

History

History at Camestone is taught as a discrete subject, linked to other subjects through a thematic approach.

Our curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
- develop a sense of personal and cultural identity and the ability to think critically about the subject

History Key Stage 1

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	Within Living Memory	Beyond Living memory	Lives of Significant People	Local History
	<ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of national life. 	<ul style="list-style-type: none"> - events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - significant historical events, people and places in their own locality
Year 1	<p>Homes (Marvellous Me)</p> <ul style="list-style-type: none"> - Describe how aspects of home life have changed in living memory e.g. washing, communication, entertainment. 	<p>Great Fire of London</p> <ul style="list-style-type: none"> - Know the Great Fire of London happened 400 years ago. - Describe the impact of the fire. - Describe the changes made after the fire e.g. wider streets. - Describe the use of objects associated with the fire e.g. fire fighting equipment. - Compare these with what we have now <p>The Gunpowder Plot</p> <ul style="list-style-type: none"> - Understand that the Gunpowder Plot happened in a similar period to The Great Fire. - Describe some key events in the plot. - Link the plot to current day Bonfire Night. 	<p>Samuel Pepys</p> <ul style="list-style-type: none"> - Understand that his diaries provide evidence about the Fire of London. - Describe how his life was different, in one or two aspects, from modern day life. <p>Guy Fawkes</p> <ul style="list-style-type: none"> - Know why we remember Guy Fawkes and how we commemorate his story. <p>Louis Braille</p> <ul style="list-style-type: none"> - Know how he helped improve life for blind people and how Braille is still used today. 	<ul style="list-style-type: none"> - Interview local people who can share memories of life more than 50 years ago, including homes - Based on this, know some ways that Kempston and Bedford have changed within living memory.

Year 2	<p>Toys</p> <ul style="list-style-type: none"> - Describe how my grandparents and great-grandparents toys and games were different to my own. 	<p>Battle of Hastings</p> <ul style="list-style-type: none"> - Understanding of chronology – know it happened 1000 years ago. - Describe key events in the battle. - Learn about this in the context of a Castles topic. <p>Seaside</p> <ul style="list-style-type: none"> - Lighthouses – know what they are used for and that some are more than 300 years old. Linked to the story of Grace Darling 	<p>William The Conquerer and King Harold</p> <ul style="list-style-type: none"> - Know that William the Conquerer led the Norman invasion around 1000 years ago and that Harold was defending his homeland. - Know how life, including buildings, food, jobs (particularly in the army) and travel were different in the past to now. - Learn this in the context of a Castles topic. <p>Grace Darling (Seaside)</p> <ul style="list-style-type: none"> - Know why she’s remembered and how sea rescue is still important. - Describe how Grace’s life was different in one or two aspects from modern day life. 	<p>Bedford Castle</p> <ul style="list-style-type: none"> - Know facts about the siege, including that it led to the destruction of the castle. - Know that this happened about 800 years ago (800 year anniversary in 2024). - Know that Castle Mound is where the castle used to stand. - Relate this to work on the features and types of castles across the ages. <p>Kempston History and People</p> <ul style="list-style-type: none"> - Know that Camestone is the old name for Kempston. - Know that King Harold’s brother, Earl Gyrth, was killed alongside Harold at the Battle of Hastings. Earl Gyrth held Kempston and the rest of East Anglia.
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History Key Stage 2

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	Stone Age to 1066 (Chronology)	Beyond 1066	Local Study	Ancient Ancients Approx. 300 years ago	Civilisations 1000 years ago	Ancient Greece
	Stone Age to Iron Age Romans Anglo-Saxons Vikings	<i>An aspect or theme of British history</i> Victorians	<i>A local study linked to one of the periods covered in column 1 OR</i> <i>A local study that could extend beyond 1066</i>	Ancient Egyptians in depth <i>Ancient Sumer, Indus Valley and Shang Dynasty overview</i>	Mayans	<i>Greek life and influence on Western world</i>
Year 3	Britain's settlement by Anglo-Saxons and Scots: <ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: <ul style="list-style-type: none"> ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066 	World War One Remembrance	Bedford and Kempston Humanities Day <ul style="list-style-type: none"> - Food - People - Location - Transport - Migration - Buildings - Features (river) 		a non-European society that provides contrasts with British history – 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 style="text-align: center;">Year 4</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Celts to Romans <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica • The legacy <p>Roman culture (art, architecture or literature)</p>	<p>World War One Remembrance</p>	<p>Bedford and Kempston Humanities Day</p> <ul style="list-style-type: none"> - Food - People - Location - Transport - Migration - Buildings - Features (river) 	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>		
<p style="text-align: center;">Year 5</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> ▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▪ Bronze Age religion, technology and travel, for example, Stonehenge ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture <p>-</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> - Tudors - World War Two <p>World War One Remembrance</p>	<p>Bedford and Kempston Humanities Day</p> <ul style="list-style-type: none"> - Food - People - Location - Transport - Migration - Buildings - Features (river) 			

<p style="text-align: center;">Year 6</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> - Victorians <p>World War One Remembrance</p>	<p>Bedford and Kempston Humanities Day</p> <ul style="list-style-type: none"> - Food - People - Location - Transport - Migration - Buildings - Features (river) 			<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The legacy of Greek art, architecture or literature</p>
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