



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

	EYFS 2025 / 2026					
Christian Value of the term	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Outcome:	<p>Understanding the World (3 – 4 year olds):</p> <p>Begin to make sense of their own life story and family's history</p>	<p>Understanding the World: (Children in Reception):</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>			<p>Understanding the World: Past and Present (ELG):</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and story-telling.</p>	



**NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026**

Year 1 2025 / 2026

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The First Aeroplane Flight		The Great Fire of London		Victorian Children at play	
Outcomes	<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 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>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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL HISTORY CURRICULUM OVERVIEW 2025/2026

<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 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>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 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> <p>Can draw a train poster to advertise a Victorian Pleasure garden.</p>
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NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

National Curriculum Links	NC Link: Changes within living memory	NC Link: Events beyond living memory	NC Link: Events beyond living memory
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 2025/2026

Year 2 2025 / 2026

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 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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL HISTORY CURRICULUM OVERVIEW 2025/2026

<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 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 Monteaule 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>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 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 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>
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NUTFIELD CHURCH CE PRIMARY SCHOOL HISTORY CURRICULUM OVERVIEW 2025/2026

	<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 compare the ways Rosa Parks and Elizabeth Fry mad 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>
National Curriculum Links	<p>KS1 NC Link: Events beyond living memory.</p> <p>KS1 NC Link: Life of a Significant individual.</p>	<p>KS1 NC Link: Changes within living memory</p> <p>KS1 NC Link: Life of a Significant individual.</p>	<p>KS1 NC Link: Changes within living memory.</p> <p>KS1 NC Link: Significant history event</p>
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	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		



**NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026**

knowledge and understanding	To learn about significant historical events, people and places in own locality.
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Year 3 2025 / 2026

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 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 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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL HISTORY CURRICULUM OVERVIEW 2025/2026

	<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 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 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 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 the benefits of Iron Age advances in technology.</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>
<p>National Curriculum Links</p>	<p>KS2 NC Link: Changes in Britain from Stone Age to Iron Age</p>	<p>KS2 NC Link: Changes in Britain from Stone Age to Iron Age</p>	<p>KS2 NC Link: Changes in Britain from Stone Age to Iron Age</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

Progression in Chronological understanding	To develop a chronologically secure knowledge and understanding of British History. To show awareness that the past can be divided into different historical periods.					
Progression in historical enquiry skills	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.					
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 2025/2026**

Year 4 2025 / 2026

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Ancient Greeks, their culture and legacy		Ancient Egypt		Roman Britain	
Outcomes	<p>Know when and where the civilisations of ancient Greece took place.</p> <p>Can compare Greek domestic life with today.</p> <p>Can compare the Greek alphabet to our own.</p> <p>Can retell the story of the Trojan Horse.</p> <p>Can describe the achievements of some famous Greeks.</p> <p>Can describe some Greek contributions to science and medicine.</p> <p>Can describe how democracy began in ancient Athens.</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 create some Egyptian-style jewellery.</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>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 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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

	<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 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> <p>Can describe why Hadrian's Wall was built.</p>
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NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

			<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>
National Curriculum Links	KS2 NC Link: A study of Ancient Greece	KS2 NC Link: Achievements of the earliest civilizations.	KS2 NC Link: The Roman Empire and its impact on Britain.
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	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.		



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

knowledge and understanding	
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Year 5 2025 / 2026

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</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</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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL HISTORY CURRICULUM OVERVIEW 2025/2026

<p>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 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>suggest what an ancient Roman might have thought of Chichen Itza.</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 a visit from a local historian to gather historical evidence. Can use old newspapers to gather historical evidence, 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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NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

	<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 create a timeline of Anglo-Saxon Britain.</p> <p>Can debate the importance of various aspects of Anglo-Saxon legacy.</p>		
National Curriculum Links	KS2 NC Link: Britain settlement by Anglo-Saxons	KS2 NC Link: A non-European society providing a contrast.	KS2 NC Link: A local history study.
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.		



NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

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.
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Year 6 2025 / 2026

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	The Vikings		The Battle of Britain		Early Islamic civilisation	
Outcomes	<p>Can explain who the Vikings were, where they came from, and how they got the name 'Vikings'.</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 Viking long ships and can identify when and where some of them took place.</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 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>	



NUTFIELD CHURCH CE PRIMARY SCHOOL HISTORY CURRICULUM OVERVIEW 2025/2026

<p>Can describe some of the archaeological evidence the Vikings left behind and 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 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 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 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 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>
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NUTFIELD CHURCH CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW 2025/2026

	<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 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>	<p>Can evaluate the significance of the Battle of Britain within the wider context of World War II.</p>	
National Curriculum Links	KS2 NC Link: The Viking and Anglo Saxons	KS2 NC Link: A study of an aspect of theme in British history beyond 1066	KS2 NC Link: A non-European society providing a contrast.
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>		