

## History Curriculum

At Netherfield, we follow the National Curriculum for history. We have built an ambitious curriculum for history with a wide breadth of knowledge and skills taught from the Early Years to the end of Key Stage Two drawing from advice and guidance from the Historical Association. All year groups cover a range of historical periods and figures chosen for their contribution to the wider world, Europe, Britain, Nottingham and our local area.

Within the studied units of history, we cover a range of figures throughout time. We have strived to include diverse historical figures from a broad range of backgrounds (class, race, gender, sexuality) to provide children with a balanced view of the past.

Within Key Stage One, children study history within topics, looking at changes over time as well as significant figures from the past. Within Key Stage Two, the history curriculum is designed so that children study units of history in chronological order to develop their understanding of time and how history is interwoven. In Key Stage Two, children are taught history weekly.

There are four historical themes that children will explore throughout the history curriculum.

These are:

- Governance
- Religion and Beliefs
- Social Equality
- Conflict and Peace

These themes will further develop children's understanding of how history impacts the present and how different periods of time are connected.



## Netherfield History Curriculum

### Learning in EYFS: History

The EYFS framework is structured differently to the national curriculum, as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the National Curriculum. These statements taken from the Early Learning Goals in the EYFS Statutory Framework and the Development Matters age ranges for Three and Four-Year-Olds, nursery and Reception provide the foundations for the program of study for history.

EYFS History Skills			
<u>Changes within living memory</u> <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family’s history.</li><li>• Understand the ways I have changed.</li><li>• Talk about the changes that have happened within my family lifetime</li><li>• Talk about the lives of the people around them and their roles in society.</li></ul>	<u>Events beyond living memory</u> <ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past<ul style="list-style-type: none"><li>○ Moon landing</li></ul></li></ul>	<u>The lives of significant individuals in the past</u> <ul style="list-style-type: none"><li>• Compare and contrast characters from stories, including figures from the past</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.<ul style="list-style-type: none"><li>○ Neil Armstrong (US astronaut)</li><li>○ David Attenborough</li></ul></li></ul>	<u>Significant historical events, people and places in their own locality</u> <ul style="list-style-type: none"><li>• Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<ul style="list-style-type: none"><li>○ Homes</li><li>○ Transport</li></ul></li></ul>
EYFS History Knowledge			
Autumn – My own timeline, Homes			
<u>Changes within living memory</u> <ul style="list-style-type: none"><li>• I know about my own life-story and family’s history.</li><li>• I know how I have changed</li><li>• I know about changes that have happened within my family lifetime</li><li>• I know about the lives of the people around them and their roles in society</li></ul>		<u>Significant historical events, people and places in their own locality</u> <ul style="list-style-type: none"><li>• I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li></ul>	
Spring – David Attenborough			
<u>Events beyond living memory</u> <ul style="list-style-type: none"><li>• I know about some familiar situations in the past</li></ul>		<u>The lives of significant individuals in the past</u> <ul style="list-style-type: none"><li>• I know about the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	
Summer – Neil Armstrong (US astronaut) - moon landing, Tim Peake (UK astronaut) Queen Elizabeth II			
<u>Events beyond living memory</u> <ul style="list-style-type: none"><li>• I know about some familiar situations in the past</li></ul>		<u>The lives of significant individuals in the past</u> <ul style="list-style-type: none"><li>• I know about characters from stories, including figures from the past</li></ul>	
Key Vocabulary			
Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now			

## Key Stage 1

*What happened in the past and why is it important to us?*

	Year 1	Year 2	
Autumn 1	<u>People in History</u> <u>Jesse Boot</u> <ul style="list-style-type: none"> <li>Know that Jesse Boot founded Boots</li> <li>Understand the importance of Boots for people and Nottingham, now and in the past</li> <li>Know why he was well-known then and why he is well-known now</li> </ul> <u>Mary Seacole</u> <ul style="list-style-type: none"> <li>Know that Mary Seacole was disadvantaged in many ways</li> <li>Understand how her work helped people</li> <li>Know that she was well-known at the time and begin to explain why she is less well-known now</li> </ul>	<u>The Great Fire of London</u> <ul style="list-style-type: none"> <li>Explore the diary of Samuel Pepys</li> <li>Understand that we know so much about the Great Fire of London from Pepys' accounts of the fire</li> <li>Understand the causes of the fire</li> <li>Explore the consequences the fire had on London and landscape</li> <li>Consider the implications The Great Fire of London had on fire safety across London and the rest of the country</li> </ul>	KS2
	<u>History of Toys</u> <ul style="list-style-type: none"> <li>Compare toys of the past between social classes and the modern day</li> <li>Understand why toys have changed over time</li> <li>Explore how the materials of toys have changed and why this has changed</li> <li>Look at how inventions have shaped how children play today compared to the past</li> </ul>	<u>Goose Fair</u> <ul style="list-style-type: none"> <li>Know about the long history of Goose Fair</li> <li>Compare and contrast Goose Fair today and Goose Fair of the past and how its purpose has changed</li> <li>Explore the painting by Arthur Spooner and what this tells us about Goose Fair at the time</li> </ul>	
Spring 1	<u>Grace Darling</u> <ul style="list-style-type: none"> <li>Explain why Grace Darling is well-known both at the time and in the present day</li> <li>Explore Darling's actions and how this raised awareness of RNLI</li> <li>Compare different interpretations of the rescues and why these might be viewed differently</li> </ul>	<u>Scott of Antarctica</u> <ul style="list-style-type: none"> <li>Compare and contrast the different images of Scott from British national hero to reckless explorer who cost his men's life</li> <li>Understand that we know so much about the expedition because of Scott's diary and the scientific element to the expedition – compare it with Samuel Pepys' diary</li> <li>Know about the expedition and why people in Britain remember it</li> </ul>	
Spring 2		<u>Nelson Mandela</u> <ul style="list-style-type: none"> <li>Know who he was and when he lived and why he is considered a freedom fighter – know about apartheid</li> <li>Make a timeline of his life and explore his different experiences within the 'old and new' South Africa.</li> </ul> <u>Massai People</u> <ul style="list-style-type: none"> <li>Compare and contrast the lives of our children with the children of the Massai – lifestyles</li> <li>Explore the traditions - link back to the Massai's history and explore the children's own traditions both within their family, their community and within the wider world</li> </ul>	
Summer 1		<u>Jean Henri Fabri</u> <ul style="list-style-type: none"> <li>Know about his life and when he lived and understand the importance of his work – compare his fame then and now</li> <li>Link his work to the work of David Attenborough</li> </ul>	
Summer 2	<u>History of Colwick Woods</u> <ul style="list-style-type: none"> <li>Understand the different land uses of Colwick Woods over its history</li> <li>Explore public and private ownership of Colwick Woods and the rights associated with these ownerships</li> <li>Know about people associated with Colwick Woods e.g. Lord Byron</li> <li>Explore the differences between those who owned Colwick Hall and those who worked there</li> </ul>	<u>Grace O'Malley</u> <ul style="list-style-type: none"> <li>Know why Grace O'Malley become a famous pirate and look at why she is not as well known now as Capitan Blackbeard.</li> <li>Explore the role of female pirates in the 1700s and why they are more 'silent' in history' than their male counterparts</li> </ul>	
		<u>Seaside Past and present</u> <ul style="list-style-type: none"> <li>Learn about how and why seashores developed – link to local area and development of the railways</li> <li>Compare and contrast facilities at the seaside now and then (Victorian) and look how inventions in the Victorian ear facilitated the development of seaside resorts.</li> </ul>	

**Key Stage 2**  
*Interpretation and impact of the past*

	Year 3	Year 4	Year 5	Year 6	
Autumn	<p><u>The Stone Age to the Iron Age</u> 10,000 BCE – 825 BCE</p> <ul style="list-style-type: none"> <li>Understand how nomadic lives were different to our lives today with particular reference to hunting and gathering</li> <li>Explore some of the theories as to why Stonehenge was built and where the stones came from</li> <li>Explore the findings of Skara Brae and Cresswell Crags and what this tells us about civilisation at the time</li> <li>Understand that Nomadic people travelled frequently due to their lifestyle</li> </ul> <p>Skara Brae Creswell Crags</p>	<p><u>The Roman Empire</u> 753 BCE – 476 AD</p> <ul style="list-style-type: none"> <li>Understand the impact Roman civilisation has had on the modern world with reference to architecture, culture, and entertainment</li> <li>Explore Roman beliefs including the founding of Rome</li> <li>Explore how social inequality led to civil unrest</li> <li>Know how far the Roman Empire stretched and how the empire differed across the world</li> <li>Compare and contrast day-to-day experiences of a variety of Roman people (e.g. emperors, slaves gladiators etc)</li> </ul>	<p><u>Ancient Islamic Civilisation</u> c. 900 AD</p> <ul style="list-style-type: none"> <li>An overview of where and when the first civilisations appeared</li> <li>Understand the significance of Baghdad within Islamic Civilisation</li> <li>Explain the impact Islamic Civilisation has had on Science, Medicine and Mathematics</li> <li>Understand the importance of Baghdad</li> <li>Compare Ancient Islamic Civilisation in 900AD with European civilisation during the same period</li> </ul>	<p><u>The Industrial Revolution</u> 19<sup>th</sup> Century</p> <ul style="list-style-type: none"> <li>Explore the events that led to the industrial revolution in Britain</li> <li>Explore some key inventions of the time and the impact these had on city and countryside populations</li> <li>Understand how children were exploited during this time period</li> <li>Compare and contrast the life of the working class and upper class during the industrial revolution</li> <li>Study the reign of Queen Victoria and discuss her significance today</li> <li>Explore the impact the industrial revolution had on Nottingham</li> </ul>	
Spring	<p><u>Ancient Egypt</u> 3,100 BCE – 332 BCE</p> <ul style="list-style-type: none"> <li>Compare the lifestyle of Ancient Egyptians with those of the rest of the world during a similar time period</li> <li>Understand who Cleopatra was and her importance within Egyptian history</li> <li>Explore what Egyptian tombs can tell us about civilisation at the time</li> <li>Discuss the beliefs of Ancient Egyptians and some of the religious traditions they held</li> <li>Explore the impact Ancient Egyptian civilisation had on the rest of the world and modern day civilisations</li> </ul>	<p><u>The Roman Invasion of Britain</u> 43 AD – 420 AD</p> <ul style="list-style-type: none"> <li>Explain why the Romans were successful in invading Britain and some of the challenges they faced with reference to Boudicca</li> <li>Explain why Hadrian's Wall was built</li> <li>Understand Roman influences on Britain today</li> </ul> <p><u>The Anglo-Saxons</u> 450 AD – 1066 AD</p> <ul style="list-style-type: none"> <li>Describe the findings of Sutton Hoo, an Anglo-Saxon grave and what this tells us about their lives</li> <li>Know that Nottingham was established during this time period</li> <li>Know who Edward the Confessor is and know that he died</li> </ul> <p>Sutton Hoo: Anglo-Saxon grave</p>	<p><u>The Changing Faces of Monarchy</u> 1066 AD – 1601 AD</p> <ul style="list-style-type: none"> <li>Describe the changes that happened under some early monarchs and the impact these had on the British population</li> <li>Explain the significance of:                             <ul style="list-style-type: none"> <li>Battle of Hastings</li> <li>Magna Carta</li> <li>Establishment of Parliament</li> </ul> </li> <li>Know some of the monarchs that reigned between 1066 and 1601</li> <li>Understand how and why their rule contrasted</li> </ul>	<p><u>Turn of the Century</u> 1900 – 1930</p> <ul style="list-style-type: none"> <li>Understand the political motivations for World War I</li> <li>Explain the hardships of trench hardships in WWI</li> <li>Know what the consequences for WWI were and the impact these had, looking particularly at the Treaty of Versailles</li> </ul>	KS3
Summer	<p><u>Ancient Greeks</u> 800 BCE – 600 BCE</p> <ul style="list-style-type: none"> <li>Understand where Ancient Greek civilisation sits within time</li> <li>Compare Greek democracy with the democracy of European countries today</li> <li>Explore Greek culture and the impact it has had on the modern world including:                             <ul style="list-style-type: none"> <li>art,</li> <li>architecture,</li> <li>science,</li> <li>literature.</li> </ul> </li> <li>Compare how men and women were treated during Greek civilisation</li> </ul>	<p><u>The Vikings</u> 789 AD – 1066 AD</p> <ul style="list-style-type: none"> <li>Understand why Vikings were successful invaders (long ships and journeys to Canada)</li> <li>Understand what Viking life was like and how we know this today</li> <li>Explore Viking beliefs</li> <li>Compare and contrast Viking and Roman rule in Britain</li> <li>Understand the struggle between the Vikings and Anglo-Saxons and the Kingdom of England to the time of Edward the Confessor</li> </ul> <p>Who controlled who during Viking rule? The Five Burghs of The Danelaw</p>	<p><u>Nottingham: From Garden City to Slum Capital</u> 17<sup>th</sup> – 19<sup>th</sup> Century</p> <ul style="list-style-type: none"> <li>Know that Nottingham changed drastically from its establishment, through the 1600s and into the 19<sup>th</sup> century</li> <li>Explore how Nottingham Castle changed over time and some key events that occurred on the site</li> <li>Explain how and why these changes occurred</li> <li>Understand the impact these changes had on the population of Nottingham and how these impacts varied by class</li> <li>Explore and discuss the reasons for the Nottingham riots and the burning of Nottingham Castle</li> <li>Know who the luddites were and their beliefs</li> </ul> <p>Lucy Hutchinson's letters</p>	<p><u>World War II</u> 1930s – 1950s</p> <ul style="list-style-type: none"> <li>Understand the political motivations for World War II</li> <li>Know who Hitler was</li> <li>Compare the leaderships of Churchill and Chamberlain during the war</li> <li>Explain how Jewish people were persecuted under Nazi rule and the impact of this</li> <li>Discuss the significance of Kristallnacht and the impact of this on the Jewish population</li> <li>Explore Kindertransport and begin to understand the holocaust</li> <li>Empathise with a Kindertransport child (currently through first hand experiences at National Holocaust Centre)</li> <li>Understand why the NHS was established</li> </ul>	
Historical Themes	Governance		Conflict and Peace		
	Religion and Beliefs		Social Equality		





## Netherfield History Skills Progression

	Historical Interpretation	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People, Places and the Changes in the Past	Presenting, Organising and Communicating
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Use a range of evidence to offer some clear reasons for different interpretations of events</li> <li>Consider different ways of checking the accuracy of interpretations of the past</li> <li>Show an awareness of the concept of propaganda</li> <li>Understand that sources may have an element of bias</li> </ul>	<ul style="list-style-type: none"> <li>Select and record one aspect of life or a key event in the past through careful selection of relevant historical information</li> <li>Begin to inform own opinions, referring to knowledge gathered from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>Sequence up to ten events on a timeline, using key periods as reference points: BCE/AC, for example, romans, Anglo-Saxons,</li> <li>Use timelines to demonstrate changes and development in culture from around the world</li> <li>Describe main changes in a period of history - governance, social equality, religion &amp; beliefs, peace &amp; conflict</li> </ul>	<ul style="list-style-type: none"> <li>Give own reasons why changes may have occurred, using sourced evidence</li> <li>Choose reliable sources of evidence to identify changes across a time period</li> <li>Show identified changes on a timeline</li> <li>Make links between some features of past societies</li> <li>Provide explanations of a past event in terms of cause and effect using supporting evidence</li> <li>Know key dates, characteristics and events of time studied</li> </ul>	<ul style="list-style-type: none"> <li>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>Plan and present a self-directed project or research about the studied period</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past</li> <li>Start to understand the difference between primary and secondary evidence and the impact on reliability</li> <li>Begin to evaluate the usefulness of different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when they are using primary and secondary sources of information to investigate the past</li> <li>Select the most appropriate sources of evidence for a particular task</li> </ul>	<ul style="list-style-type: none"> <li>Sequence key events of time studied on a timeline – local, national and international</li> <li>Make comparisons between different periods in history</li> <li>Relate current studies to previous studies</li> <li>Accurately use dates and terms to describe historical periods</li> </ul>	<ul style="list-style-type: none"> <li>Identify some causes and consequences of main key events within the period of study</li> <li>Examine causes and results of key events and the impact it had</li> <li>Compare similarities and differences using evidence life in early and late period of study</li> <li>Study different aspects of different people within period of study e.g. Social, cultural</li> <li>Identify key dates and events of time studied</li> </ul>	<ul style="list-style-type: none"> <li>Present findings about the past using dates and terms correctly</li> <li>Discuss the most appropriate way to present information, realising the intended audience</li> <li>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Know our knowledge of the past is constructed from a range of sources</li> <li>Identify primary and secondary sources</li> <li>Explain why some historical accounts of the past may be different</li> </ul>	<ul style="list-style-type: none"> <li>Gather more detail from sources such as maps to build up a clearer picture of the past</li> <li>Ask and answers questions such as: what was it like for a... During...?</li> <li>Use a wider range of different evidence to collect evidence about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use additional terms related to the unit of study – referring back to previous periods of time studied</li> <li>Place events from period studied on a timeline, using specific dates – cross referring with other sources</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to identify key features of a time period, describing features of past societies and time periods</li> <li>Begin to offer reasonable explanations for key events use evidence to describe the past</li> <li>Describe how some past events/people affect life today</li> <li>Looks for links and effects in time period studied</li> </ul>	<ul style="list-style-type: none"> <li>Present findings about the past using dates and terms with increasing accuracy</li> <li>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</li> <li>Communicate and organise ideas about the past using different genres of writing</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Know our knowledge of the past is constructed from a range of sources and name those sources</li> <li>Look at multiple versions of the same event in history and identify similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about the past</li> <li>Asks and answers questions such as: how did people...? What did people do for...?</li> <li>Suggests sources of evidence to help to answer questions</li> <li>Begin to undertake their own research</li> </ul>	<ul style="list-style-type: none"> <li>Use additional words and phrases such as century, decade</li> <li>Use timelines to sequence and place events in chronological order</li> <li>Understand how to read/use a timeline and that it can be divided into BCE and AD</li> <li>Use dates and terms related to the period of time being studied</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to describe the past</li> <li>Use evidence to find out how things change during a time period</li> <li>Begin to identify reasons for people's actions</li> <li>Study changes through a period of time, looking at similarities and differences – using timelines</li> </ul>	<ul style="list-style-type: none"> <li>Explains own historical knowledge and understanding through recounts, labelled diagrams and leaflets</li> <li>Start to present ideas based on their own research about a studied period</li> <li>Use and understand the vocabulary of era, ages and events</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Compare two versions of a past event</li> <li>Use pictures, photographs and artefacts to find out about the past</li> <li>Use stories or accounts to distinguish between fact and fiction</li> <li>Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>Use different sources to answer simple questions about the past</li> <li>Use a source to ask questions e.g. Why, what, who, how, where?</li> <li>Begins to assess the effectiveness of sources</li> <li>Choose and select evidence and say how it can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: earliest, latest, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> <li>Sequence artefact/events that are closer together in order – beginning to check with references books/online</li> <li>Order dates from earliest to latest on simple timelines</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> <li>Recount main events from a period covered</li> <li>Describe confidently similarities and differences in artefact collections</li> <li>Describe significant individuals from the past</li> </ul>	<ul style="list-style-type: none"> <li>Use historical vocabulary to retell simple stories about the past, using more generic terms, such as Victorian</li> <li>Use and understand the vocabulary of monarch, parliament, government and remembrance</li> <li>Explains own knowledge and understanding using timelines and writing (reports, labelling, simple recount)</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Use pictures, photographs and artefacts to find out about the past</li> <li>Start to use stories or accounts to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions related to historical artefacts and sources</li> <li>Finds answers to simple questions about the past using different sources e.g. Pictures, stories</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as old, new, past, present, future</li> <li>Sequence events or artefacts in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own life and others lives</li> <li>Recount episodes from stories about the past</li> <li>Describe similarities and differences in artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Use historical vocabulary to retell simple stories about the past</li> <li>Talk, write and draw about things from the past</li> </ul>
<b>F2</b>	<ul style="list-style-type: none"> <li>Talk about themselves and events that have happened in their past</li> </ul>	<ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions...in response to stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Know that the past is something that has already happened and that the present is what is happening now</li> <li>To be able to talk about a past event in their own life in the correct order</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify similarities and differences between life now and in the past and talk about changes that have occurred</li> </ul>	<ul style="list-style-type: none"> <li>Use the language associated with time: then, before, now, next, soon</li> <li>Talk, write and draw about past events in their lives</li> </ul>
<b>F1</b>	<ul style="list-style-type: none"> <li>Talk about themselves in their past</li> </ul>	<ul style="list-style-type: none"> <li>Be curious about people and show interest in stories</li> </ul>	<ul style="list-style-type: none"> <li>Talk about past and present events that have happened in their own life</li> </ul>	<ul style="list-style-type: none"> <li>Begin to talk about differences and similarities about stories and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use language associated with time: today, yesterday, now and next</li> <li>Talk and draw about past events in their lives</li> </ul>