

Nateby Primary School



HISTORY AT NATEBY PRIMARY SCHOOL

THE NATIONAL CURRICULUM

Aims:

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
- History – key stages 1 and 2 2

- 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

How will History be taught?

Intent

The intent of history teaching here at Nateby Primary School, is to stimulate the children's interest and understanding about the life of people who lived in the past and to inspire their curiosity to know more. We want them to gain knowledge and understanding of Britain's past and also that of the wider world.

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. This enables them to learn to value their own and other peoples' cultures. By considering how people lived in the past, they are better able to make their own life choices today. What they learn can influence their decisions about personal choice, attitudes and values. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Implementation

How pupils at Nateby will learn through and about History.

Reception and History.

Our EYFS children participate in history lessons alongside their Year 1 classmates, their learning focuses around stories about significant people, they role-play events such as the suffragettes' protests to help them to develop an interest in and enthusiasm for history as a wider topic. They will also focus heavily on their own and the immediate family's history, sharing significant experiences such as their baptisms or the birth of younger siblings and look at each other's special objects. They will look for similarities and differences in experiences and begin to understand that not everybody's lives and experiences are the same.

The Early Learning Goals that link most closely to the History National Curriculum stated:

- Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1

The National Curriculum States that during Key Stage1 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 2

The National Curriculum states that during Key Stage 2 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.

Curriculum Map 2025 -2026			
	Autumn	Spring	Summer

<p>EYFS & YR1</p>	<p>My family tree, celebrations & my own life so far. <i>NC: Children will learn about changes within living memory. They will utilise historical vocabulary such as past, present and future. They will begin to use timelines to order events chronologically.</i></p> <p><i>Possible Supporting Units</i> <i>Plan Bee: All About Me</i></p>	<p>The Great Fire Of London</p> <p><i>NC: 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.)</i></p> <p><i>Possible Supporting Units:</i> <i>Twinkl – The Great Fire of London</i> <i>Plan Bee – The Great Fire</i></p>	<p>Explorers</p> <p><i>NC: Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Possible Supporting Units:</i> <i>Significant Explorers - Twinkl</i> <i>Intrepid Explorers - Plan Bee</i></p>
<p>YR 2 & 3</p>	<p>Roman Empire and its impact on Britain <i>NC: This could include:</i></p> <ul style="list-style-type: none"> • <i>Julius Caesar’s attempted invasion in 55-54 BC</i> • <i>the Roman Empire by AD 42 and the power of its army</i> • <i>successful invasion by Claudius and conquest, including Hadrian’s Wall</i> • <i>British resistance, for example, Boudica</i> • <i>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> 	<p>Ancient Egypt</p> <p><i>NC: Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <p><i>Possible Supporting Units:</i> <i>Ancient Egypt - Twinkl</i> <i>What can we find out about Ancient Egypt? - Plan Bee</i></p>	<p>Vikings</p> <p><i>NC: Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Possible supporting units:</i> <i>Twinkl – Vikings</i> <i>PlanBee -</i></p>
<p>Year 4</p>	<p>Stone Age to Iron Age <i>NC: Pupils should be taught about changes in Britain from the Stone Age to Iron Age</i> <i>This could include:</i></p> <ul style="list-style-type: none"> • <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> 	<p>The Benin (West Africa)</p> <p><i>NC: The achievements of the earliest civilizations</i> <i>The reasons for their rise and eventual decline</i></p>	<p>Anglo-Saxons and Scots <i>NC: This could include:</i> <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p>

	<ul style="list-style-type: none"> •Bronze Age religion, technology and travel, for example, Stonehenge •Iron Age hill forts: tribal kingdoms, farming, art and culture. <p>Possible Supporting Units: Stone Age to Iron Age - Twinkl UKS2 unit The Prehistoric World – Plan Bee</p>	<p>Possible Supporting Units: Twinkl – The Kingdom of Benin Plan Bee – The Kingdom of Benin</p>	<p><i>Scots invasions from Ireland to north Britain (now Scotland)</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> <i>Christian conversion – Canterbury, Iona and Lindisfarne.</i></p> <p>Possible Supporting Units: Twinkl: Anglo-Saxons and Scots Plan Bee: Anglo-Saxons, Picts and Scots.</p>
Year 5 &6	<p>Crime and Punishment</p> <p><i>NC: Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 such as crime and punishment from the Anglo-Saxons to the present</i></p> <p>Possible support units: Crime and Punishment LKS2 Twinkl Crime and Punishment Y5&6 Crime and punishment from KeystageHistory</p>	<p>Shang Dynasty</p> <p><i>NC: Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <p>Possible supporting units: Plan Bee and Twinkl</p>	<p>Local History: Focus Pilling Pig. Garstang to Knott End railway</p> <p><i>NC: Pupils should be taught about a local history study. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p>

Curriculum Map 2026 - 2027			
	Autumn	Spring	Summer
EYFS & YR1	The Gunpowder Plot	Florence Nightingale & Mary Seacole	Seaside Holidays

	<p><i>NC: Pupils should be taught about the events beyond living memory that are significant nationally or globally</i></p> <p>Possible Supporting Units: The Gunpowder Plot - Twinkl Guy Fawkes and the Gunpowder Plot - Plan Bee</p>	<p><i>NC: Children should learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Possible Supporting Units: Twinkl – Nurturing Nurses Plan Bee – Florence Nightingale</p>	<p><i>NC: Pupils should be taught about changes in living memory.</i></p> <p>Possible Supporting Units: Seaside Holidays – Plan Bee</p>
Year 2 & 3	<p>WW11 including the battle of Britain</p> <p><i>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <ul style="list-style-type: none"> <i>a significant turning point in British history for example the Battle of Britain.</i> <p>Possible Supporting Units: Plan Bee WWII (LKS2)</p>	<p>Incas (Peru)</p> <p><i>NC: The achievements of the earliest civilizations The reasons for their rise and eventual decline</i></p> <p>Possible Supporting Units: Twinkl: Who were the Incas?</p>	<p>Normans & the Battle of Hastings 1066</p> <p><i>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Possible Supporting Units: Plan Bee: The Norman Conquest.</p>
Year 4	<p>Stone Age to Iron Age</p> <p><i>NC: Pupils should be taught about changes in Britain from the Stone Age to Iron Age This could include:</i></p> <ul style="list-style-type: none"> <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> <i>Iron Age hill forts: tribal kingdoms, farming, art and culture.</i> <p>Possible Supporting Units:</p>	<p>The Benin (West Africa)</p> <p><i>NC: The achievements of the earliest civilizations The reasons for their rise and eventual decline</i></p> <p>Possible Supporting Units: Twinkl – The Kingdom of Benin Plan Bee – The Kingdom of Benin</p>	<p>Anglo-Saxons and Scots</p> <p><i>NC: This could include:</i></p> <p><i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p> <p><i>Scots invasions from Ireland to north Britain (now Scotland)</i></p> <p><i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></p> <p><i>Anglo-Saxon art and culture</i></p> <p><i>Christian conversion – Canterbury, Iona and Lindisfarne.</i></p>

	Stone Age to Iron Age - Twinkl UKS2 unit The Prehistoric World – Plan Bee		Possible Supporting Units: Twinkl: Anglo-Saxons and Scots Plan Bee: Anglo-Saxons, Picts and Scots.
Year 5 & 6	<p>Mayan Civilisation</p> <p><i>NC: Pupils should be taught about a non-European society that provides contrasts with British history</i></p> <p>Possible Supporting Units: Plan Bee – The Maya</p>	<p>Ancient Greece</p> <p><i>NC: Pupils should make a study of Greek life and achievements and their influence on the western world.</i></p> <p>Possible Supporting Units: Plan Bee – Ancient Greece</p>	<p>Industrial Revolution</p> <p><i>NC: Pupils should be taught about an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i></p> <p>Possible Supporting Units:</p>

Key Skills progression in History.

	Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
EYFS	<ul style="list-style-type: none"> Recognise the distinction between past and present. Begin to order simple events in their lives. 	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members 	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Talk about events in their own lives and those of other family members. Use simple time sequence language e.g. past and present.
Year 1	<ul style="list-style-type: none"> Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. 	<ul style="list-style-type: none"> Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including aspects of national life where appropriate). 	<ul style="list-style-type: none"> Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. 	<ul style="list-style-type: none"> Describe special or significant events. Retell simple stories or events from the past. Talk about what / who was significant in simple historical accounts.

	<ul style="list-style-type: none"> Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 	<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> Identify some of the basic ways in which the past can be represented. Choose parts of stories and other sources to show what they know about the past. 	
Year 2	<ul style="list-style-type: none"> Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time. 	<ul style="list-style-type: none"> Develop awareness of significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts.
Year 3	<ul style="list-style-type: none"> Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time. 	<ul style="list-style-type: none"> Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe the development of the British Empire Demonstrate knowledge of the characteristics and practices of the Ancient Egyptians. 	<ul style="list-style-type: none"> Use sources to address historically valid questions. Recognise that our knowledge of the past is constructed from different sources of evidence. Recognise that different versions of past events may exist. Describe some of the ways the past can be represented. 	<ul style="list-style-type: none"> Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology.
Year 4	<ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> Describe and compare some of the time periods they have covered. Demonstrate more in-depth knowledge of one specific civilisation. Demonstrate knowledge of an aspect or theme in British History or local history. 	<ul style="list-style-type: none"> Use sources to address historically valid questions and hypotheses. Recognise how sources of evidence are used to make historical claims. Recognise why some events happened and what happened as a result. 	<ul style="list-style-type: none"> Discuss significant aspects of, and connections between, different historical events. Select and organise relevant historical information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology.

			<ul style="list-style-type: none"> Identify historically significant people and events in different situations. 	
Year 5	<ul style="list-style-type: none"> Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor or the Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. Describe key aspects of a non-European society. Demonstrate recall of key facts/dates and events linked to the time periods studied. 	<ul style="list-style-type: none"> Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings.
Year 6	<ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor or the Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others. 	<ul style="list-style-type: none"> Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings.

Cultural Capital

As you will see from the curriculum map above there are many planned opportunities for pupils at Nateby to engage with and learn about significant historical figures and time periods both from British and broader world history.

In addition to this we plan other experiences for our pupils develop a deeper understanding, interest in and curiosity about history and historical enquiry. Examples are: workshop days with historical experts which immerse children in that time period, visits from our local historical society; School trips to locally history places e.g Lancaster or Clitheroe Castle. Peer2Peer Days, guest speakers as part of our assembly programme.

Covid 19 Response

On return to school and resuming normal teaching we have ensured we assess the needs of our children and endeavoured to adapt planning to meet those needs. We use direct teaching focused on any skills that need refreshing and reminders of what we have learnt already. We also endeavour to re-ignite children's enthusiasm for the subject where it has not been a priority at home.

Impact

Class teachers will make on-going formative assessments of pupils informally throughout the lesson and will give immediate feedback if appropriate. Class teachers will also mark written pieces of work providing written feedback, next steps and further questions where appropriate. These on-going assessments will be used to inform future planning on a lesson by lesson basis. Pupils will be assessed against the Skills progression and the National Curriculum objectives at the end of each taught unit.