



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2023/2024

	EYFS 2022 / 2023					
Christian Value of the term	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Outcome:	Understanding the World (3 – 4 year olds): Begin to make sense of their own life story and family's history	Understanding the World: (Children in Reception): Compare and contrast characters from stories including figures from the past. Comment on images of familiar situations in the past.			Understanding the World: Past and Present (ELG): 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 story-telling.	



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

--	--	--	--

Year 1 2022 / 2023

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Shops since the 1930s		The Great Fire of London		Victorian Children at play	
Outcomes	Know what shops are. Can identify where they shop and what they can buy. Can sort old photographs of shops into chronological order from the 1830s to present day. Can use sources to find out about the different types of shop and their names. Can sort shops according to the types of goods they sold. Know why some shops no longer exist.		Know when the Great Fire of London took place and understand what London was like in 1666. Know who was king at the time of the Great Fire. Can locate the date of the Great Fire on a historical timeline of the United Kingdom. Can understand how and where the Great Fire of London started. Can understand why the Great Fire spread so quickly.		Know who Queen Victoria was and that she lived a long time ago. Can use sources to make a family tree of Queen Victoria's family. Know about the difference between rich and poor children in Victorian times by looking at photographs and paintings. Can learn how rich and poor Victorian children played, by trying out a range of their games and toys. Can make simple Victorian toys.	



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

	<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 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 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 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>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>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>
--	---	--	---



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2023/2024

			Can draw a train poster to advertise a Victorian Pleasure garden.
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.		



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

Year 2 2022 / 2023						
Term:	Autumn		Spring		Summer	
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The Gunpowder Plot and Guy Fawkes		Women who made a difference (Rosa Parks and Elizabeth Fry)		What was it like to be a child during World War II	
Outcomes	<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 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>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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

<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 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 Monteagle 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 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 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 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 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.</p> <p>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.</p> <p>Can understand the term 'evacuation'.</p> <p>Know why children were evacuated and what they had to do.</p>
---	--	---



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

	<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 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>Know what it was like to be an evacuee from oral accounts.</p> <p>Can write diary accounts of their own imagined experience.</p>
Progression in Chronological understanding	To know where people and events they study fit within a chronological framework		
Progression in historical enquiry skills	<p>To ask and answer questions about the past by making simple observations from stories and other sources.</p> <p>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>		
Progression in historical knowledge and understanding	<p>To develop an awareness of the past.</p> <p>To learn about changes within living memory.</p> <p>To learn about the lives of significant individuals in the past</p> <p>To learn about significant historical events, people and places in own locality.</p>		



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2023/2024

Year 3 2022 / 2023						
Term	Autumn		Spring		Summer	
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The Stone Age		The Bronze Age		The Iron Age (Celts)	
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 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 describe some of the main Celtic tribes.</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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

	<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 create their own cave paintings.</p> <p>Can describe the development of early farming in Britain.</p> <p>Can compare the hunter-gatherer and farming lifestyles.</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 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>Can describe Iron Age farming and trade.</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>
Progression in Chronological understanding	<p>To develop a chronologically secure knowledge and understanding of British History.</p> <p>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.</p> <p>To suggest methods of finding answers by using historical sources.</p>		



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

Progression in historical knowledge and understanding	To begin to develop knowledge and understanding of British and world History. To begin to give a few reasons for, and results of, the main events and changes.					
VISITORS AND VISITS	Drama Workshop				British Museum	



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2023/2024

Year 4 2022 / 2023						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Ancient Greeks, their culture and legacy		Ancient Egypt		Roman Britain	
Outcomes	Know when and where the civilisations of ancient Greece took place. Can compare Greek domestic life with today. Can compare the Greek alphabet to our own. Can retell the story of the Trojan Horse. Can describe the achievements of some famous Greeks. Can describe some Greek contributions to science and medicine.		Can use maps to identify where the earliest civilisations appeared. Can use timelines to identify when the earliest civilisations appeared. Can create some Egyptian-style jewellery. Can recreate some Egyptian hieroglyphs. Can describe what is known about why and how the great pyramids were built. Can create a model of the Great Pyramid at Giza. Can describe the achievements of some famous Egyptians.		Know when and where the Roman Empire took place. Can describe some famous buildings in ancient Rome and consider their purpose. Can describe the main features of a Roman villa. Can consider similarities and differences between Roman home life and home life today. Can describe some of the different gods and goddesses worshipped by the Romans.	



NUTFIELD CHURCH CE PRIMARY SCHOOL HISTORY CURRICULUM OVERVIEW 2023/2024

	<p>Can describe how democracy began in ancient Athens.</p> <p>Know some of the ideas of ancient Greek philosophers.</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>Can describe the significance of Howard 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 describe Egyptian beliefs about life after death.</p> <p>Can describe the mummification process.</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>	<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 create a timeline showing important events in Roman Britain.</p> <p>Can identify reasons why the Romans invaded Britain.</p> <p>Can describe where the Romans settled in Britain.</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>
--	--	---	--



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2023/2024

			<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>
Progression in Chronological understanding	<p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To increasingly recognise that the past can be divided into different periods of time.</p>		
Progression in historical enquiry skills	<p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To find answers to questions about the past by using sources of information.</p>		
Progression in historical knowledge and understanding	<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 give reasons for and/or results of the main events and changes.</p>		



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2023/2024

Year 5 2022 / 2023

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The Anglo-Saxons		The Maya		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 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 draw comparisons between Chichen Itza and ancient Rome. Children can suggest what an ancient Roman might have thought of Chichen Itza.</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 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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

<p>Can describe a typical home in Anglo-Saxon Britain.</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 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 Anglo-Saxon food and express their opinions about it.</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 explain the link between Anglo-Saxon gods and modern days of the week..</p>	<p>Can describe some ancient Maya laws, and compare and contrast them with laws in Anglo-Saxon Britain.</p> <p>Can retell the Maya creation myth. 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 read and write numbers in the Maya number system. Can describe some ancient Maya religious beliefs and practices.</p> <p>Can evaluate how important religion was to the ancient Maya.</p> <p>Can compare the burial rites of the ancient Maya to those of the Anglo-Saxons.</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>
--	--	--



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

	<p>Can create a timeline of Anglo-Saxon Britain.</p> <p>Can debate the importance of various aspects of Anglo-Saxon legacy.</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	<p>To begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To begin to select and combine information about the past in order to find answers to historical questions and test hypotheses.</p>		
Progression in historical knowledge and understanding	<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 connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>		



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2023/2024

Year 6 2022 / 2023

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The Vikings		The Battle of Britain		Early Islamic civilisation	
Outcomes	Can explain who the Vikings were, where they came from, and how they got the name 'Vikings'.		Can give a general description of the Battle of Britain, and show where it fits on a timeline.		Can locate early Islamic civilisation on a timeline and a map of the world.	
	Can describe the dress of a Viking warrior.		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.		Can evaluate the role and significance of writing in the rise of early Islamic civilisation.	
	Can describe the weapons, armour and battle tactics of Viking warriors, and suggest why they were so feared.		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.		Can compare and contrast Islamic beliefs with Viking beliefs.	
	Can describe Viking long ships and can identify when and where some of them took place.				Can explain in simple terms the social structure of early Islamic civilisation.	
	Can describe some of the archaeological evidence the Vikings left behind and explain what it tells us about Viking life.		Can name and describe the roles of the Allied and German leaders most directly involved in the Battle of Britain.		Can explain the reasons why Baghdad was the centre of early Islamic civilisation.	



NUTFIELD CHURCH CE PRIMARY SCHOOL HISTORY CURRICULUM OVERVIEW 2023/2024

	<p>Can describe some of the written sources about the Vikings and can explain what they tell us.</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 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 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 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 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 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> <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>
--	---	--	--



NUTFIELD CHURCH CE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2023/2024

	<p>Can explain who Athelstan was and why his is an important figure in British history. Can explain what the Danegeld was.</p> <p>Can explain the significance of King Canute in the history of Britain.</p> <p>Can explain what happened to the Vikings.</p>		
Progression in Chronological understanding	<p>To continue to develop a chronologically secure understanding of British, local and world history. To understand chronology, and sequence British, local and world history using appropriate terms related to the passing of time.</p>		
Progression in historical enquiry skills	<p>To begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information. To select and combine information about the past in order to support and historical enquiry, test hypotheses and evaluate success.</p>		
Progression in historical knowledge and understanding	<p>To develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note contrasts and trends over time and develop the appropriate use of historical terms. To use their knowledge and understanding to describe the characteristics features of past societies and periods.</p>		



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2023/2024
