



Bathampton Primary School  
Together on a learning adventure

Key Stage One History			
	Pupils should be taught about...	Year One	Year Two
Changes	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<u>Going Places T1</u> Changes to transport over time. Compare old and new modes of transport <u>No Place Like Home T3</u> Compare home life now and in the past. Changes since the invention of electricity.	<u>Our School T6</u> Learn about how Bathampton School has changed since it was built. Talk to local residents about their memories. What was it like in school in the past?
Events Worldwide	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<u>Going Places T2</u> Learn how transport has changed over time, including the first aeroplane flight. Learn about the significance of the Titanic in terms of the ship and its fate.	<u>Light T2</u> Read and retell story of Guy Fawkes. Discuss the significance of Bonfire Night in the UK.



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<p>Historical lives</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p><u>Going Places T1</u> Learn about famous explorers: Christopher Columbus (1451–1506) (BBC Primary History) <u>Frozen Lands T2</u> Robert Falcon Scott ‘Scott of the Antarctic’ (1868–1912). Learn about his expedition. Discuss, plan and re-enact an Arctic expedition</p>	<p><u>Super Heroes T1</u> Florence Nightingale (1820–1910), her role in establishing nursing as a profession for women and compare to modern nursing. (BBC Primary History) Tim Berners-Lee (1955– present day), significance of his invention of the World Wide Web.</p>
<p>Events locally</p>	<p>Significant historical events, people and places in their own locality</p>	<p><u>No Place Like Home T4</u> Visit No 1 The Royal Crescent. Learn about life in the 18<sup>th</sup> Century. Learn about Henry Sandford and his family who lived there. <u>Dinosaurs T6</u> Visit from The Bristol Dinosaur Project. Learn about a dinosaur that was discovered locally.</p>	<p><u>Capturing Castles T4</u> Visit local castle. Learn about medieval life in Farleigh Hungerford castle. <u>Our School T6</u> Learn about William Harbutt (1844–1921), inventor of plasticine. Visit site of factory in Bathampton. Look at photographs of the old factory.</p>



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Lower Key Stage Two History			
	Pupils should be taught about...	Year Three	Year Four
Stone Age – Iron Age	<p><b>Changes in Britain from the Stone Age to the Iron Age.</b> Examples could include:</p> <ul style="list-style-type: none"><li>•late Neolithic hunter–gatherers and early farmers, for example, Skara Brae</li><li>•Bronze Age religion, technology and travel, for example, Stonehenge</li><li>•Iron Age hill forts: tribal kingdoms, farming, art and culture</li></ul>	<p><u>Curious about Celts T5 /6</u> Changes in Britain Finding out about evidence Investigating the Iron Age Who were the Iceni? Investigating Boudicca Where did the Celts live? Celtic life Visit to Little Solsbury Celtic Gods</p>	<p><u>Topic taught in Year Three</u></p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Roman Empire</b></p>	<p><b>The Roman Empire and its impact on Britain.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>•Julius Caesar’s attempted invasion in 55–54 BC</li> <li>•the Roman Empire by AD 42 and the power of its army</li> <li>•successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>•British resistance, for example, Boudicca</li> <li>•‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p><u>Topic taught in Year Four</u></p>	<p><u>The Romans and the Roman Empire T3/4 (2016)</u> Invasion of Britain/The Roman army Why did the Romans come to Britain? Roman settlement The Roman Baths Roman life Roman Gods Roman Conflict with the Celts</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Anglo–Saxons and Scots</b></p>	<p><b>Britain’s settlement by Anglo–Saxons and Scots.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>•Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>•Scots invasions from Ireland to north Britain (now Scotland)</li> <li>•Anglo–Saxon invasions, settlements and kingdoms: place names and village life</li> <li>•Anglo–Saxon art and culture</li> <li>•Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	<p><u>Topic taught in Year Four</u></p>	<p><u>The Romans and the Roman Empire T3/4 (2016)</u> The Roman withdrawal from Britain and the fall of the Roman Empire  Anglo–Saxon invasion and settlement Art, culture and religion Anglo–Saxon man visit</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vikings</p>	<p><b>The Viking and Anglo–Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>•Viking raids and invasion</li> <li>•resistance by Alfred the Great and Athelstan, first king of England</li> <li>•further Viking invasions and Danegeld</li> <li>•Anglo–Saxon laws and justice</li> <li>•Edward the Confessor and his death in 1066</li> </ul>	<p><u>Topic taught in Year Six</u></p>	<p><u>Topic taught in Year Six</u></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Local History Study</p>	<p><b>A local history study.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>•a depth study linked to one of the British areas of study listed above</li> <li>•a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>•a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>	<p><u>Curious About Celts/ Bathampton, Hills and Valleys (T5 /6)</u> Visit to Little Solsbury</p>	<p><u>The Romans and the Roman Empire T3/4 (2016)</u> The Roman Baths</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Theme</p>	<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>•the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>•changes in an aspect of social history, such as crime and</li> </ul>		<p><u>The Romans and the Roman Empire T3/4 (2016)</u> The legacy of the Romans</p>



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	<p>punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <ul style="list-style-type: none"> <li>•the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>•a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>		
Early civilisations	<p><b>The achievements of the earliest civilizations</b> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p><u>The Ancient Egyptians T2/3</u> How the Egyptians lived Slavery The Pyramids The discovery of Tutankhamun Egyptian beliefs</p>	<p><u>Topic taught in Year Three</u> Also taught in Year 4 just for 2014</p>
Ancient Greece	<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</p>	<p><u>Topic taught in Year Five</u></p>	<p><u>Topic taught in Year Five</u></p>
A Non-European Study	<p><b>A non-European society that provides contrasts with British history</b> – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300.</p>	<p><u>Topic taught in Year Six</u></p>	<p><u>Topic taught in Year Six</u></p>



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Upper Key Stage Two History			
	Pupils should be taught to...	Year Five	Year Six
Stone Age – Iron Age	<p><b>Changes in Britain from the Stone Age to the Iron Age.</b> Examples could include:</p> <ul style="list-style-type: none"><li>•late Neolithic hunter–gatherers and early farmers, for example, Skara Brae</li><li>•Bronze Age religion, technology and travel, for example, Stonehenge</li><li>•Iron Age hill forts: tribal kingdoms, farming, art and culture</li></ul>	<u>Topic taught in Year Three</u>	<u>Topic taught in Year Three</u>
Roman Empire	<p><b>The Roman Empire and its impact on Britain.</b> Examples could include:</p> <ul style="list-style-type: none"><li>•Julius Caesar’s attempted invasion in 55–54 BC</li><li>•the Roman Empire by AD 42 and the power of its army</li><li>•successful invasion by Claudius and conquest, including Hadrian’s Wall</li><li>•British resistance, for example, Boudicca</li><li>•‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li></ul>	<u>Topic taught in Year Four</u>	<u>Topic taught in Year Four</u>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Anglo-Saxons and Scots</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>•Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>•Scots invasions from Ireland to north Britain (now Scotland)</li> <li>•Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>•Anglo-Saxon art and culture</li> <li>•Christian conversion - Canterbury, Iona and Lindisfarne</li> </ul>	<p><u>Topic taught in Year Four</u></p>	<p><u>Topic taught in Year Four</u></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vikings</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>•Viking raids and invasion</li> <li>•resistance by Alfred the Great and Athelstan, first king of England</li> <li>•further Viking invasions and Danegeld</li> <li>•Anglo-Saxon laws and justice</li> <li>•Edward the Confessor and his death in 1066</li> </ul>	<p><u>Topic taught in Year Six</u></p>	<p><u>The Vikings are Coming T1 /2</u> Viking home-life (homes, farms, feasts, musicians) Longboats Explorers Edward the Confessor/Canute Crafts Death and burial Viking raiders Viking traders <u>Possible Trips/ Visitors:</u></p>





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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Local History Study</p>	<p><b>A local history study.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>	<p><u>Bath Blitz T5/6</u> Georgian architecture Bath stone Evacuees Air raids/air raid precautions <i>– reasons behind raids and impacts</i> Bombings and bomb damage and repair and restoration <i>– local history (Bathampton and the blitz)</i> <u>Possible trips:</u> Combe Down Mine workshop Bath guide tour of city/city trail Building of Bath museum/No.1 Royal Crescent (Steam Museum – not 2014/15) Talk from local resident about blitz experience</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Theme</p>	<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</b> Examples could include:</p> <ul style="list-style-type: none"> <li>• the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>• changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or</li> </ul>	<p><u>Taught in Year Four</u> Further study TBC</p>	<p><u>Taught in Year Four</u> Further study TBC</p>



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	<p>leisure and entertainment in the 20th Century</p> <ul style="list-style-type: none"> <li>•the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>•a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>		
Early civilisations	<p><b>The achievements of the earliest civilizations</b> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<u>Topic taught in Year Three</u>	<u>Topic taught in Year Three</u>
Ancient Greece	<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</p>	<p><u>Ancient Greece T1 /2</u>            Olympic Games            Scientists, philosophers, inventors and mathematicians  <i>Myths and legends</i>            Greek religion (Gods and Goddesses)            Greek food and drink            Greek homes            Athens and Sparta            Battle of Marathon            Greek theatre – making masks            Trip – Ashmolean Museum</p>	<u>Topic taught in Year Five</u>



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		(Oxford)	
<b>A Non- European Study</b>	<b>A non-European society that provides contrasts with British history</b> – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300.	<u>Topic taught in Year Six</u>	<u>Exploring Earth T3/4</u> Study of Islamic Civilisation