

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more, remembering more.....Connecting learning.....

History Curriculum Overview

Intent:

At Northwick Manor Primary School, our intent is **ambitious**. We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. Children are **empowered** and encouraged to do so, by having **opportunities** to investigate and interpret the past through their understanding of chronology; their understanding of continuity and change and by undertaking an historical enquiry through selection and interpretation of sources as evidence.

Our Historical units of study are posed as questions e.g., Year 4: 'What was it like to live in Tudor England through a period of change?' because it enables the children to develop a sense of enquiry.

Our historical driving questions are:

- ✓ What was it like to live through a period of change?
- ✓ How have achievements and legacies throughout History impacted on us?
- ✓ Why do we remember significant events?

Our History curriculum is designed so that our chosen historical units of study often connect naturally to other subject disciplines. We have made a conscious effort to connect specific concepts in different subjects across the curriculum - where appropriate - to enable our pupils to make connections and remember what they have learnt more easily. We use historical themes as an opportunity to develop pupils' writing, as well as their substantive knowledge (facts and information) and disciplinary knowledge (enquiry skills and interpretation of evidence etc.) in History.

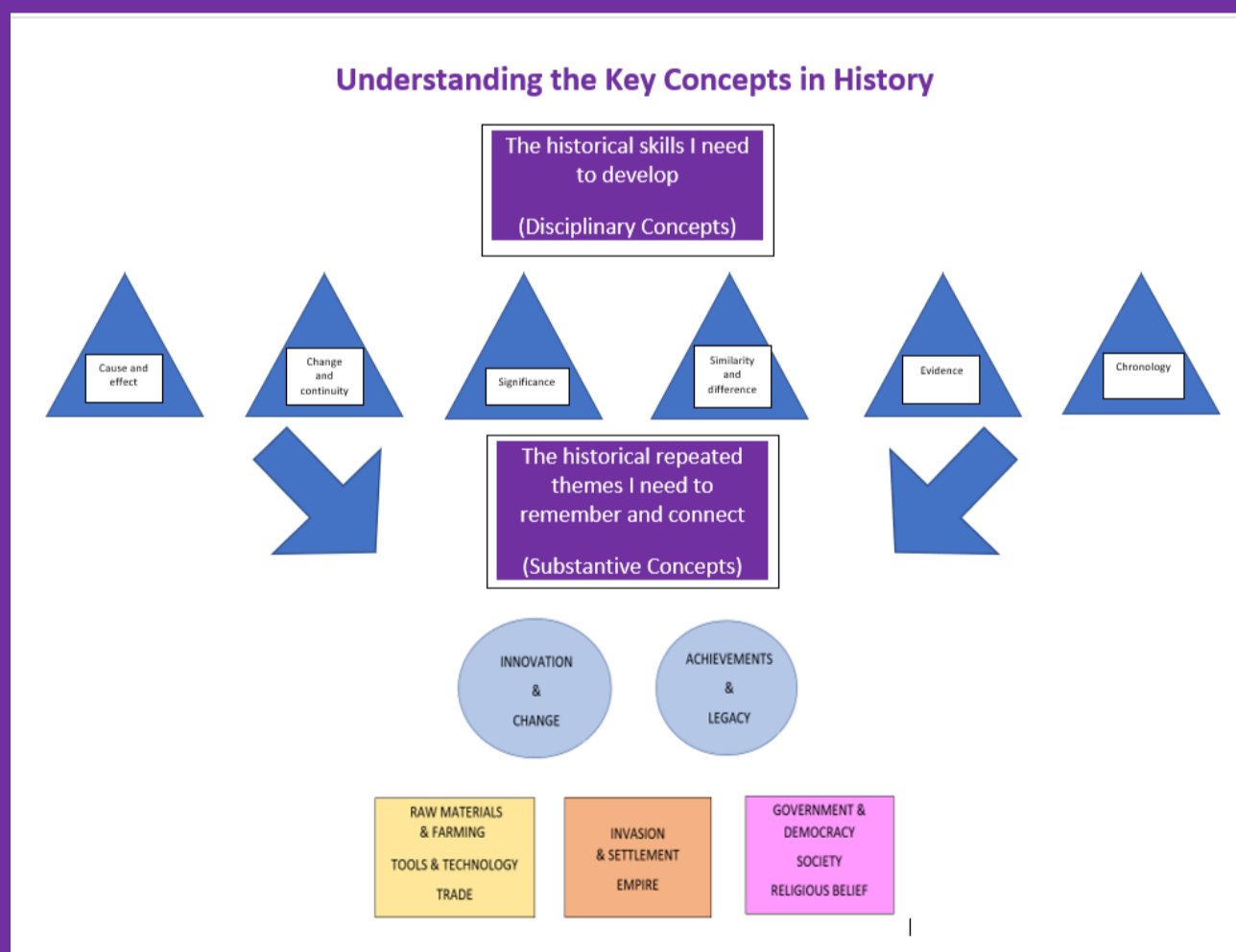
Often, quality texts are chosen in English that connect with the History context for learning i.e. Year 6: 'Goodnight Mr Tom' dovetails the History strand 'What was it like to live through a period of change in WWII?'

Subsequently, our History curriculum is not taught chronologically and because of this, we place emphasis on ensuring that pupils are clear as to where the historical period they are studying fits in against other periods with which they are familiar. Permanent history timelines are displayed clearly in each classroom for this to be embedded and pupils refer regularly to historical unit timelines in their subject books.

Children are guided and given the opportunity to identify and explore disciplinary and substantive concepts which connect their historical units together. For example, the theme of innovation and the legacy of the Romans in Year 3 and this repeated theme of innovation and legacy of the Ancient Greeks in Year 5; the theme of the threat of invasion in Iron Age Britain by the Romans and the threat of invasion during World War II of the Germans etc.

Our planning enables teaching staff to gain an overview of the entire history curriculum when planning and delivering their lessons.

In our planning, we refer to previous connected units of study so that we make it possible for pupils to easily draw on their prior learning from previous historical units of study or look ahead to future units to make strong, relevant connections via these concepts. This provides a sense of cohesion in their learning and enables children to know more and remember more.



We fulfil the National Curriculum requirements at Northwick Manor Primary School and provide all pupils - regardless of ethnic origin, gender, class, aptitude or disability - with a broad and balanced History curriculum.

National Curriculum links:

- 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’ and ‘peasantry’.
- 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.

Key Stage One National Curriculum Expectations: -

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- Events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Key Stage Two National Curriculum Expectations: -

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain’s settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Key Learning: What will pupils get better at?

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<p>Why are families so important? <i>Identifying the important people in their lives and their roles in society.</i></p>		<p>How have seaside holidays changed overtime? <i>Identifying independently a range of similarities and differences between seaside holidays in the past and in the present day. How do these reveal aspects of change in national life?</i></p>		<p>What was it like to live through a period of change during Tudor England? <i>Exploring the character, motives and behaviour of Henry VIII and his legacy on later periods of British history. Understanding how this was a significant turning point in British history (the Reformation and the dissolution of the monasteries).</i></p>	<p>What are the achievements and legacies of the Mayans? <i>Exploring the culture and way of life of a non-European society: The Mayans. Recognising their significance and legacy and comparing and contrasting with British history.</i></p>	<p>What was it like to live through a period of change during WWII? <i>Understanding that WW2 was a significant turning point in British History. (For example, the impact on the family unit, the changing role of women in society, the social and economic impact of the Blitz and also the Windrush Generation).</i></p> <p>(Taught the entire Autumn term)</p>

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



<p>To know who the important people are in their lives e.g. Mum, dad, brothers, sisters etc.</p> <p>To know that a timeline shows what happens overtime.</p>		<p>To know that a trip to the seaside in Victorian times was a luxury that only the rich could afford.</p> <p>To know that in Victorian times, the coast was increasingly seen as a healthy place to visit. Not only</p>		<p>To know that the Tudor Era lasted from 1485 – 1603.</p> <p>To know that the Battle of Bosworth was in 1485 and that it marked the start of the Tudor Era.</p> <p>To know that Henry VIII founded</p>	<p>To know that the Mayans existed from 2000BC to 1697 AD.</p> <p>To know that they lived in Mesoamerica which today would be Mexico and parts of Central America.</p> <p>To know that they invented their own calendars, farming methods, writing</p>	<p>To know that WWII lasted from 1939-1945.</p> <p>To know that axis countries included Germany, Italy and Japan; that allied countries included the UK, the USA and Russia; and those neutral countries included Spain and Switzerland.</p>
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			<p>was the breezy sea air seen as refreshing and invigorating but the salty sea water was recommended as a cleansing drink. Drinking two pints of seawater was prescribed as a good cure!</p> <p>To know that in Victorian times, the working classes worked every day (except Sundays when they were expected to attend church). They were not entitled to take holidays from their jobs, and it was only when Bank holidays were introduced by law in 1870 that the working classes were able to enjoy a proper day off.</p> <p>To know that the growth of railways meant travelling to the coast was more affordable.</p> <p>To know that the bathing machine was a device to allow people to change out of their usual clothes and change into swimwear.</p>		<p>the Royal Mail, Church of England, and the Royal Navy.</p> <p>To know that Henry VIII had 6 wives and their names were: Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Catherine Howard Catherine Parr.</p> <p>To know that there was a reformation in 1533 and that Thomas Cromwell helped Henry break away from Rome, establishing him as the Head of the Church of England.</p>	<p>systems, sports, and religion.</p> <p>To know that like the Ancient Egyptians (3000 BC to 330 BC) they had their own hieroglyphic writing system.</p> <p>To know that maize was part of their staple diet and that they were the first to cultivate chocolate from cocoa beans.</p> <p>To know it is likely that the Mayan civilisation ended due to any of the following: drought/disease/ conquering by neighbouring tribes.</p>	<p>To know the names of these key leaders: UK: Neville Chamberlain/ Winston Churchill USA: Franklyn D Roosevelt Russia: Joseph Stalin Italy: Benito Mussolini Germany: Adolf Hitler.</p> <p>To know that life on the Homefront changed with the inclusion of rationing; women working in factories and on farms; evacuation; the Blitz; and men going off to war.</p> <p>To know that propaganda was used by the Government to persuade people to think and act in a certain way - for example 'Dig For Victory 'and 'Make Do And Mend.'</p> <p>To know that the Windrush generation were made up of a group of approximately half a million Caribbean immigrants who came to the UK between 1948 and 1971 to support the economic regrowth in the country following WWII.</p>
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Connecting Learning

	Year 2: Why are Florence Nightingale & Mary Seacole so important? (Jobs – nursing)		EYFS: How have vehicles changed overtime? Year 5: How did the Industrial Revolution impact on society during the Victorian period? (railways)			Year 4: What are the achievements and legacies of the Ancient Egyptians? Year 5: What are the achievements and legacies of the Ancient Greeks? Year 3: What are the achievements and legacies of the Stone Age?	Year 5: What was it like to live through a period of change? (The impact of the Industrial Revolution) Year 3: What was it like to live through a period of change? (Roman and Viking invasions)
AUTUMN 2		<p>How have toys changed over time? <i>Identifying a range of similarities and differences between old and new toys within living memory. How do these reveal aspects of change in national life?</i></p> <p>Why do we remember the Gunpowder Plot? <i>Identifying several causes and effects of the Gunpowder Plot and how and why it is still commemorated nationally.</i></p>				<p>What are the achievements and legacies of the Ancient Greeks? <i>Understanding the legacy that the Greeks left on the world. Comparing modern day Olympics with the original ancient Greeks. Comparing and contrast the lives of Greek warriors from different parts of Greece and how they view the world.</i></p>	<p>What was it like to live through a period of change during WWII? <i>Understanding that WW2 was a significant turning point in British History. (For example, the impact on the family unit, the changing role of women in society, the social and economic impact of the Blitz and also the Windrush Generation).</i></p>

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



How have toys changed over time?
 To know that they used mohair to make old teddies.

To know that some modern toys are made of plastic because it is a hard wearing and durable material. Plastic was first used to make a toy in 1862.

To know that a teddy bear was manufactured for the first time in 1902.

To know that the earliest dolls were made from available materials such as clay, stone, wood, bone, ivory, leather, or wax. Archaeological evidence places dolls as the foremost candidate for the oldest known toy.

To know that rich children during the Victorian times played with toys such as clockwork train sets, toy soldiers, tea sets, rocking horses, dolls and dolls houses. Children from poor families played with home-made toys such as peg dolls and wooden boats.

Why do we remember the Gunpowder Plot?
 To know that the Gunpowder Plot took place on 5th November 1605. It was meant to kill the Protestant King, James I and replace him with a Catholic Queen.

To know that Robert Catesby who led the Gunpowder Plot, not Guy Fawkes. There were also 13 other people involved.

To know that the job Guy Fawkes had in the Gunpowder Plot was to guard the 36 barrels of gunpowder that had been placed in a basement underneath the House of Lords.

To know that King James I announced that the 5th of November should be the day that people always celebrate that the Gunpowder Plot did not happen.

To know that the Ancient Greeks existed from 800BC to 146 BC. That the Ancient Greeks, Ancient Egyptians, Romans, Mayans, and Celts all overlapped chronologically.

To know that the City State of Athens was cultured and valued the arts and education. That the warrior City State of Sparta promoted a strict lifestyle.

To know that the Ancient Greeks believed in many Gods and Goddesses and that they controlled all aspects of life. That Zeus and Hera were King and Queen of the gods. That Ancient Greece has left many legacies including: the Olympic Games; important philosophers such as Plato, Aristotle and Socrates; and Alexander the Great who spread the Greek empire and its culture.

To know that WWII lasted from 1939-1945.

To know that axis countries included Germany, Italy and Japan; that allied countries included the UK, the USA and Russia; and that neutral countries included Spain and Switzerland.

To know the names of these key leaders:
 UK: Neville Chamberlain/
 Winston Churchill
 USA: Franklyn D Roosevelt
 Russia: Joseph Stalin
 Italy: Benito Mussolini
 Germany: Adolf Hitler.

To know that life on the Homefront changed with the inclusion of rationing; women working in factories and on farms; evacuation; the Blitz; and men going off to war.

To know that propaganda was used by the Government to persuade people to think and act in a certain way - for example 'Dig For Victory' and 'Make Do And Mend.'

Connecting Learning

EYFS: How have bicycles changed overtime?

Year 6: What was it like to live through a period of change?

Year 6: What was it like to live through a period of change? (Worcester and the Civil War).

Year 4: What are the achievements and legacies of the Ancient Egyptians?
 Year 5: What are the achievements and legacies of the Mayans?

		(Within the context of Stuart England)				Year 3: What are the achievements and legacies of the Stone Age?	
SPRING 1	<p>How have bicycles changed overtime? <i>Identifying similarities and differences between bicycles in the past and bicycles in the present day.</i></p>			<p>What are the achievements and legacies of the Stone Age? <i>Developing an understanding of the chronological order of history throughout the period of The Stone Age to invaders and settlers.</i></p>			



Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

To know that bikes have changed overtime eg. The Pennyfarthing was too difficult for children to ride.

To know that the Stone Age lasted from 15000 BC to 2500 BC.

To know that in the early stone age, humans lived in caves and used animal skin for shelter.

To know that humans learnt to farm during the stone age. They hunted animals and gathered fruit and nuts. By the end of the stone age, they learnt how to farm and grew wheat, maize, and barley.

To know that stone age people discovered fire and made their own tools that were mostly made from stone. These included tools like stone clubs, bow and arrow, stone axe, stone knife and bone needles.

To know that the stone age was divided up into three periods. These were: Palaeolithic – old stone age. Mesolithic- middle stone age. Neolithic- new stone age.

Connecting Learning

Year 1: How have toys changes overtime? Year 2: How have seaside holidays changed overtime? (Introduction of the railway).			Year 5: What are the achievements and legacies of the Ancient Greeks? Year 5: What are the achievements and legacies of the Mayans? Year 4: What are the achievements and legacies of the Ancient Egyptians?			
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SPRING 2			<p>What are the achievements and legacies of Florence Nightingale and Mary Seacole? <i>Exploring the life and work of Florence Nightingale & Mary Seacole Discussing the contribution nationally and internationally in the field of nursing during times of conflict.</i></p> <p>What are the achievements and legacy of Charles Hastings? <i>Mini local history topic: exploring the legacy of a local person of significance (founder of BMA/social reformer).</i></p>	<p>What was it like to live through a period of change during the Roman and Viking invasions? <i>Comparing Roman soldiers with soldiers of today. Exploring the motivational impact of leaders such as Boudicca and the impact they had on life during their times.</i></p>	<p>What are the achievements and legacies of the Ancient Egyptians? <i>Understanding when the Ancient Egyptian civilization existed and compare to other ancient civilizations. Focus on their achievements ie. Farming, forms of written communication, trade, artistic legacy. Understanding how their religious beliefs influenced all aspects of their lives.</i></p>		<p>What was it like to live through a period of change during the Civil War? <i>Critically, weigh up evidence, sift arguments and develop perspective and judgement with regard to the involvement of Worcester in the Civil War. Understanding the process of change and the relationships between different groups of people during this period.</i></p>
<p style="text-align: center;">Key Golden Nuggets</p> <p>What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?</p>							



To know that Florence Nightingale was born on 12th May 1820. She was a nurse and became very well-known after she made sure the nurses and hospitals were up to the correct standard.

To know that Florence made sure that hospitals were kept clean to stop the spread of illnesses. A lot more patients recovered because of the better care that they received.

To know that Queen Victoria awarded the Royal Red Cross Medal to Florence in 1883. She was the first person to ever be awarded this!

To know that Florence Nightingale helped in the Crimean War by bringing over volunteer nurses to look after British injured soldiers. She worked in the Scutari Hospital in Turkey.

To know that Florence had the nickname of 'Lady with the Lamp.' This was because she would check on patients throughout the night with a small light!

To know that Florence passed away in 1910. Three years before, she was the first woman to be awarded the Order of Merit for her amazing work.

To know that many of the people in Britain who lived under Roman rule were called Celts.

To know that the Vikings were invited to Britain which helped them to successfully invade Britain and they wanted to invade because they wanted to find a new place to settle and farm.

To know that the Ancient Egyptian civilisation lasted for over 30 centuries between 3100 BC – 332 BC.

To know that the Ancient Egyptians based their farming around the annual flooding of the river Nile. There were three seasons in the Egyptian calendar, Akhet, Peret, Shemu. They invented a tool called a 'Shaduf' which helped people to raise and move water out of the river Nile to the land.

To know that the Ancient Egyptians wrote in hieroglyphics, which they believe were invented by the gods.

To know that the Pharaohs were the kings of Ancient Egypt. Tutankhamun was one of the most famous pharaohs.

To know that the Ancient Egyptians preserved the bodies of important people through mummification.

To know that the Stuart period of history was from 1603-1714 and that the Civil War occurred between 1642-1651.

To place this period of history in context by knowing that the Tudors reigned from 1485 to 1603. To know that the Parliamentarians supported Oliver Cromwell and the Royalists supported the King.

To know that England became a Republic for the first and only time with no monarch during this time because Cromwell defeated Charles I.

To know that the important final battle took place in Worcester in 1651 and to recognise some familiar landmarks and how they played a role in the battle: the cathedral was used as a base for the Royalist troops; Fort Royal Hill was taken over by the Parliamentarians; and The King Charles House was where Charles II hid when fleeing Worcester.

Connecting Learning

EYFS: Why are families so important?
(Identifying the important people in their lives and their roles in society)
Year 5: What was it like to live through a period of change?
(Social reform)

Year 6: What was it like to live through a period of change during WWII?

Year 5: What are the achievements and legacies of the Ancient Greeks?
Year 5: What are the achievements and legacies of the Mayans?
Year 3: What are the achievements and legacies of the Stone Age?

Year 4: What was it like to live through a period of change? (Tudor England).
Year 1: Why do we remember the Gunpowder Plot?

SUMMER 1

How did dinosaurs become extinct?
Understanding the past through settings, characters and events encountered in books read in class related to dinosaurs.

Why do we remember the Great Fire of London?
Understanding the significance of the 'Great Fire' and its causes and short- and long-term effects.

What was it like to live through a period of change during the Victorian Period? (Industrial Revolution)
Understanding the impact of the Industrial Revolution on society ie. Comparing the lives of rich and poor, the

						<p><i>impact of Dr Barnardo on social reform. Describing how Victorian inventions were revolutionary and how they are used today. Studying famous Victorian designers and inventors and how it changed people's lives.</i></p>	
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<p>To know that the dinosaurs were around 65 million years ago.</p> <p>To know that dinosaurs are now extinct.</p>	<p>To know that the fire started in London, on Pudding Lane, in a bakers on 2nd September 1666.</p> <p>To know that the bakers was owned by Thomas Farriner and his family.</p> <p>To know that the fire was started by a spark from the oven that is believed to have landed on some hay.</p> <p>The fire lasted for four whole days.</p> <p>To know that 70,000 people had their homes destroyed. However, only 6 people lost their lives.</p> <p>To know that the fire spread so quickly because the houses were made out of wood, it had been a hot summer, so the wood was dry, the houses were close together, there was a strong wind on the day of the fire, and they didn't have a fire service back in 1666.</p> <p>To know that most of London was rebuilt after the fire. An architect called Sir Christopher Wren designed many of the buildings. Instead of wood, brick had to be used on all houses. Many streets were widened across London.</p>				<p>To know that the Victorian period lasted from 1837-1901.</p> <p>To know that Queen Victoria's reign of 63 years was longer than that of any previous British monarch.</p> <p>To know that the Victorian era produced many inventions which we still use today such as the telephone, pedal bicycle, sewing machine, flushing toilet, hoover and postage stamp.</p> <p>To know that the Industrial Revolution was a huge period of change with advantages such as employment and mass-produced items which could be affordable and available for many, but which had disadvantages such as pollution, poor housing, poor working conditions and poor sanitation.</p> <p>To know that social reformers such as Dr Barnardo and Lord Shaftesbury improved the lives of working children and the poor in general.</p>	
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Connecting Learning

		<p>EYFS: How have vehicles changed overtime? (Fire Engines).</p> <p>Year 6: What was it like to live through a period of change? (Worcester and The Civil War in the context of the Stuart period).</p>				<p>Year 6: What was it like to live through a period of change? (WWII and Worcester and The Civil War).</p> <p>Year 4: What was it like to live through a period of change? (Tudor England).</p> <p>Year 3: What was it like to live through a period of change? (Roman and Viking invasions).</p>	
SUMMER 2			<p>What are the achievements and legacies of Christopher Columbus and Tim Peake? Investigating how we remember significant people and how values</p>			<p>Continuation</p> <p>What was it like to live through a period of change? (Industrial Revolution)</p> <p><i>Learning about The Victorians and how they lived. Comparing rich and poor and the impact of Dr Barnardo</i></p>	

have changed over time in relation to this.

on social reform. Describing how Victorian inventions were revolutionary and how they are used today. Studying famous Victorian designers and inventors and how it changed people's lives.

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



Christopher Columbus
To know that Christopher Columbus was born in Genoa, Italy in 1451.

To know that he was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates! Columbus only survived by swimming to land.

To know that he became famous as the explorer who found new lands called 'The Americas'. (But actually, many people already lived there).

Tim Peake
To know that Tim Peake was born on 7th April 1972.

To know that he is a British astronaut who became famous when he spent six months living and working on the International Space Station (ISS) in 2015/16.

To know that he was the first British astronaut to board the ISS, a laboratory 400 kilometres from Earth.

To know that the Victorian period lasted from 1837-1901.

To know that Queen Victoria's reign of 63 years was longer than that of any previous British monarch.

To know that the Victorian era produced many inventions which we still use today such as the telephone, pedal bicycle, sewing machine, flushing toilet, Hoover and postage stamp.

To know that the Industrial Revolution was a huge period of change with advantages such as employment and mass-produced items which could be affordable and available for many, but which had disadvantages such as pollution, poor housing, poor working conditions and poor sanitation.

To know that social reformers such as Dr Barnardo and Lord Shaftesbury improved the lives of working children and the poor in general.

Connecting Learning

Year 2: What are the achievements and legacies of Mary Seacole/Florence Nightingale/Charles Hastings?
Year 3 : What are the achievements and legacies of the Stone Age?
Year 4: What are the achievements and legacies of the Ancient Egyptians?
Year 5: What are the achievements and legacies of the Ancient Greeks/Mayans?

