



Our Vision

We will aspire through our Christian beliefs and attitudes for all children in our care to flourish both academically and personally; develop respect for others and to reach out to their local and global communities, so, 'hand in hand together with faith we will strive to achieve all things...

Romans 15:4

For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope.

History Curriculum Statement (2019 -20)

At Bilson C of E Primary we believe a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In KS1 our aims are to teach the children:

- changes within living memory
- events beyond living memory
- lives of significant individuals in the past who have contributed to national and international achievements
 - significant historical events, people and places in their own locality

In KS2 our aims are to teach our children about:

- changes in Britain from the Stone Age to the Iron Age
 - the Roman Empire and its impact on Britain
 - Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England
 - a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the achievements of the earliest civilizations
 - Ancient Greece
- a non-European society that provides contrasts with British history

At Bilston C of E primary, we look to use history to embed literacy, maths and ICT skills.



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|--|--|---|--|---|
| Reception | All about me | Patterns and Colour | Let's Pretend | Superheroes | Growing Adventures | Little and Large |
| Year 1 | <u>Geography Unit</u> What is the geography of where we live? | <u>History Unit</u> Favourite toys and games compare with those of children in the 1960s? | <u>Geography Unit</u> Why don't penguins need to fly? | <u>History Unit</u> Who is the greatest history maker? | <u>History Unit</u> Why is the history of my locality significant? | <u>Geography Unit</u> Why do we love being beside the seaside so much? |
| Year 2 | <u>Geography Unit</u> How does the weather affect me? | <u>History Unit</u> What does it take to be a great explorer? | <u>Geography Unit</u> Why does it matter where my food comes from? | <u>History Unit</u> How do we know so much about where Sappho used to live? | <u>History Unit</u> Why was Charles sent to prison? | <u>Geography Unit</u> How does the geography of Kampong Ayer compare with the geography of where I live? |
| Year 3 | <u>History Unit</u> How did the ancient Britons change during the stone age? | <u>Geography Unit</u> Why do some earthquakes cause more damage than others? | <u>History Unit</u> What is the secret of the standing stones? (Bronze Age) | <u>Geography Unit</u> Where is the most valuable thing in the world and who owns it? | <u>History Unit</u> How do artefacts help us to understand the lives of people in Iron Age Britain? | <u>Geography Unit</u> Beyond the Magic Kingdom what is the sunshine state really like? (Florida) |
| Year 4 | <u>Geography Unit</u> Why are jungles so wet and deserts so dry? Collins - How can we live sustainably? Hamilton - Rainforests | <u>History Unit</u> How did the arrival of the Romans change Britain? | <u>Geography Unit</u> How and why is my local area changing? | <u>History Unit</u> Who were the Anglo-Saxons and how do we know what was important to them? | <u>Geography Unit</u> Why do so many people in the world live in megacities? | <u>History Unit</u> What did the Vikings want and how did Alfred help to stop them getting it? |
| Year 5 | <u>History Unit</u> Why did Ancient Maya change the way they lived? | <u>Geography Unit</u> What is a River? | <u>History Unit</u> Why did Britain once rule the largest empire the world has ever seen? | <u>Geography Unit</u> Why is fair trade fair? | <u>History Unit</u> How did a pile of dragon bones help to solve an ancient Chinese Mystery? | <u>Geography Unit</u> How do the volcanoes affect the lives of people on Hamaoy? |
| Year 6 | <u>Geography Unit</u> Why are mountains so important? | <u>History Unit</u> Why was winning the Battle of Britain in 1940 so important? | <u>Geography Unit</u> How is climate change affecting the world? | <u>History Unit</u> What did King George VI mean when he said "The History of York is the history of England"? | <u>History Unit</u> The story of the Trojan Horse? | <u>Geography Unit</u> Who are Britain's national parks for? |