







# *History* at The Nethersole CofE Academy Primary School

**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**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

Summer 2025

## 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, in order to achieve their full potential.

## 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 of 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.

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.

## Curriculum Design -

Our curriculum is ambitious for our children and is based on the National Curriculum. Nevertheless, we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing our curriculum, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered our local context, diversity, environmental awareness and health education when designing our curriculum.

**The 4R's** The Nethersole CofE Academy Primary School encourages children to display the following positive learning behaviours -

**Resilient Learners** - Children persevere, and they do not give up, even when a task is difficult.

**Responsible Learners** - Children will have their equipment ready, reading books and reading diaries in school daily. Tables tidy and organised.

**Resourceful Learners** - Children will use their previous learning to support their new learning. They will utilise working walls and choose appropriate equipment.

**Respectful Learners** - Children show kindness to all and illustrate good manners to all.

# 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.

*"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should 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." (DfE National Curriculum 2014)*

The **National 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' and 'parliament'.
- ✓ 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.

## The History National Curriculum

### History Intent -

The overarching aim for History at the Nethersole CofE Academy is to ensure that all pupils develop a love of learning about the past and are curious, passionate and respectful of past events. Through the study of local, UK and world history, children develop an awareness of human experiences over time and how they have shaped the world and community we live in today. Our children have opportunities to explore the diversity of different societies and the relationships between them and are encouraged to practise the skills of critical thinking, questioning and evaluating sources of evidence. We support the children to make informed judgements and develop different ways of presenting their findings. Our children are provided with a strong foundation in historical knowledge that will support their future learning for life.

### History Implementation -

History is taught as a discrete subject discipline. We have long term plans that run on a two-year rolling programme to accommodate our mixed aged classes and to ensure full coverage during each key stage. History is alternated with Geography each half term. Our medium-term plans show clearly how each lesson links to our curriculum statement, Christian vision and values, our learning behaviours and British Values. At the start of each lesson, pupils have opportunities to recap their prior knowledge to encourage them to know and remember more.

During History, children will learn both 'Substantive' and 'Disciplinary' concepts and skills. Substantive knowledge refers to the learning of the core facts and significant people and events of the time periods that are studied. It also includes learning about concepts that are repeated throughout children's education in history, such as 'religion', 'technological advances', 'Monarchy' and 'Empire'.

Disciplinary knowledge includes using and developing the skills of being a historian, such as understanding of chronology, identifying similarities and differences and making connections about the past. Children will learn how to use sources of information and how to ask and answer questions in order to form reasoned arguments. They will also learn to present their findings and understanding in a variety of different ways.

### Whole School Long Term Plan -

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

	<i>Why are people wearing poppies? How did I celebrate Christmas last year?</i>		<i>Who helps me in my community?</i>
<b>1/2 A</b>	Changes within living memory – school, including local history	Significant people: Grace Darling	Events beyond living memory: Flight
<b>1/2 B</b>	Changes within living memory - Toys	Events beyond living memory: The Great Fire of London	Significant people: Neil Armstrong, Mae Jemison
<b>3/4 A</b>	British History Pre-1066: Stone Age to Iron Age	British History Pre-1066: Romans	Theme study: Kings and Queens
<b>3/4 B</b>	British History Pre-1066: Anglo Saxons and Scots	World History - The First Civilisations: Ancient Egypt	Local area study: Sir Francis Nethersole
<b>5/6 A</b>	Theme study: World War II - evacuation	Theme study: Victorians – The Industrial Revolution	Local area study: Polesworth Abbey
<b>5/6 B</b>	British History Pre-1066: Vikings	World History - The First Civilisations: Ancient Greece	Non-European society: Mayans

## Examples of Links -

- **Changes within living memory school / toys.**

(Vertical Link – small steps within year groups or classes.)

- **Romans and Ancient Greece – similar concepts are explored.**

(Horizontal Link – same subject across the whole curriculum.)

- **Space and Significant People – Mae Jemison, Neil Armstrong, Tim Peake linked to Science – Space.**
- **Romans linked to English – Escape to Pompeii.**
- **Stone Age linked to Science and Art – Rocks and pre historic paintings.**

(Diagonal Link – between subjects – how learning something in one subject supports the children to learn something similar in another subject.)

## Impact -

At the beginning of each unit the children answer questions to do with units they have previously studied. At the beginning of every lesson thereafter, the children answer questions based on learning from the previous lessons. They can use their knowledge notes to help them find the answers to these questions. At the end of each lesson, teachers assess against the questions in the medium-term plan. These are accessible to all teachers so they can revisit prior learning before beginning a new unit. In order to assess if the children are committing knowledge to long term memory, we use an '**interrupting the forgetting**' strategy which will include reinforcing

links to previous learning both within and across the year groups and subjects, using knowledge organisers from past learning and exposing children to reading books that link to previous learning during English and story time.