



Education Programme Curriculum Links - Tours

Tours

150 Years of the Clifton Suspension Bridge

Our guided walking tour of the bridge is designed to engage pupils in learning about the fascinating story behind this iconic landmark. The tour combines interactive elements, storytelling, and hands-on activities to make history come alive for pupils.

Key Stage 1	Key Stage 2
Science & Design and Technology • Knowledge, understanding and skills to engage in an iterative process of design and making. (DT) • Building structures – exploring how they can be stiffer, stronger and more stable (S) • Find out how the shapes of solid objects can be changed (S) History: • The 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 • How Brunel fits within a chronological framework Local history: • Events beyond living memory that are significant nationally and globally • Significant historical events, people and places in their own locality	Science & Design and Technology • Experience forces that make things begin to move, get faster or slow down (S) • Explore the effect of levers, pulleys and simple machines on movement (S) • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (S) • Explore falling objects (S) • Apply understanding of how to strengthen, stiffen and reinforce more complex structures (S) • Understand and use mechanical and electrical systems (DT) • Compare and group together different types of rock and other materials (S) • Know that some materials will dissolve in liquid to form a solution. (S) • Learn about great architects (DT)

- The lives of significant individuals in the past who have contributed to national and international achievements Geography - Develop knowledge about the United Kingdom and the locality. - Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Maths - Sequencing events in chronological order, recognising dates. Art - Learn about a range of artists and designers, use drawing painting and sculpture to develop and share their ideas. English - Writing narratives about personal experiences and those of others, writing about real events.	History: - A significant turning point in British History - An aspect in British History that extends pupils' chronological knowledge Local history: - Provides an in-depth study linked to an aspect of local history dating from a period beyond 1066 that is significant in the locality. - A significant turning point in British history. Geography - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Describe and understand key aspects of physical geography, including rivers. Maths - Compare duration of events. Art - Improve their mastery of art and design techniques, learn about great architects. English - Opportunity to listen to stories, poems and non-fiction.
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History workshops will help pupils to understand historical concepts, understand methods of historical enquiry and gain an historical perspective by placing their knowledge of Bristol/Brunel into national and international contexts. They will also aid understanding of how Britain has influenced and been influenced by the wider world.

Key Stage 3	Key Stage 4
History • Know and understand how people's lives have shaped this nation and how Britain has influenced by the wider world. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales. • Understand ideas, political power, industry and empire in Britain from 1745-1901. • Understand local history to link to wider historical concepts.	AQA GCSE: BB Britain: Power and the People: c1170 to the present day • See how ideas, events or developments in the wider world affected the course of Britain's political development. • How factors worked together to bring about particular developments at a particular time and their impact upon society. • The impact of reform acts upon local societies. OCR GCSE: History A: Explaining the Modern World • Understanding of change, including causes and consequences of change, nature of change, rate of change and extent of change. • Develop and extend knowledge and understanding of key events, periods and societies in local, British and wider world history. • Develop the ability to ask relevant questions about the past, to investigate issues critically. • Develop an awareness of why people, events and developments have been accorded historical significance, and how and why different interpretations have been constructed about them.

	• Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. OCR GCSE: History Around Us Understand the following: • The reasons for the location of the site within its surroundings • When and why people first created the site • The ways in which the site has changed over time • How the site has been used throughout its history • The diversity of activities and people associated with the site • The reasons for changes to the site and to the way it was used • Significant time in the site's past: peak activity, major developments, turning points • The significance of specific features in the physical remains at the site • The importance of the whole site either locally or nationally, as appropriate • The typicality of the site based on a comparison with other similar sites • What the site reveals about everyday life, attitudes and values in particular periods of history • How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries
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| | <ul style="list-style-type: none">• How the physical remains can inform artistic reconstructions and other interpretations of the site• The challenges and benefits of studying the historic environment |
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Life and Work of Brunel

Our Life and Work of Brunel tour brings to life the remarkable achievements of this legendary engineer. The tour aims to inspire pupils' curiosity and foster an appreciation for engineering and innovation through storytelling, visuals and interactive elements.

Key Stage 1	Key Stage 2
Science & Design and Technology - Knowledge, understanding and skills to engage in an iterative process of design and making. (DT) - Building structures – exploring how they can be stiffer, stronger and more stable. (S) - Find out how the shapes of solid objects can be changed. (S) History - The 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. - How Brunel fits within a chronological framework. Local history - Events beyond living memory that are significant nationally and globally. - Significant historical events, people and places in their own locality. - The lives of significant individuals in the past who have contributed to national and international achievements. Geography - Develop knowledge about the United Kingdom and the locality.	Science & Design and Technology - Experience forces that make things begin to move, get faster or slow down. (S) - Explore the effect of levers, pulleys and simple machines on movement. (S) - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (S) - Explore falling objects. (S) - Understand and use mechanical and electrical systems. (DT) - Compare and group together different types of rock and other materials. (S) - Know that some materials will dissolve in liquid to form a solution. (S) - Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic. (S) - Learn about great architects (DT) History - A significant turning point in British history. - An aspect in British history that extends pupils' chronological knowledge. Local history

• Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Maths • Sequencing events in chronological order, recognising dates. Art • Learn about a range of artists and designers, use drawing, painting and sculpture to develop and share their ideas. English • Writing narratives about personal experiences and those of others, writing about real events.	• Provides an in-depth story linked to an aspect of local history dating from a period beyond 1066 that is significant in the locality. • A significant turning point in British history. Geography • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Describe and understand key aspects of physical geography, including rivers. Maths • Compare duration of events. Art • Improve their mastery of art and design techniques, learn about great architects. English • Opportunity to listen to stories, poems and non-fiction.
Key Stage 3	Key Stage 4
History • Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and international history; between cultural, economic, military, political,	AQA GCSE: BB Britain: Power and the People: c1170 to the present day • See how ideas, events or developments in the wider world affected the course of Britain's political development. • How factors worked together to bring about particular developments at a particular time and their impact upon society. • The impact of reform acts upon local societies.

religious and social history; and between short and long-term timescales.

- Understand ideas, political power, industry and empire in Britain from 1745-1901.
- Understand local history to link to wider historical concepts.
- 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.
- 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.
- Deepen chronologically secure knowledge and understanding of British, local and world history, to provide a well-informed context for wider learning.

OCR GCSE: History A: Explaining the Modern World

- Understanding of change, including causes and consequences of change, nature of change, rate of change and extent of change.
- Develop and extend knowledge and understanding of key events, periods and societies in local, British and wider world history.
- Develop the ability to ask relevant questions about the past, to investigate issues critically.
- Develop an awareness of why people, events and developments have been accorded historical significance, and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.