

The Nethersole CofE Academy History Curriculum

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16
(The Message)



The Nethersole
C of E Academy and Nursery



The Nethersole CoFE Academy Vision and Values

'Let Your Light Shine'

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Hope



Community



Dignity and Respect



Forgiveness



Wisdom



Thankfulness



Intent

Our curriculum intent at The Nethersole CoFE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, to achieve their full potential.

Implementation

Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.

Impact

The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'

*Jesus said, 'You're here to be light, bringing out the God-colours in the world.' **Matthew 5:16***

Our Vision

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - 'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.' **Matthew 5:16**

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each other, embracing and treasuring our differences.







Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.













History Long Term Plan

| | Autumn | Spring | Summer |
|-------------|---|---|---|
| EYFS N | <p><i>How did I celebrate my birthday last year?</i></p> <p><i>How did I celebrate Christmas last year?</i></p> | <p><i>How did I celebrate Christmas?</i></p> | <p><i>Where have I been on holiday?</i></p> |
| EYFS Rec | <p>Key events in their lives:</p> <p><i>How have I changed since I was a baby?</i></p> <p>Key events- Significance of Bonfire Night and Remembrance Day.</p> <p><i>Who was Guy Fawkes?</i></p> <p><i>Why are people wearing poppies?</i></p> <p><i>How did I celebrate Christmas last year?</i></p> | <p><i>How did I celebrate Christmas?</i></p> | <p><i>Where have I been on holiday?</i></p> <p><i>Where did my parents/grandparents go on holiday?</i></p> <p><i>How have seaside holidays changed?</i></p> <p><i>Who helps me in my community?</i></p> |
| 1/2 A | <p>Changes within living memory: School, including local history</p> <p><i>How has school changed over time?</i></p> | <p>Significant people: Grace Darling</p> <p><i>Who is Grace Darling and why do we remember her today?</i></p> | <p>Events beyond living memory: Flight</p> <p><i>How did humans learn to fly?</i></p> |
| 1/2 B | <p>Changes within living memory: Toys</p> <p><i>How are toys today different from toys in the past?</i></p> | <p>Events beyond living memory: The GFoL</p> <p><i>What lasting impacts did the Great Fire of London have on the city?</i></p> | <p>Significant people: Neil Armstrong, Mae Jemison</p> <p><i>Why were these people so important?</i></p> |
| 3/4 A | <p>British History Pre-1066: Stone Age to Iron Age</p> <p><i>Would you rather have lived in the Stone Age, Bronze Age or Iron Age? Why?</i></p> | <p>British History Pre-1066: Romans</p> <p><i>Why did the Romans settle in Britain?</i></p> | <p>Theme study: Kings and Queens</p> <p><i>What does King Henry VIII have to do with Polesworth?</i></p> |
| 3/4 B | <p>British History Pre-1066: Anglo Saxons and Scots</p> <p><i>Why did the Anglo-Saxons and Scots come to England? What impact did they have on our lives today?</i></p> | <p>World History - The First Civilisations: Ancient Egypt</p> <p><i>What was life like in Ancient Egypt?</i></p> | <p>Local area study: Sir Francis Nethersole</p> <p><i>Who was Sir Francis Nethersole and what did he do for us?</i></p> |

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| 5/6 A | Theme study: World War II <i>What was it like to be an evacuee during WWII?</i> | Theme study: Victorians - The Industrial Revolution <i>How were Britain and Polesworth changed by the industrial Revolution?</i> | Local area study: Polesworth Abbey |
| 5/6 B | British History Pre-1066: Vikings <i>Were all Vikings Warriors?</i> | World History - The First Civilisations: Ancient Greece <i>What did the Greeks do for us?</i> | Non-European society: Mayans <i>Who were the Mayans and what did we learn from them?</i> |

History Long Term Plan with Values

| | Autumn | Spring | Summer |
|-------------|---|---|---|
| EYFS N | <p><i>How did I celebrate my birthday last year?</i></p> <p><i>How did I celebrate Christmas last year?</i></p>  | <p><i>How did I celebrate Christmas?</i></p>  | <p><i>Where have I been on holiday?</i></p>  |
| EYFS REC | <p>Key events in their lives: <i>How have I changed since I was a baby?</i></p> <p>Key events- Significance of Bonfire Night and Remembrance Day. <i>Who was Guy Fawkes?</i> <i>Why are people wearing poppies?</i> <i>How did I celebrate Christmas last year?</i></p>  | <p><i>How did I celebrate Christmas?</i></p>  | <p><i>Where have I been on holiday?</i></p> <p><i>Where did my parents/grandparents go on holiday?</i></p> <p><i>How have seaside holidays changed?</i></p> <p><i>Who helps me in my community?</i></p>  |

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| <p>1/2 A</p> | <p>Changes within living memory: School, including local history <i>How has school changed since my Grandparents were there?</i></p>  | <p>Significant people: Grace Darling <i>Who is Grace Darling and why do we remember her today?</i></p>  | <p>Events beyond living memory: Flight <i>How did humans learn to fly?</i></p>  |
| <p>1/2 B</p> | <p>Changes within living memory: play <i>How are toys today different from toys in the past?</i></p>  | <p>Events beyond living memory: The GfOL <i>What lasting impacts did the Great Fire of London have on the city?</i></p>  | <p>Significant people: Neil Armstrong, Mae Jemison <i>Why were these people so important?</i></p>  |
| <p>3/4 A</p> | <p>British History Pre-1066: Stone Age to Iron Age <i>Would you rather have lived in the Stone Age, Bronze Age or Iron Age? Why?</i></p>  | <p>British History Pre-1066: Romans <i>Why did the Romans settle in Britain?</i></p>  | <p>Theme study: Kings and Queens <i>What did King Henry VIII have to do with Polesworth Abbey?</i></p>  |
| <p>3/4 B</p> | <p>British History Pre-1066: Anglo Saxons and Scots <i>Why did the Anglo-Saxons and Scots come to England? What impact did they have on our lives today?</i></p>  | <p>World History - The First Civilisations: Ancient Egypt <i>What was life like in Ancient Egypt?</i></p>  | <p>Local area study: Sir Francis Nethersole <i>Who was Sir Francis Nethersole and what did he do for us?</i></p>  |
| <p>5/6</p> | <p>Theme study: World War II - evacuation</p> | <p>Theme study: Victorians - The Industrial Revolution</p> | <p>Local area study: Polesworth Abbey</p> |

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| <p>A</p> | <p><i>What was it like to be an evacuee during WWII?</i></p>  | <p><i>How was Britain changed by the industrial Revolution?</i></p>  |  |
| <p>5/6 B</p> | <p>British History Pre-1066: Vikings <i>Were all Vikings Warriors?</i></p>  | <p>World History - The First Civilisations: Ancient Greece <i>What did the Greeks do for us?</i></p>  | <p>Non-European society: Mayans <i>Who were the Mayans and what did we learn from them?</i></p>  |

Definition

What is History?

EYFS Definition -

History is integrated into 'Understanding the World'. We learn about the world around us by talking about our own experiences, family history and the lives of others. We try to spot what is the same and different about them by using language related to time.

KS1 Definition -

History is the study of the past, of both our lives (living memory) and the lives of people who lived before us. It helps us to understand how the past has shaped the way we live our lives today. We can learn from history so we don't make the same mistakes again. People trained in history are called historians.

KS2 Definition -

History is the study of the past. It focuses on examining people, events and societies from the past and understanding how they relate to the present. It involves examining evidence to see how things have changed over time and how they have influenced our lives today. History helps people understand modern-day events and also events that may happen in the future. People trained in history are called historians.

History overview adapted from the NC Purpose & Aims

Whilst studying History in KS1 and KS2, children will:

1. Understand that history is all about studying past events of both their lives (living memory) and the lives of people who lived long ago. Children will gain a sound knowledge and understanding by studying both Britain's past, as well as events in the wider world. This should ignite their curiosity to find out more about the past.
2. Compare different periods of time that they have studied, commenting on similarities and differences they find. They should be able to do this using appropriate vocabulary and terminology.
3. Know that we find out about history from a variety of different sources of evidence, including photographs, primary accounts, artefacts, books and letters. Children will be able to discuss the advantages and disadvantages of different sources of information.
4. Have a basic understanding of the chronology of key events and time periods occurring in Britain, Europe and the wider world.
5. Be able to ask and answer questions about the time periods that they study.

Historical Threads / Key Concepts -

[Food and farming](#) / [Technological Advances](#) / [Movement and migration](#) / [Society and culture](#) / [Governance, Monarchy, Politics and Power](#) / [Achievements and legacy](#) / [Empire](#) / [Religion & Beliefs](#) / [Conflict](#) / [Legacy and Significant People](#) / [Topic specific concepts](#)

Disciplinary Concepts

| | |
|--|--|
| Chronological Understanding | Children sequence events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. Includes the idea of change and continuity over time. |
| Range of Historical Knowledge and Understanding | Children gain knowledge of what life was like in a range of historical time periods and places, as well as studying key events and people. They are able to identify similarities and differences, as well as connections and trends. When looking at historical events, children should begin to explore the concept of cause and effect. |
| Sources and Interpretation | Children learn how our knowledge of the past is constructed from a range of sources. They learn to assess the reliability of evidence and begin to understand that history is not always objective. |
| Historical Enquiry | Children are given opportunities to ask and research historical questions about change, cause, similarity, difference and significance. Children should answer these questions for themselves, selecting the relevant historical information. |
| Organisation and Communication | Children present their understanding in a variety of different ways, using historical vocabulary where appropriate. |

The following tables are adapted from the National Curriculum

Key Areas of Knowledge

| KS1 | |
|-------------------------------------|---|
| Changes within living memory | Exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents. |
| Events beyond living memory | Learning about events beyond living memory which are significant nationally or globally. |
| Significant People | Learning about the life and achievements of important people in history, and comparing them to each other. |
| Local History | Learning about significant people, places and events in the local area. |

| KS2 | |
|---------------------------------|--|
| British History pre-1066 | The history of Britain from the Stone Age to the Saxons and Vikings. The children work through chronologically, to prepare them to learn about the Normans and Middle Ages in KS3. |
| World History | The study of non-British civilisations, including Ancient Egypt, Ancient Greece, and The Maya. |
| Theme Study | Studying either a turning point in history (such as WWII), or a theme over time (e.g. crime and punishment) |
| Local History | Learning about significant people, places and events in the local area. |