



## Nythe Primary School History Curriculum

The more you know about the past, the better prepared you are for the future.  
Theodore Roosevelt

### Intent

*Why do we teach this? Why do we teach it the way we do?*

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Nythe Primary School, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

*Why do we teach this? Why do we teach it the way we do?*

At Nythe Primary School we aspire to provoke pupils' curiosity to know more about the past locally and internationally. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We want to develop the children's historical perspective, placing their growing knowledge

into different contexts and understanding connections. Stories play an important role throughout and we place significant emphasis on teaching skills and knowledge within coherent and meaningful narratives.

At Nythe Primary School the principal aim of History is to explore, think critically about the facts and opinions of people and events to gain a coherent knowledge and understanding of how historical events and significant figures have shaped the modern world and the importance and impact Britain has played throughout these changes in time.

From entry to school children progressively develop skills in:

- Chronological understanding
- Interpretations of History
- Historical enquiry
- Communication and Organisation

Nythe Primary School 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', 'parliament', 'peasantry' and 'hierarchy'
- 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.

## **Implementation**

### *What do we teach? What does this look like?*

Our whole curriculum is shaped by our school motto 'Together, may our feathers give us wings to soar' which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, which ensures a clear skills and knowledge progression that is built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Nythe Primary School and do not just learn a series of facts about the past. In History, pupils at Nythe Primary School, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

Children are inspired to extend their knowledge of Britain's past and that of the wider world by exploring artefacts and sources. Children's learning is rooted in our community and beyond. Planned learning experiences enable the children to make meaningful connections with Nythe and the wider area. Focused, in-depth studies of the lives of significant male and female historical figures provoke the children's understanding of human creativity and achievement that reflect the diversity of modern British life. They develop a strong understanding of how events from the past have influenced many aspects of our culture, beliefs, routines, and developments of today.

Chronology is taught progressively and the order in which teach historical events has been carefully considered; everything we learn builds on everything we have learnt before. On entry to school children explore events within living

memory. A strong sense of chronology is developed as we take the children further back in time as they progress through the KS1 and KS2. By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day.

### **EYFS:**

Our EYFS curriculum is based on the Statutory Framework for the Early Years Foundation Stage document, Department for Education, 2021, and the supporting guidance: Development Matters in the Early Years Foundation Stage (EYFS), Department for Education, 2020. Children learn to make sense of the world in their own way through play and first-hand experiences. Some aspects of the Key Stage One and Key Stage Two (Y1- Y6) history curriculum have their roots in a range of goals across this interrelated curriculum, but most notably those in 'Understanding the World'.

### **Key Stage 1:**

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils are taught:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: The Royal Family, My History.
- Events beyond living memory that are significant nationally or globally: The Great Fire of London.
- Events beyond living memory that are events commemorated through festivals or anniversaries: Remembrance Day, Bonfire Night.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Mary Anning.
- Significant historical events, people and places in their own locality: Isambard Kingdom Brunel.

**Key Stage 2:**

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Pupils are taught:

- Changes in Britain from the Stone Age to the Iron Age (including a local study)
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- Explorers through time
- The Ancient Egyptians
- How castles changed over time
- Achievements of Ancient Greece
- Henry VIII and the Reformation
- Life in the Victorian era
- WWII (including a local study)
- The Ancient Mayans
- Crime and Punishment

Children focus on three History themes a year at Nythe Primary School. Learning always builds on what has come before and children are encouraged to make connections and compare time periods and common trends. History is brought to life through: visitors to school such as local historians; virtual visits to national museums and historical sites; trips to local and national sites of interest and immersive experiences such as attending a Victorian school or becoming an

evacuee for a day. Experiences and opportunities inspire children to ask perceptive questions, think critically, develop judgement and argue their beliefs; they inspire children to be curious and find out more about the past.

Our History curriculum ensures essential knowledge and skills are revisited with increasing complexity, through identified key concepts, allowing pupils to revise and build on their previous learning. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a historian by fully immersing them in all areas of the subject. Our units are built around open-ended enquiry questions, to encourage children to engage in expressing their own thoughts and opinions, using the concept lenses to help guide their thoughts and explorations into historical topics.

## Key Concepts

### Substantive knowledge

Eight **key substantive concepts** of history repeat throughout our curriculum. These provide lenses through which to consider the different aspects of history:



**Chronology:** The arrangement of events or dates in the order that they occurred.



**Culture (and society):** The ideas, customs, and social behaviour of a particular people or society



**Power:** The ability to change or influence the behaviour of others or the course of events.



**Legacy:** The long-lasting impact of events, actions, etc. that took place in the past, or of a person's life.



**Exploration & settlement:** Exploration: the act of exploring and discovering a new place. Settlement: staying in one place to form a community.



**Conflict & invasion:** The opposition of people or forces that often gives rise to dramatic action. Invasion: to enter for conquest or plunder.



**Beliefs:** Something that is accepted, considered to be true, or held as an opinion : something believed.



**Civilisation:** Any society which has developed a writing system, government, production of surplus food, division of labour, and urbanisation. The term is difficult to define because not all 'civilizations' include every one of the above facets. The term is often used, therefore, to suggest a highly developed culture.

### **Disciplinary Knowledge**

**Cause and consequence:** How historians construct arguments about the causes and consequences of events

**Change and continuity:** How historians construct arguments about the nature, pace and extent of change in the past

**Historical significance:** How historians and others attribute significance to past events or people, deeming them worthy of study or attention

**Similarity and difference:** How historians construct arguments about the extent of similarity and difference between places, people and groups in the past

**Sources and evidence:** How historians use sources as evidence to answer a question

**Interpretations:** How historians construct their accounts of the past, including how and why these differ

## **Impact**

*What will this look like?*

By the time children leave our school they will have:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

## **EYFS**

The EYFS Framework 2021 states that **understanding the world** requires children to make sense of their physical world and their community. In the Early Years we will foster a child's understanding domain-specific language and begin their understanding of key concepts of chronology, continuity & change and similarities & differences.

**How have I changed since I was a baby?  
Why do we wear different clothes throughout the year?  
What are our favourite celebrations each year?**

They will learn the language associated with time: then, before, now, next, soon.

They will note changes since they were babies, order pictures from babies to old person in order to learn key vocabulary associated with the passage of time and know that time passes in sequential order.

They will learn the significance of festivals and celebrations and of their own birthdays as markers of the passage of time.

They will develop timelines of important and diverse cultural celebrations.

They will start to recognise that photographs and objects can tell us about the past

**Vocabulary:** past, then, before, now, next, soon, Christmas, Easter, Diwali, Bonfire Night, Chinese New Year, celebration, festival

**Key Concepts:** Chronology, continuity & change, similarities & differences

### KS1 and KS2 Long Term Overview

<b>Year</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>1</b>	<b>The Great Fire of London</b>	<b>Mary Anning</b>	<b>My History</b>
<b>2</b>	<b>Brunel</b>	<b>Space Travel</b>	<b>The Royal Family</b>
<b>3</b>	<b>Ancient Egypt</b>	<b>Castles</b>	<b>Explorers through Time</b>
<b>4</b>	<b>Stone Age to Iron Age</b>	<b>Roman Britain</b>	<b>Anglo-Saxons, Vikings and Scots</b>
<b>5</b>	<b>Achievements of Ancient Greece</b>	<b>Henry VIII and the Reformation</b>	<b>Victorians</b>
<b>6</b>	<b>World War II</b>	<b>Crime and Punishment</b>	<b>The Mayan Civilisation</b>