

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', '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.



## History at Northwick Manor Primary School



Year 1's re-enactment of the Great Fire of London!

### Why do we teach history?

At Northwick Manor Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics (and ensuring there is progression of the key skills from EYFS through to Year 6), children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

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## How do the children learn about history?

### EYFS

In the Early Years Foundation Stage history comes under the umbrella of 'Understanding the World: Past and Present'. Through the use of artefacts, role play, photographs and stories the children begin to develop an understanding that things have not always been the same.

### Key stages 1 & 2

These are a selection of the varied and exciting methods through which we teach the history curriculum:

- ◆ History forms an integral part of our creative curriculum and lends itself well to cross-curricular work. Children develop and use both knowledge and skills across a range of subjects.
- ◆ 'The History Man' (Mr.Cadle) visits us for a number of topics bringing history to life for the children through re-enactments and by sharing a range of artefacts.
- ◆ We have appropriate resources and artefacts within school—but if you have anything relevant to one of our topics we are always happy to accept donations or loans!
- ◆ Most year groups have an exciting trip which enriches their learning of history.  
**Year 1** - Black Country Museum  
**Year 2** - Avoncroft Museum of Historical Buildings  
**Year 3** - Bishop's Wood  
**Year 4** - Harvington Hall  
**Year 5** - Black Country Museum  
**Year 6** - Severn Valley Railway and Bewdley Museum

### Useful websites:

BBC: <http://www.bbc.co.uk/schools/primaryhistory/>

<http://www.bbc.co.uk/history/forkids/>

Historical Association: <https://www.history.org.uk/>

## What do we teach in history?

Year Group	History Curriculum Overview
EYFS	Why are families so important? How have vehicles changed over time? How did dinosaurs become extinct?
YEAR 1	How have toys changed over time? Why do we celebrate Bonfire Night? Would The Great Fire of London happen today?
YEAR 2	Why are seaside holidays still so popular? Why is Florence Nightingale so important? How have explorers shaped our understanding of the modern world?
YEAR 3	What did the Stone Age leave behind and who were the Celts? Why was the Roman army so successful? What was life like in Viking Britain?
YEAR 4	Why did The Tudors need priest-hides? Why was The Egyptian civilisation so successful?
YEAR 5	What is the significance of The Mayans? What are the achievements and legacies of The Ancient Greeks? How did the Industrial Revolution impact on society during the Victorian era?
YEAR 6	How did World War 2 affect life on the home front? What evidence is there to show that Worcester played a significant role in the Civil War?