egypt: What were the achievements of the Ancient Egyptians?				Anglo Saxons: How did the Anglo Saxons change Britain?	Vikings: Why did the Vikings invade Britain?
Year 5	The Victorians: What changed in Britain during the reign of Queen Victoria?			Maya: What is the legacy of the Maya civilisation?		
Year 6	WW2: Who were the Heroes of World War II?		Ancient Greeks: What is the legacy of the Ancient Greeks in our lives today?			

