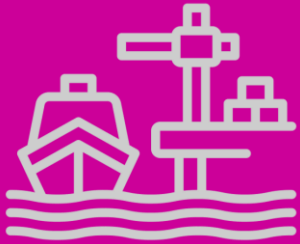


Re-occurring Curriculum Themes at Blackhorse Primary School

Re-occurring Locations within History & Geography:

A number of key locations are prioritised within the history and geography curriculum. This allows children to build on previously taught disciplinary knowledge, deepening their understanding over several years. The places have been chosen to help children understand the development of Bristol and its relationship with the wider world.

Bristol & Bristol Docks



The docks are used as a vehicle to explain the story of Bristol and the UK's connection to the world over time, resulting in the vibrant, multi-cultural city which exists today. As Blackhorse is on the fringe of Bristol, with typically less cultural diversity than the city centre, by studying the heart of the city in depth, children learn how different cultures arrived in the city over time.

Pupils study the docks in Saxon, Viking, Tudor and Victorian times, as well as learning about their role in migration in the 1950's.

In Year 1, children learn about migration into Bristol in the 1950's from the Caribbean.

In Year 2, children learn about Brunel's impact on the docks, and compare and contrast Bristol docks with those in Kingston, Jamaica.

In Year 3, children learn about early Saxon settlements along the River Avon and Viking traders who used the river.

In Year 4, children learn about exploration and trade from Bristol's docks during Tudor times, focusing on John Cabot and The Matthew. In Geography, they compare Bristol's development around the docks with Kingston, Karachi and Guangzhou (Bristol Twin).

In Year 5, children learn about Bristol docks as a trading hub during the Victorian period, recapping Brunel's impact and the SS Great Britain. They learn how the docks connected Bristol to India and the Caribbean, creating links which would lead to 20th Century migration. In Geography, they compare Bristol's landmarks and leisure industry to Bordeaux and Guangzhou (Twin Towns).

The Caribbean



Bristol's history and culture has been shaped by its relationship with the Caribbean. The city has a large Afro-Caribbean community and the experience of many children in Emersons Green and children are therefore taught about the contribution of this community to our city so that they understand the nature of our multi-cultural city.

Whilst slavery is not directly taught (as we believe this issue is better understood in KS3), children are taught about the links which Bristol created with the Caribbean through history.

In Year 1 children learn about migration from the Caribbean into Bristol in the 1950's through the life of Princess Campbell, the UK's first Black Ward Sister in the NHS.

In Year 2, children study the similarities and differences in housing, geography etc between Bristol and Kingston. They also learn about transport links to the Caribbean from Bristol both now and in the past.

In Year 4, in geography, children compare and contrast the climate, population, topography & settlement features of Kingston with Bristol, Karachi & Guangzhou. In history, children learn about Cabot's voyages to the Caribbean.

In Year 5, children learn about Victorian trade links with Bristol, including those to the Caribbean.

Pakistan/ Indian Sub- Continent



Bristol has many cultural links to Pakistan and the Indian Sub-continent, with a significant Asian community in other parts of the city which are the result of historic links and migration since the 1950's.

This theme has been selected to help children understand the origin in history of these links and the culture and faith groups present in the city as a result.

In Year 3, in history, children learn about early civilisation in the Indus Valley. In religious education children learn about Hinduism.

In Year 4, in geography, children compare and contrast Karachi with Bristol, Kingston and Guangzhou.

In Year 5, children learn about the importance of the Indian Sub-Continent in the Victorian period and its trade links with Bristol Docks.

Guangzhou & Bordeaux (Twin Cities)



Within Geography enquiries, two of Bristol's Twin Cities are studied several times.

Guangzhou is studied as the school has a growing Chinese population, and because it is important for the children to understand China and its emerging influence on the world.

Bordeaux is studied as French is the modern foreign language taught throughout KS2 and local secondary schools conduct exchange visits with the city.

In Year 4, children compare and contrast the climate, population, topography and settlement features of Guangzhou with Bristol, Kingston and Karachi.

In Year 5, children learn about the Twin Cities initiative and compare and contrast tourist and cultural features of Guangzhou, Bristol and Bordeaux.

Re-occurring Periods

Whilst all periods of outlined in the National Curriculum are taught within the history curriculum, the Romans and Victorians are returned to several times. This is because they have particular importance to the development of Bristol and the surrounding area and aid children's understanding of their local environment.

The Romans



The Romans influenced the region, most notably in Bath and settlements in South Wales. Classical Roman design themes were also drawn upon heavily by both the Georgians and Victorians, so an understanding of their influence is important in understanding the development of our city, and the UK as a whole.

The Romans are studied twice in KS2 exploring different impacts which they had on the UK.

In Year 4, children contrast Roman creativity and art with that of Iron-age settlers in the UK. They learn about the Roman's influence on Ancient Britain and how it can still be seen to this day.

In Year 6, children analyse Roman construction methods, focusing on bridges, and contrast these with those used by the Victorians. They learn how Victorians used Roman classical styles and building techniques, including in Clifton Suspension bridge.

The Victorians



The Victorian period has been prioritised for repeated study as it had a significant impact on the development of Bristol, and its emergence as an 'engineering city'. Many of Bristol's landmarks are linked to Isambard Kingdom Brunel and innovations in science and architecture which occurred during this period. Migration in the 20th Century was drawn largely from Empire (now Common Wealth) countries, which was dominant during this period.

In Year 2, children learn about Brunel and the significant contribution which he made to invention and transport in the city. They link this work to the docks and the SS Great Britain.

In Year 5, children learn about the Victorians through trade and Bristol Docks, focusing on links with the British Empire and how this shaped future migration to Bristol in the 20th century.

In Year 6, in DT, children learn about advances in building techniques during the Victorian period, focusing on Clifton Suspension Bridge. In Science they learn about evolution, adaptation and inter-dependence through the scientific observations of Darwin and Linnaeus. In Art they learn about advances in creative media through silhouette portraiture.