



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2020/2021

	EYFS 2020 / 2021					
Christian Value of the term	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Outcome:	<p>Understanding the World: People and Communities (30-50 months): Remembers and talks about significant events in their own experience.</p> <p>Understanding the World: The World (30-50 months): Developing an understanding of growth, decay and changes over time.</p>	<p>Understanding the World: People and Communities (40-60 months): Enjoys joining in with family customs and routines.</p> <p>Understanding the World: The World (40-60 months): Looks closely at similarities, differences, patterns and change.</p>			<p>Understanding the World: People and Communities (ELG): Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Understanding the World: The World (ELG): Children know about similarities and differences in relation to places, objects, materials and living things.</p>	



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Year 1 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Shops since the 1930s	The Great Fire of London	Bruegel the Elder and LS Lowry (Investigating pictures)	The first aeroplane flight	Victorian Children at play	Our United Kingdom heritage (folk stories and castles)
Outcomes	<p>Know what shops are.</p> <p>Can identify where they shop and what they can buy.</p> <p>Can sort old photographs of shops into chronological order from the 1830s to present day.</p> <p>Can use sources to find out about the different types of shop and their names.</p> <p>Can sort shops according to the types of goods they sold.</p> <p>Know why some shops no longer exist.</p> <p>Can say how goods were ordered and delivered to the door in 1930s.</p> <p>Can make connections with modern day home-delivery services.</p> <p>Can investigate an old shop item from the past and its present day version.</p> <p>Can draw and describe an item from the past and compare it with present day products.</p>	<p>Know when the Great Fire of London took place and understand what London was like in 1666.</p> <p>Know who was king at the time of the Great Fire.</p> <p>Can locate the date of the Great Fire on a historical timeline of the United Kingdom.</p> <p>Can understand how and where the Great Fire of London started.</p> <p>Can understand why the Great Fire spread so quickly.</p> <p>Can label the features of a timber-framed house.</p> <p>Can understand why many buildings were destroyed in the Great Fire.</p> <p>Can use a range of sources to find out how the Great Fire was fought and make comparisons with present-day fire-fighting.</p> <p>Are aware that 'London's Burning' is a song about the Great Fire of London.</p>	<p>Can investigate self-portraits of Pieter Bruegel the Elder and LS Lowry to find out where they lived and who they were.</p> <p>Know how people lived in the 16th century.</p> <p>Can explain why Bruegel was called 'Peasant Bruegel'.</p> <p>Can investigate the game shown in Bruegel's Children's Games and compare them to present day games.</p> <p>Know when and where LS Lowry lived.</p> <p>Can use pictures and oral accounts to find out about Lancashire cotton mills and the working conditions in the 1920s.</p> <p>Can use historical language to identify features in a Lowry mill painting.</p> <p>Can understand why Lowry painted mills and their workers.</p> <p>Can study the way buildings are created in Lowry's paintings and draw a picture of</p>	<p>Can sort photographs and pictures of aeroplanes and put them in chronological order.</p> <p>Know what flying machines from the past look like.</p> <p>Know about people from long ago who wanted to invent flying machines.</p> <p>Can draw one of the flying machines and label its features.</p> <p>Can understand why some flying machines were not successful.</p> <p>Know who Orville and Wilbur Wright were and where and when they lived.</p> <p>Know what made the brothers want to invent flying machines.</p> <p>Know that the Wright brothers became inventors and designed and built bicycles.</p> <p>Can understand how designing and making large kites helped the Wright</p>	<p>Know who Queen Victoria was and that she lived a long time ago.</p> <p>Can use sources to make a family tree of Queen Victoria's family.</p> <p>Know about the difference between rich and poor children in Victorian times by looking at photographs and paintings.</p> <p>Can learn how rich and poor Victorian children played, by trying out a range of their games and toys.</p> <p>Can make simple Victorian toys.</p> <p>Know the sort of music poor Victorian children may have listened to, and how they heard them.</p> <p>Can sing some popular Victorian songs.</p> <p>Know the sort of music rich Victorian children may have listened to, and how they heard them.</p>	<p>Can understand the term 'United Kingdom and can locate the four main regions on a map.</p> <p>Can locate where they live. Know the four historic symbols of the United Kingdom and can create ones for their local area.</p> <p>Can understand that the United Kingdom has many castles.</p> <p>Know what castles were used for.</p> <p>Know the features of castles.</p> <p>Can make a model of a castle.</p> <p>Know about the different people who lived in a castle and their roles.</p> <p>Can write a simple recount of an event or story that happened at their local castle.</p> <p>Can understand what folk tales are and how they are told worldwide.</p>



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	<p>Know why some items are no longer around.</p> <p>Can use photographic sources to find out about the inside of a grocer's shop from the past.</p>	<p>Can use pictures and eye witness accounts to find out how people fled.</p> <p>Can place events of the Great Fire of London in chronological order.</p> <p>Can empathise with the Great Fire homeless.</p> <p>Know about good and bad effects on London after the Great Fire.</p> <p>Know about Sir Christopher Wren and can draw his portrait.</p>	<p>their home in the style of JS Lowry.</p> <p>Know how LS Lowry figures are created.</p> <p>Know why Lowry figures have been called matchstick people.</p> <p>Can draw a matchstick character and write a short description about them.</p> <p>Can give an account of a character in Bruegel's 'The Peasant Wedding' and Lowry's 'VE day'.</p> <p>Can identify similarities between the two paintings.</p> <p>Can understand how we can use the artists' work to find out about the past.</p>	<p>brothers to design an aeroplane.</p> <p>Can fly kites to investigate how they move in different directions.</p> <p>Know what gliders are.</p> <p>Can learn how they experimented with gliders at Kitty Hawk.</p> <p>Can label a Wright glider.</p> <p>Know what happened on 17 December 1903.</p> <p>Can put a recount of the day in the correct order.</p> <p>Can find out what the Wright brothers did from 1903 to 1911.</p> <p>Know that in 2003 it was the 100 year anniversary of the first aeroplane flight and can design a special stamp to commemorate the occasion.</p>	<p>Know why going to parks was so popular in Victorian times.</p> <p>Can sort out photographs of parks from Victorian times to the present and put them in chronological order.</p> <p>Can compare Victorian play equipment with present-day equipment.</p> <p>Know about the features of a Victorian pleasure garden and can compare it with modern day pleasure gardens.</p> <p>Can understand that cheap train fares allowed less wealthy children to visit pleasure gardens as a treat.</p> <p>Can draw a train poster to advertise a Victorian Pleasure garden.</p>	<p>Can understand the events, characters and messages in different folk tales.</p> <p>Can use drama or storytelling to retell a local folk tale.</p>
<p>Progression in Chronological understanding</p>	<p>To know where people and events they study fit within a chronological framework</p>					
<p>Progression in historical enquiry skills</p>	<p>To ask and answer questions about the past by making simple observations from stories and other sources. To begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>					
<p>Progression in historical knowledge and understanding</p>	<p>To develop and awareness of the past. To learn about changes within living memory. To learn about the lives of significant individuals in the past To learn about significant historical events, people and places in own locality.</p>					
<p>VISITORS AND VISITS</p>		<p>Great Fire of London Workshop</p>				<p>Hever Castle</p>



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Year 2 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Telephones	The Gunpowder Plot and Guy Fawkes	Women who made a difference (Rosa Parks and Elizabeth Fry)	Victorians (The Great Exhibition)	What was it like to be a child during World War II	Customs, festivals and fairs from around the UK.
Outcomes	<p>Know about past communication methods such as letters, telegrams, smoke signals, message sticks and Morse Code.</p> <p>Can sort photographs or examples of telephones into chronological order.</p> <p>Know who Alexander Graham Bell was and where he lived.</p> <p>Can understand the reasons why he invented the telephone.</p> <p>Can experiment with sound vibrations to understand how Bell invented the telephone.</p> <p>Can investigate an old telephone and describe it.</p> <p>Can make comparisons with a modern telephone.</p> <p>Can use sources such as photographs and oral accounts to find out about a telephone exchange from the past and how it was used.</p>	<p>Can link Guy Fawkes Night to the Gunpowder plot.</p> <p>Know when and where the Gunpowder plot took place.</p> <p>Know that James I was king at the time of the plot, and that this was during the Stuart period.</p> <p>Are aware of the differences between the Catholics and Protestants in Stuart England and why James I upset the Catholics.</p> <p>Can use a range of sources to find out who Guy Fawkes was and what his religious views were.</p> <p>Can create a short biographical report of his life.</p> <p>Know about the meeting of the Gunpowder plot conspirators and the outlines of their plan.</p> <p>Know what 'Parliament' means and what the 'Opening of Parliament' was.</p>	<p>Can use sources to find out who Rosa Parks was and when and where she lived.</p> <p>Know about her children by listening to extracts from her autobiography.</p> <p>Can use media sources and photographs to understand and discuss what segregation is and how it was used in USA in the 1950s.</p> <p>Know about Rosa Parks' actions on the bus on 1st December 1955.</p> <p>Can understand how the bus was set out and rules used for the bus.</p> <p>Can work in groups to create dialogue for TV or radio interviews with passengers with different viewpoints, about what happened on the bus.</p> <p>Know about the Montgomery Bus Boycott and write protest letters.</p>	<p>Can use sources to identify who Queen Victoria and Prince Albert were, when they lived and link this time with the Victorian period.</p> <p>Know about Prince Albert's idea for the first world trade fair and where it was to be held.</p> <p>Can understand what 'empire' means and link it to the British Empire of Victorian times.</p> <p>Can use sources to discover how the exhibition space of Crystal Palace was planned and built, and why it was called the Crystal Palace.</p> <p>Know about the opening ceremony of the Great Exhibition from eye-witness accounts.</p> <p>Can write a recount of the opening for the front page of a Victorian newspaper.</p>	<p>Know when World War II was and can put it into a timeline.</p> <p>Can understand what 'rationing' means and know what was rationed.</p> <p>Can investigate a copy of a ration book to find out about food rationing.</p> <p>Can compare a World War II meal with a present day meal.</p> <p>Know why and how people used allotments and window boxes for growing food.</p> <p>Can create a vegetable growing planner.</p> <p>Can use 'Dig for Victory' posters for inspiration when designing their own posters to encourage others to grow food.</p> <p>Know about clothes rationing and the use of</p>	<p>Can find out what 'well dressing' is and when it takes place in the United Kingdom.</p> <p>Can write a report on the custom.</p> <p>Can use sources to create 'well dressing' design based on a well-known local event, story, person or place.</p> <p>Can locate the National Eisteddfod festival to Wales; they know about its heritage and customs.</p> <p>Know that the Highland Games are held in Scotland. Know the origins of the games and the different activities.</p> <p>Can identify where and when the Notting Hill Carnival takes place.</p> <p>Know about its multi-cultural origins and can put events on a timeline.</p> <p>Can use sources to look at the features of the carnival.</p>



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	<p>Know when telephone boxes were first used and discuss the change in design over time.</p> <p>Know how people used telephones in telephone boxes.</p> <p>Know some reasons why telephone boxes are not used so much today.</p> <p>Know that emergency services are available by telephones and can recreate emergency scenarios.</p> <p>Are familiar with the appearance of some unusual telephone designs of the past and can design a telephone of the future.</p>	<p>Can debate whether the conspirators were right or wrong.</p> <p>Know that the gunpowder was stored in the cellars of the House of Lords.</p> <p>Can investigate who might have sent the Montague letter and write their own letters of warning to family members.</p> <p>Can use a range of sources to find out what happened on 5th November 1605.</p> <p>Can recount the event in the style of a 17th century pamphlet.</p> <p>Know about Guy Fawkes' torture and the capture of other conspirators.</p> <p>Can discuss why Guy Fawkes is remembered and not the rest of the conspirators.</p> <p>Know why and how people celebrated 5th November in the Stuart period.</p> <p>Can compare local present-day Guy Fawkes traditions to ones of the past.</p>	<p>Can write a short obituary about her life.</p> <p>Can use sources to find out who Elizabeth Fry was and where she lived.</p> <p>Can draw her portrait and a timeline.</p> <p>Know about prison conditions for women and children in the early 19th century.</p> <p>Can find out how Elizabeth Fry helped the female prisoners by setting up a school and giving them jobs to do.</p> <p>Know the story / folk song 'Rajah quilt'.</p> <p>Know how the convicts created the quilt on the voyage to Australia with Fry's sewing kits.</p> <p>Can compare the ways Rosa Parks and Elizabeth Fry made a difference to other people's lives and how they were criticised by some.</p>	<p>Can work out what was in the Great Exhibition hall from a range of sources.</p> <p>Can understand what an exhibit is.</p> <p>Can use sources to identify the wide range of exhibits from the United Kingdom.</p> <p>Can create their own exhibit and write an entry for the catalogue.</p> <p>Can locate on a map where the international exhibitors came from and understand that for many it was the first time that they had seen people or things from overseas.</p> <p>Know that people were able to visit the Great Exhibition due to 'shilling days.'</p> <p>Can create local advertisements train trips to the Great Exhibition.</p> <p>Can use sources to discuss the range of visitors from the UK, and their experiences.</p> <p>Can use their knowledge of the Great Exhibition to recount a trip to London and visiting the Great Exhibition.</p> <p>Know what happened to the Crystal Palace after the exhibition.</p>	<p>protective clothing such as gas masks.</p> <p>Can design an outfit from pieces of material.</p> <p>Have a 'Make do and mend' session using pieces of material.</p> <p>Can discuss why 'make do and mend' is a good idea. Can use sources to understand why and when air raid shelters were used.</p> <p>Can label a diagram and write a short explanation of an Anderson shelter. Can understand the term 'evacuation'.</p> <p>Know why children were evacuated and what they had to do.</p> <p>Know what it was like to be an evacuee from oral accounts.</p> <p>Can write diary accounts of their own imagined experience.</p>	<p>Can design a carnival mask and headdresses, using recycled materials, for their own carnival.</p> <p>Know some different features and customs of fair days in the United Kingdom. Know the origins of a fair or custom in their local area.</p>
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				Design a new Crystal Palace for the future and decide what it could include.		
Progression in Chronological understanding	To know where people and events they study fit within a chronological framework					
Progression in historical enquiry skills	To ask and answer questions about the past by making simple observations from stories and other sources. To begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.					
Progression in historical knowledge and understanding	To develop and awareness of the past. To learn about changes within living memory. To learn about the lives of significant individuals in the past To learn about significant historical events, people and places in own locality.					
VISITORS AND VISITS		House of parliament visit			Drama workshop	



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Year 3 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The Stone Age	The Bronze Age	The Iron Age (Celts)	Celtic culture	Ancient Egypt	Ancient Egypt
Outcomes	<p>Can understand how evidence is used to give us a picture of life in the past.</p> <p>Can understand why contrasting interpretations of the past have been constructed.</p> <p>Can create a simple timeline showing events in their own or a family members life.</p> <p>Can describe how timelines are used and can identify short- and long-term timescales.</p> <p>Can locate the different periods of the Stone Age on a timeline.</p> <p>Can describe the hunter-gatherer life of the late Neolithic period.</p> <p>Can describe Stone Age tools and weaponry.</p> <p>Can consider how Skara Brae gives us a picture of Stone Age life.</p> <p>Can use online information to write facts about Skara Brae.</p>	<p>Can show the relationships between the Stone, Bronze and Iron Ages on a timeline.</p> <p>Can describe how technology helps historians study the past.</p> <p>Can use evidence to make inferences about the Bronze Age.</p> <p>Can describe how the immigration of the Beaker People started the Bronze Age in Britain.</p> <p>Can describe Bronze Age roundhouse.</p> <p>Can describe what bell beaker pottery was like.</p> <p>Can understand how burial rituals changed from Stone Age (long barrows) to the Bronze Age (round barrows).</p> <p>Can write about a day in the life of a Bronze Age person.</p> <p>Can describe why opinions about the origins of Stonehenge differ.</p> <p>Can use diagrams to create their own model of Stonehenge.</p>	<p>Can describe some of the main Celtic tribes.</p> <p>Can locate the main tribal kingdoms.</p> <p>Can make inferences about Iron Age life from the finds of Llyn Cerrig Bach hoard.</p> <p>Can describe the Celts' appearance.</p> <p>Can describe Celtic warfare and weaponry.</p> <p>Can describe Iron Age dwellings.</p> <p>Can describe Iron Age hill forts.</p> <p>Can create a model of a hill fort.</p> <p>Can describe the benefits of Iron Age advances in technology.</p>	<p>Can describe ways that Lindow Man provides evidence of Iron Age life.</p> <p>Can describe a druid artefact.</p> <p>Can describe Iron Age farming and trade.</p> <p>Can understand how the Celtic calendar was structured.</p> <p>Can weave and can describe the importance of weaving to the Celts.</p> <p>Can sketch examples of Celtic art and jewellery.</p> <p>Can create their own Celtic style jewellery.</p> <p>Can identify Celtic place names in Britain today.</p> <p>Can describe changes in Britain from the Stone Age to the Iron Age.</p>	<p>Can use maps to identify where the earliest civilisations appeared.</p> <p>Can use timelines to identify when the earliest civilisations appeared.</p> <p>Can describe Egyptian social structure.</p> <p>Can create some Egyptian-style jewellery.</p> <p>Can understand how the discovery of the Rosetta Stone led to the deciphering of Egyptian hieroglyphics.</p> <p>Can recreate some Egyptian hieroglyphs.</p> <p>Can describe what is known about why and how the great pyramids were built.</p> <p>Can create a model of the Great Pyramid at Giza.</p> <p>Can describe the achievements of some famous Egyptians.</p> <p>Can describe the significance of Howard</p>	<p>Can describe some of the different gods and goddesses worshipped by the Egyptians.</p> <p>Can describe the story of Osiris and Seth.</p> <p>Can recreate the story of Osiris and Seth.</p> <p>Can describe Egyptian beliefs about life after death.</p> <p>Can describe the mummification process.</p> <p>Can make their own Canopic jars.</p> <p>Can describe some of the features of Egyptian art.</p> <p>Can create their own examples of Egyptian pictures.</p> <p>Can describe why the Nile was important to ancient Egyptians.</p> <p>Can create a presentation about an aspect of Egyptian life.</p>



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	<p>Can create their own cave paintings. Can describe the development of early farming in Britain.</p> <p>Can compare the hunter-gatherer and farming lifestyles.</p>	<p>Can describe why Stonehenge is a significant landmark.</p> <p>Can describe the main changes in Britain from the Stone Age to the Bronze Age.</p>			<p>Carter's discovery of Tutankhamen's tomb.</p> <p>Can describe artefacts from Tutankhamen's burial treasure and how they were used.</p> <p>Can create artwork based on Tutankhamen's death mask.</p>	
Progression in Chronological understanding	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To show awareness that the past can be divided into different historical periods.</p>					
Progression in historical enquiry skills	<p>To begin to understand how our knowledge of the past is constructed from a range of sources. To suggest methods of finding answers by using historical sources.</p>					
Progression in historical knowledge and understanding	<p>To begin to develop knowledge and understanding of British, local and world history. To begin to give a few reasons for, and results of, the main events and changes.</p>					
VISITORS AND VISITS	Drama Workshop				British Museum	



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Year 4 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Life in Ancient Greece	Ancient Greek culture	The legacy of the ancient Greeks	Rome and its Empire	Roman Britain	Roman Britain
Outcomes	<p>Know when and where the civilisations of ancient Greece took place.</p> <p>Can describe Greek clothing and hairstyles.</p> <p>Can compare Greek domestic life with today.</p> <p>Can compare the Greek alphabet to our own.</p> <p>Can describe the Acropolis of Athens.</p> <p>Can describe a Greek-style column.</p> <p>Can debate the pros and cons of the removal of the Elgin Marbles from the Parthenon.</p> <p>Can compare the lives of people in Athens and Sparta.</p> <p>Can describe some main events of the Persian Wars.</p> <p>Can retell the story of the Trojan Horse.</p> <p>Can describe the achievements of some famous Greeks.</p> <p>Can debate which Greek made the biggest impact.</p>	<p>Can describe some of the different gods and goddesses worshipped by the Greeks.</p> <p>Can consider the myth of Perseus and Medusa.</p> <p>Can devise a performance using dance and movement to portray a Greek myth.</p> <p>Can describe the myth of Hades and Persephone.</p> <p>Can create a pieces of art depicting a mythological creature.</p> <p>Can explore some of Aesop's fables through drama.</p> <p>Can discuss the moral of some of Aesop's fables.</p> <p>Can describe ancient Greek pottery artefacts.</p> <p>Can create a piece of art in the style of ancient Greek pottery.</p> <p>Can describe what ancient Greek theatres were like.</p> <p>Can create ancient Greek-style theatre masks.</p>	<p>Can read an excerpt of an ancient Greek play.</p> <p>Can describe some Greek contributions to science and medicine.</p> <p>Can identify examples of Greek architecture in modern buildings.</p> <p>Can describe how democracy began in ancient Athens.</p> <p>Can investigate Pythagoras' Theorem.</p> <p>Know some of the ideas of ancient Greek philosophers.</p> <p>Can discuss how Greek myths have influences modern stories and films.</p> <p>Can use Greek myths as inspiration for their own writing.</p> <p>Can name English words that are derived from ancient Greek.</p> <p>Can describe the Olympic Games in ancient Greece.</p> <p>Can compare the ancient Greek Olympics with those in modern day.</p>	<p>Know when and where the Roman Empire took place.</p> <p>Can describe some famous buildings in ancient Rome and consider their purpose.</p> <p>Can describe the main features of a Roman villa.</p> <p>Can consider similarities and differences between Roman home life and home life today.</p> <p>Can demonstrate understanding of a Roman leisure activity.</p> <p>Can describe some of the different gods and goddesses worshipped by the Romans.</p> <p>Can describe what life was like for a Roman soldier, describing some of the army tactics used.</p> <p>Can describe some of the weapons used by the Roman army.</p> <p>Can identify similarities and differences between Roman and modern coins.</p> <p>Can create a piece of Roman-style artwork (mosaics)</p>	<p>Can draw comparisons between Celtic and Roman life.</p> <p>Can compare and contrast Celtic warriors with the Roman army.</p> <p>Can create a timeline showing important events in Roman Britain.</p> <p>Can identify reasons why the Romans invaded Britain.</p> <p>Can discuss the merits and faults of Julius Caesar's invasions of Britain in 55 BC and 54BC.</p> <p>Can describe where the Romans settled in Britain.</p> <p>Can describe how written evidence has helped us to understand what Queen Boudicca was like.</p> <p>Can describe the main events of Boudicca's rebellion.</p> <p>Can identify why Celts and Romans may have differed in their opinions of Boudicca.</p>	<p>Can describe the way that Roman Britain was organised.</p> <p>Can describe life in a town in Roman Britain.</p> <p>Can describe the construction of Roman roads in Britain.</p> <p>Can describe the beginnings of early Christianity in Britain.</p> <p>Can describe how life for the Celts changed under Roman rule.</p> <p>Can understand how archaeological sites like Caerwent give us information about the Roman period.</p> <p>Can describe why Hadrian's Wall was built.</p> <p>Can describe what life might have been like for a soldier at a Hadrian's Wall fort.</p> <p>Can create a presentation about an aspect of Roman British life.</p> <p>Can continue work on a presentation about an aspect of Roman British life.</p>



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			Can participate in a Greek-style Olympic Games.	Can describe what happened to Pompeii in AD 79. Can describe how knowledge of Roman life has been constructed from Pompeii's archaeological site.		
Progression in Chronological understanding	To develop a chronologically secure knowledge and understanding of British, local and world history. To increasingly recognise that the past can be divided into different periods of time.					
Progression in historical enquiry skills	To understand how our knowledge of the past is constructed from a range of sources. To find answers to questions about the past by using sources of information.					
Progression in historical knowledge and understanding	To develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To give reasons for and/or results of the main events and changes.					
VISITORS AND VISITS	Greek workshop				Lullingstone Roman villa	



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Year 5 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The Anglo-Saxons	The Anglo-Saxons	The Maya	The Maya	A local history study	A local history study
Outcomes	<p>Can explain why the Romans abandoned Britain.</p> <p>Can describe how and why the Scots and Anglo-Saxons came to Britain and can discuss whether they should be described as invaders or settlers.</p> <p>Can describe the appearance of Anglo-Saxon men, women and children at various levels of society.</p> <p>Can draw comparisons between Anglo-Saxon weaponry and armour and those of the Romans. The children can use these comparisons to make a value judgment about fighting effectiveness.</p> <p>Can identify the main areas of Britain where the Anglo-Saxons settled.</p> <p>Can identify some place names of Anglo-Saxon origin, explain what some of them mean, and discuss what these meanings tell us about Anglo-Saxon life.</p> <p>Can describe in general terms how Britain was ruled in Anglo-Saxon times.</p>	<p>Can identify differences between daily life in Anglo-Saxon times and daily life today; can express and justify their opinions about these differences.</p> <p>Can describe some important features of Anglo-Saxon childhood and distinguish between the lives of boys and girls.</p> <p>Can describe Anglo-Saxon food and express their opinions about it.</p> <p>Can create an original design in an Anglo-Saxon style.</p> <p>Can name some modern English words of Anglo-Saxon origin and compare their present day form with their original form.</p> <p>Can write their names on Anglo-Saxon runes.</p> <p>Can retell part of the legend Beowulf and discuss what the story tells us about the Anglo-Saxons.</p> <p>Can explain the link between Anglo-Saxon gods and modern days of the week.</p>	<p>Can locate the ancient Maya civilisation on a map of the world and on a timeline.</p> <p>Can describe some of the evidence left behind by the ancient Maya civilisation.</p> <p>Can explain what the palace at Palenque tells us about the ancient Maya civilisation.</p> <p>Can explain what stelae are and can explain some of the things they tell us about the ancient Maya.</p> <p>Can design authentic-looking Maya costumes.</p> <p>Can draw comparisons between ancient Maya homes and Anglo-Saxon homes. Express and justify their preferences.</p> <p>Can draw comparisons between Chichen Itza and ancient Rome. Children can suggest what an ancient Roman might have thought of Chichen Itza.</p> <p>Can describe how the Maya were ruled.</p> <p>Can describe some ancient Maya laws, and compare and</p>	<p>Can describe the diet of the ancient Maya.</p> <p>Can compare the art of the ancient Maya with the art of the Anglo-Saxons.</p> <p>Can recognise Maya glyphs and use syllable glyphs to write their names.</p> <p>Can name some of the goods the ancient Maya traded with the neighbours.</p> <p>Can explain the impact of this trade on the ancient Maya civilisation.</p> <p>Can give a simple explanation of how the Maya calendar worked.</p> <p>Can describe some of the Maya's scientific and mathematical achievements.</p> <p>Can read and write numbers in the Maya number system.</p> <p>Can describe some ancient Maya religious beliefs and practices.</p> <p>Can evaluate how important religion was to the ancient Maya.</p>	<p>Can decide which aspect of local history to study from a range of choices.</p> <p>Can frame historically relevant questions about the aspect of local history they have chosen to study.</p> <p>Can identify a range of sources they could use to find out the answers to their questions.</p> <p>Can evaluate evidence from a range of sources.</p> <p>Can use interviews and / or surveys to gather historical evidence.</p> <p>Can use buildings to gather historical evidence.</p> <p>Can use artefacts to gather historical evidence.</p> <p>Can use gravestones to gather historical evidence.</p> <p>Can use a visit from a local historian to gather historical evidence.</p>	<p>Can use old newspapers to gather historical evidence,</p> <p>Can use old maps to gather historical evidence.</p> <p>Can use old photographs to gather historical evidence.</p> <p>Can use public records to gather historical evidence.</p> <p>Can use personal documents to gather historical evidence.</p> <p>Can make connections between their locality's past and present.</p> <p>Can make connections between local history and British history.</p> <p>Can prepare a presentation on local history.</p>



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	<p>Can describe some laws in Anglo-Saxon Britain and express their judgement about whether those laws were fair.</p> <p>Can describe a typical home in Anglo-Saxon Britain.</p> <p>Can draw comparisons between Anglo-Saxon villages and Roman towns, explaining which they would rather live in, and why.</p> <p>Can identify and classify some of the sources of evidence we have for what life was like in Anglo-Saxon Britain, and can suggest what these sources tell us.</p> <p>Can explain what the Sutton Hoo ship burial tells us about the person buried there and about life in Anglo-Saxon Britain.</p>	<p>Can describe how the Anglo-Saxons were converted to Christianity.</p> <p>Can explain the significance of the Lindisfarne Gospels.</p> <p>Can create a timeline of Anglo-Saxon Britain.</p> <p>Can debate the importance of various aspects of Anglo-Saxon legacy.</p>	<p>contrast them with laws in Anglo-Saxon Britain.</p> <p>Can describe the ballgame played by the Maya, and devise and play a similar ballgame.</p> <p>Can retell the Maya creation myth.</p>	<p>Can compare the burial rites of the ancient Maya to those of the Anglos-Saxons.</p> <p>Can evaluate the evidence in support of several theories about the causes of the collapse of the ancient Maya civilisation.</p> <p>Can say which theory they think is most convincing, and explain why.</p> <p>Can devise historically valid questions about the ancient Maya civilisation and research answers to their questions, evaluating the sources they use for reliability.</p> <p>Can chose an appropriate method of presenting what they have found out.</p> <p>Can prepare and give a presentation of their findings.</p>		
Progression in Chronological understanding	To continue to develop a chronologically secure knowledge and understanding of British, local and world history.					
Progression in historical enquiry skills	To begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information. To begin to select and combine information about the past in order to find answers to historical questions and test hypotheses.					
Progression in historical knowledge and understanding	To develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms.					
VISITORS AND VISITS	Anglo-Saxon workshop				Invite speakers in from Nutfield History Society.	



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Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The Vikings	The Vikings	Medicine	Medicine	The Battle of Britain	Early Islamic civilisation
Outcomes	<p>Can describe what they already know about the Vikings.</p> <p>Can identify and evaluate how accurate and reliable sources are likely to be.</p> <p>Can explain who the Vikings were, where they came from, and how they got the name 'Vikings'.</p> <p>Can evaluate for and against Viking helmets having horns.</p> <p>Can describe the dress of a Viking warrior.</p> <p>Can describe the weapons, armour and battle tactics of Viking warriors, and suggest why they were so feared.</p> <p>Can describe the Viking attacks in general terms and identify when and where some of them took place.</p> <p>Can describe Viking long ships and can identify when and where some of them took place.</p> <p>Can describe some of the archaeological evidence the Vikings left behind and</p>	<p>Can describe the Viking diet and say whether or not they would like to eat Viking food.</p> <p>Can draw comparisons between Viking and Anglo-Saxon art and suggest possible reasons for the similarities.</p> <p>Can identify similarities between the Viking and Anglo-Saxon gods, and suggest possible reasons for them.</p> <p>Can explain the role of sagas in Viking culture, and can retell the story of a least one saga.</p> <p>Can draw comparisons between Viking burial practices and those of the ancient Maya.</p> <p>Can explain who King Alfred was, the part he played in British history, and why he was given the title 'the Great'.</p> <p>Can explain the meaning of the term 'Danelaw'.</p> <p>Can identify the areas of the country covered by the Danelaw.</p> <p>Can explain who Athelstan was and why his is an important figure in British history.</p>	<p>Can describe some early theories of disease.</p> <p>Can describe some early medical treatments and explain why they were dangerous.</p> <p>Can draw comparisons between the earliest hospitals in Britain and modern day hospitals.</p> <p>Can identify some of the ways in which medical equipment has changed since Anglo-Saxon times.</p> <p>Can describe some of the changes in dental care over the centuries.</p> <p>Can describe some of the ways in which mental illness was treated in the past.</p> <p>Can explain the main factors behind the rapid spread and high mortality rate of the plague.</p> <p>Can describe the symptoms and causes of scurvy, and explain why it was once such a problem for sailors on long ocean voyages.</p>	<p>Can describe the germ theory of disease and explain the impact it had on medical practices.</p> <p>Can describe the major contributing factors to cholera outbreaks in Britain in the 19th century.</p> <p>Can describe the contribution made by Edwin Chadwick to the development of medicine.</p> <p>Can describe some of the advances in surgical techniques over the centuries, and can compare and contrast early surgery with modern surgery.</p> <p>Can order anaesthetic developments on a timeline and explain the advantages associated with each new development.</p> <p>Can explain the impact of Joseph Lister's pioneering work in antiseptic surgery.</p> <p>Can describe the historical development of medical imaging technologies, including X-rays, magnetic</p>	<p>Can give a general description of the Battle of Britain, and show where it fits on a timeline.</p> <p>Can identify some of the main sources of evidence we have for the Battle of Britain, and explain what each source tells us about the battle.</p> <p>Can put the Battle of Britain within the wider context of World War II, and can describe the most significant events leading up to the battle.</p> <p>Can name and describe the roles of the Allied and German leaders most directly involved in the Battle of Britain.</p> <p>Can explain the significance of Churchill's famous quotation, explaining why 'so many' owe 'so much' to 'so few'.</p> <p>Can describe and order the main events of the Battle of Britain.</p>	<p>Can locate early Islamic civilisation on a timeline and a map of the world.</p> <p>Can evaluate the role and significance of writing in the rise of early Islamic civilisation.</p> <p>Can compare and contrast Islamic beliefs with Viking beliefs.</p> <p>Can explain in simple terms the social structure of early Islamic civilisation.</p> <p>Can explain the reasons why Baghdad was the centre of early Islamic civilisation.</p> <p>Can compare and contrast daily life in Baghdad around AD900 with life in a Viking village at around the same time.</p> <p>Can explain the significance of Baghdad's House of Wisdom.</p> <p>Can describe some of the contributions to science made by early Islamic scholars.</p>



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	<p>explain what it tells us about Viking life.</p> <p>Can describe some of the written sources about the Vikings and can explain what they tell us.</p> <p>Can say whether they think women were treated fairly in Viking society, and can use evidence to support their argument.</p> <p>Can describe the features of a Viking longhouse.</p> <p>Can describe some of the main features of daily life in a Viking village, say whether they would want to live in one, and explain why.</p>	<p>Can explain what the Danegeld was.</p> <p>Can express and justify their opinion about whether Ethelred should have paid the Danegeld.</p> <p>Can explain the significance of King Canute in the history of Britain.</p> <p>Can explain what happened to the Vikings.</p> <p>Can create a timeline of Viking Age Britain.</p>	<p>Can explain why smallpox was such a feared disease.</p> <p>Can describe the part Edward Jenner played in the fight against smallpox.</p> <p>Can describe various roles of women in the history of medicine and the way in which those roles have changed over the centuries.</p> <p>Can describe the contribution Florence Nightingale made to medicine.</p>	<p>resonance imaging and ultrasound.</p> <p>Can explain some of the short- and long- term social effects of the flu pandemic 1918 – 1919.</p> <p>Can relate the story of Alexander Fleming’s discovery of penicillin and explain its significance.</p> <p>Can describe the historical background of polio and explain why babies are vaccinated against it.</p> <p>Can explain the historical background to the setting up of the National Health Service in 1948, and explain the reasons behind it.</p> <p>Can devise historically valid questions about the history of medicine.</p>	<p>Can identify and compare the principle aircraft in the Battle of Britain.</p> <p>Can explain the strategy behind the bombing of London and other British cities, and evaluate whether or not it was successful.</p> <p>Can identify some of the roles played by people on the ground in the Battle of Britain (radar operators, ARP wardens, rescue services, intelligence operatives...)</p> <p>Can describe what life was like in air raid shelters.</p> <p>Can explain how the Battle of Britain ended.</p> <p>Can evaluate the significance of the Battle of Britain within the wider context of World War II.</p>	<p>Can describe some forms of Islamic art, in terms of both media and motifs.</p> <p>Can describe early Islamic architecture.</p> <p>Can devise historically valid questions about early Islamic civilisation.</p> <p>Can research answers to their questions, evaluating the sources they use for reliability.</p>
<p>Progression in Chronological understanding</p>	<p>To continue to develop a chronologically secure understanding of British, local and world history.</p> <p>To understand chronology, and sequence British, local and world history using appropriate terms related to the passing of time.</p>					
<p>Progression in historical enquiry skills</p>	<p>To begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To select and combine information about the past in order to support and historical enquiry, test hypotheses and evaluate success.</p>					
<p>Progression in historical knowledge and understanding</p>	<p>To develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To use their knowledge and understanding to describe the characteristics features of past societies and periods.</p>					
<p>VISITORS AND VISITS</p>						<p>Early Islamic drama workshop</p>



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