



The Northaw Curriculum

History

“From one man he made all the nations, that they should inhabit the whole earth; and he marked out their appointed times in history and the boundaries of their lands.”

Acts 17:26
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Added value

At Northaw, we believe the world has never been without God. Teaching develops the security of pupils' 'fingertip knowledge' in order to support historical analysis and argument. Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful. Adaptations for pupils with SEND are carefully considered and take into account the importance of background information in learning. We participate in Black History Month, promoting and celebrating black contributions to British society, and to foster an understanding of black history in general. Key questions generated each lesson are recorded on pink flash cards, placed in the class knowledge jar and used for systematically practising recall. Ofsted's research review series and subject report series have informed our practice in this area.

Aims

The Northaw 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.

Early years foundation stage – nursery and reception

Understanding the world

Past and present

Children at the expected level of development will:

- talk about the lives of the people around them and their roles in society
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- understand the past through settings, characters and events encountered in books read in class and storytelling.

Children in nursery will be learning to:	Examples of how we support this:
Begin to make sense of their own life-story and family's history.	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.
Show interest in different occupations.	Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.

Children in reception will be learning to:	Examples of how we support this:
Talk about members of their immediate family and community.	<p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many different families.</p>
Name and describe people who are familiar to them.	<p>Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>
Comment on images of familiar situations in the past.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

	<p>Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>
<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>

In the early years foundation stage, history is not taught discreetly but through following children’s interests, planned topics, and curriculum ambitions linked to activity zones and unpacked as core skills. Progress is logged on Tapestry.

Early years foundation stage planned topics

	Autumn	Spring	Summer
Year A	All about me Harvest Diwali Christmas	Growing Lunar New Year Shrove Tuesday Easter	Once upon a time Bear topic When I grow up Be active week
Year B	Welcome to Acorns Harvest Under the sea Christmas	Spring We are scientists Shrove Tuesday Easter	Tell me a story Express yourself Moving on Be active week

Early years foundation stage curriculum ambitions

Activity zones	Curriculum ambitions	Core skills
Creative area	Collaborate with a friend to make something from reclaimed materials Independently paint a picture using watercolour and poster paints	<ul style="list-style-type: none"> To be able to cut accurately using scissors To be able to select and use the most appropriate type of glue To be able to use a range of joining techniques To be able to effectively use watercolour and poster paints independently To make choices independently
Role play/small world	Use imagination to re-enact familiar and unfamiliar roles and experiences	<ul style="list-style-type: none"> To be able to develop and extend a narrative To be able to engage with purposeful symbolic play To use familiar vocabulary
Sand/water	Create imaginative and intricate structures using an understanding of properties of sand and water	<ul style="list-style-type: none"> To be able to grasp, hold and carry containers To be able to manipulate sand creatively To be able to move water successfully from one place to another To know that the texture of sand changes when water is added
Construction	Build an intricate, stable model with friends or independently	<ul style="list-style-type: none"> To be able to select and use a range of fixing and joining materials To seek help from peers

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		<ul style="list-style-type: none"> • To talk about what they are doing and give instructions
Malleable	Use Play-Doh to plan and make a model of something in which you are interested	<ul style="list-style-type: none"> • To be able to manipulate Play-Doh skilfully • Knows how to select and use different tools to make marks and help manipulate the Play-Doh
Music and dance	Enjoy creating musical and dramatic performances	<ul style="list-style-type: none"> • To know some rhymes and songs • To be able to move rhythmically • To be able to use their imagination • To know about places performances take place
Physical	<p>Ride a two-wheeled bike safely and confidently</p> <p>Move confidently across the A-frame/trapeze/monkey bars/climbing frame/tree</p>	<ul style="list-style-type: none"> • To hold own body weight • To have strong core balance • To have good spatial awareness • To understand about the safety of others
Cooking	Follow a recipe to make a cake	<ul style="list-style-type: none"> • To know that text and images convey meaning • To be able to coordinate hand-eye and fine motor skills to mix and pour • To be able to select the right utensils

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1 – years 1 and 2

Key stage 1 programme of study

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 1 learning sequence

	Autumn 2	Spring 2	Summer 2
Year A	The Gunpowder Plot	Christopher Columbus and Neil Armstrong	Northaw
Year B	Mary Seacole, Florence Nightingale and Edith Cavell*	The Great Fire of London	Yesterday and today*

*Please consult *Black and British* by David Olusoga and [The Black Curriculum](#).

Core knowledge is further elaborated in medium-term plans.

History is taught each term in rotation with geography. It is timetabled for at least 45 minutes every week. Lessons are recorded both in exercise books and on Seesaw. Every child has access to mats containing the key vocabulary for science and the other foundation subjects, which are changed at the beginning of each term. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

These books are commonly used as stimulation in geography and history:

Author/Illustrator	Title
Emma Adams & James Weston Lewis	The Great Fire of London
Ronda & David Armitage	The Lighthouse Keeper's Lunch
Aaron Becker	Journey
Jill Bennett & Nick Sharrat	Seaside Poems
Michael Bond & R W Alley	Paddington's London Story Treasury
Eileen Browne	Handa's Surprise
Mini Grey	Toys in Space
Mairi Hedderwick	Katie Morag and the New Pier
James Mayhew	Katie in London
Anna Milbourne	Stories of Knights & Castles
Kate Pankhurst	Fantastically Great Women Who Changed the World
Heather Pindar & Barbara Bakos	Froggy Day
Wen Dee Tan	Lili
Eugene Trivizas & Helen Oxenbury	The Three Little Wolves and the Big Bad Pig

Key stage 1 progression framework

Historical knowledge

Constructing the past

- briefly describe features of particular themes, events and people from family, local, national and global history

Sequencing the past

- sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people
- understand securely and use a wider range of time terms

Historical concepts

Change and development

- identify independently a range of similarities, differences and changes within a specific time period

Cause and effect

- identify a few relevant causes and effects for some of the main events covered

Significance and interpretations

- identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects

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Historical enquiry

Planning and carrying out a historical enquiry

- plan questions and produce answers to a few historical enquiries using historical terminology

Using sources as evidence

- select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions

Key stage 2 – years 3 to 6

Key stage 2 programme of study

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples

- a depth study linked to one of the British areas of study listed above

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- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples

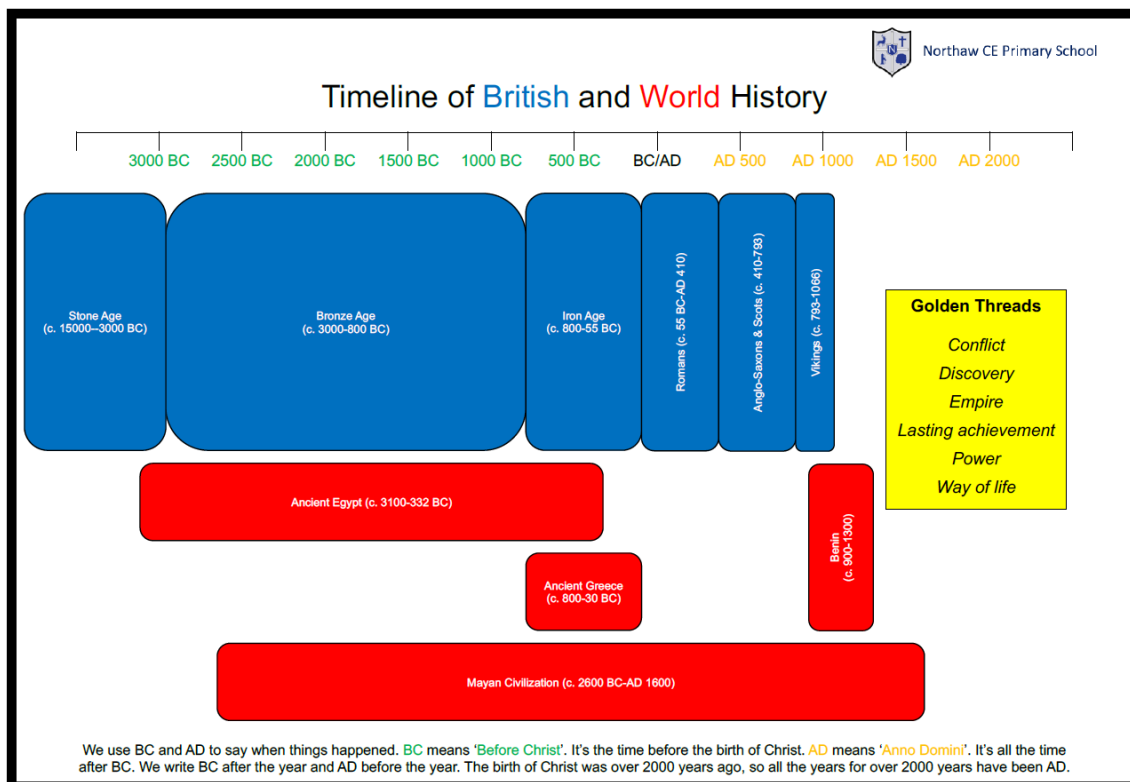
- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- 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.

Lower key stage 2 learning sequence

	Autumn 2	Spring 2	Summer 2
Year A	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain*	A local history study, e.g. St Thomas a Becket
Year B	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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. the First World War*

*Please consult *Black and British* by David Olusoga and [The Black Curriculum](#).

Units are ordered chronologically across the year while six recurring concepts thread them together: conflict, discovery, empire, lasting achievement, power and way of life. A timeline of British and world history, incorporating these golden threads, is introduced in KS2. Core knowledge is further elaborated in medium-term plans.



History is taught each term in rotation with geography. It is timetabled for at least 45 minutes every week. Lessons are recorded in exercise books. Every child has access to mats containing the key vocabulary for science and the other foundation subjects, which are changed at the beginning of each term. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Lower key stage 2 progression framework

Historical knowledge

Constructing the past

- identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people

Sequencing the past

- sequence a number of the most significant events, objects, themes, societies, periods and people in lower key stage 2 topics using some dates, period labels and terms

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Historical concepts

Change and development

- make valid statements about the main similarities, differences and changes occurring within topics

Cause and effect

- comment on the importance of causes and effects for some of the key events and developments within topics

Significance and interpretations

- explain why some aspects of historical accounts, themes or periods are significant
- comment on a range of possible reasons for differences in a number of accounts

Historical enquiry

Planning and carrying out a historical enquiry

- independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses

Using sources as evidence

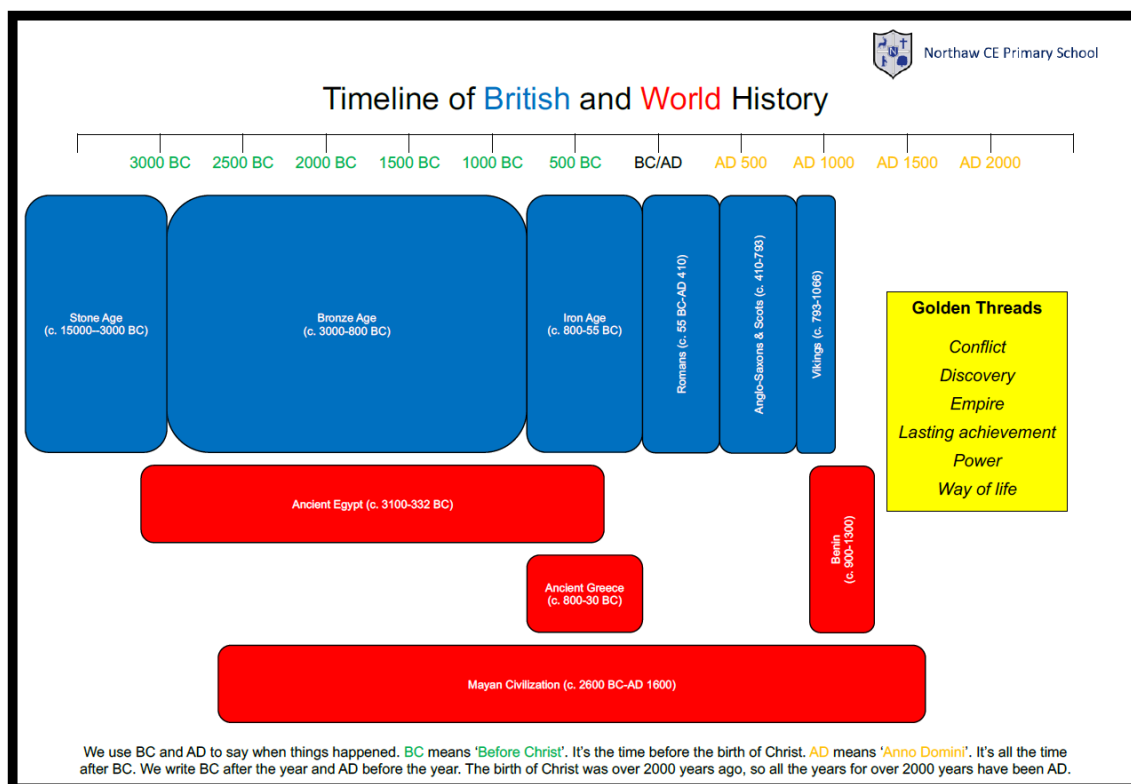
- recognise possible uses of a range of sources for answering historical enquiries

Upper key stage 2 learning sequence

	Autumn 1	Spring 1	Summer 1
Year A	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	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	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. the Tudors, the Victorians*
Year B	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	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. the Second World War*

*Please consult *Black and British* by David Olusoga and [The Black Curriculum](#).

Units are ordered chronologically across the year while six recurring concepts thread them together: conflict, discovery, empire, lasting achievement, power and way of life. A timeline of British and world history, incorporating these golden threads, is introduced in KS2. Core knowledge is further elaborated in medium-term plans.



History is taught each term in rotation with geography. It is timetabled for at least 45 minutes every week. Lessons are recorded in exercise books. Every child has access to mats containing the key vocabulary for science and the other foundation subjects, which are changed at the beginning of each term. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Upper key stage 2 progression framework

Historical knowledge

Constructing the past

- provide overviews of the most significant features of different themes, individuals, societies and events covered

Sequencing the past

- sequence with independence the key events, objects, themes, societies and people in upper key stage 2 topics covered using dates, period labels and terms

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Historical concepts

Change and development

- compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change

Cause and effect

- explain the role and significance of different causes and effects of a range of events and developments

Significance and interpretations

- explain reasons why particular aspects of a historical event, development, society or person were of particular significance
- explain how and why it is possible to have different interpretations of the same event or person

Historical enquiry

Planning and carrying out a historical enquiry

- reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement

Using sources as evidence

- comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries