



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

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History Curriculum Map		In our History curriculum, the following Golden Threads weave through each unit of work:					
		Autumn		Spring		Summer	
Year A	EYFS	All about me Toys My Family Beliefs Settlement Begin to make sense of their own life- story and family’s history. Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. History of Bears Influence Leadership and economy Talk about what they see, using a wide vocabulary. Bonfire Night Influence Settlement Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past.		Amazing Humans Growth How have I changed? Settlement Continue developing positive attitudes about the differences between people. Comment on images of familiar situations in the past. People who help us? Beliefs Conflicts Settlement Leadership and economy Talk about the lives of the people around them and their roles in society. Pancake Day Beliefs Influence Settlement Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community.		Story Telling Seaside History of Ashby Castle Conflicts Influence Settlement Talk about what they see, using a wide vocabulary. Recognise some environments that are different to the one in which they live. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Knights Beliefs Conflicts Compare and contrast characters from stories, including figures from the past.	
		<i>Development Matters age 3-4 year old, Reception Early Learning Goals</i>					
	1&2	Memory Box Influence Leadership and economy Teach children about changes over time, family and community. This project develops children’s knowledge and appreciation of local history, special memories, customs and traditions, and growing up. Changes within living memory Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Childhood-Toys, Comparing with 1950’s, Victorian toys, Development of toys Setting up a toy museum Childhood Influence Leadership and economy This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources. Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.		Superheroes Beliefs Conflicts Influence Leadership and economy Historical heroes and heroines Florence Nightingale Mary Seacole Louis Braille Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. The Enchanted Woodland		Street Detectives Beliefs Influence Settlement Leadership and economy History of Newbold including Lount nature reserve as a mine. Teach children about their local area. This project develops children’s knowledge of key landmarks, services and the community, how these have changed over the years and what they, as the younger generation, can do for their local area. Changes within living memory; Significant people; Places and events in the local area Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Rio de Vida	



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		Conflicts - Challenges between individuals, groups or countries.	Settlement - Where, why and how communities choose to live.	
			Leadership and economy - Roles in society – including hierarchy, industry and trade, which may lead to change.	
		Autumn	Spring	Summer
		Learn about significant historical events, people and places in their own locality. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.		
	3&4 5&6	Through the Ages Beliefs Conflicts Settlement Leadership and economy This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry Skills are adjusted to reflect appropriate Year Group Learn about changes in Britain from the Stone Age to the Iron Age. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed		The Kingdom of Mercia Conflicts Influence Settlement Leadership and economy Pupils will learn about: • The Kingdom of Mercia and its importance in Anglo-Saxon England • Key figures such as King Offa • How Mercia influenced Leicestershire and the Midlands • What life was like for people living in Mercia • How historians find out about the Anglo-Saxons • How the local area links to wider British history Pupils will know and understand: • Mercia existed roughly c. 600–918 AD • It was one of the most powerful Anglo-Saxon kingdoms • Leicestershire was part of Mercia • Tamworth (nearby) was a major Mercian centre • King Offa ruled from 757–796 AD and built Offa’s Dyke • Evidence for Mercia comes from: ○ Artefacts ○ Place names (e.g. -ham, -ton) ○ Documents like the Anglo-Saxon Chronicle Pupils will understand: Chronology • Mercia existed before the Norman Conquest • It fits within the wider Anglo-Saxon period Continuity and Change • Settlements and land use in Leicestershire have changed over time • Some place names and routes still reflect Anglo-Saxon life Cause and Consequence • Mercia became powerful due to strong kings and resources • Conflict and alliances shaped kingdoms



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		Autumn	Spring	Summer
				Similarity and Difference - Life in Mercia was different from today (homes, jobs, beliefs) - Differences between Anglo-Saxon kingdoms Significance - Mercia shaped early England and local identity - Key people and places still matter today Pupils will understand how historians: - Use artefacts, maps, and place names as evidence - Interpret limited and sometimes unreliable sources - Ask questions like: - What was life like? - Why was Mercia powerful? - Compare sources and form opinions



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		Autumn		Spring		Summer	
B	EYFS	Repeat Year A					
	1&2	School Days Beliefs Influence Leadership and economy Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Moon Zoom Influence Leadership and economy Develop children’s knowledge of technology, space and materials. Children learn how to design and make model spaceships, considering the properties of materials. They might even meet an alien. Significant people – Astronauts; Neil Armstrong & Yuri Gagarin Changes within living memory Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.		Movers and shakers Beliefs Influence Leadership and economy The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods This project teaches children about historically significant people who have had a major impact on the world. Emmeline Pankhurst, Rosa Parks. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance. Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant people Emmeline Pankhurst Rosa Parks Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Paws, Claws and Whiskers Beliefs Influence Settlement Christopher Columbus		Bright City, Big Lights Influence Settlement Leadership and economy The Fire of London, The Late Queen & Current King, Monarchs Events beyond living memory that are significant nationally or globally This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London. Monarchy; Significant event – Great Fire of London Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Coastlines Influence Settlement This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire. History of Whitby Jobs in the past; Significant people – Captain Cook Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	



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		Conflicts - Challenges between individuals, groups or countries.	Settlement - Where, why and how communities choose to live.	
			Leadership and economy - Roles in society – including hierarchy, industry and trade, which may lead to change.	
		Autumn	Spring	Summer
	3&4 5&6	Emperors and Empires Conflicts Influence Settlement Leadership and economy This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain. Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy Conduct a local history study. Skills are adjusted to reflect appropriate Year Group Learn about the Roman Empire and its impact on Britain. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.		The reign of Richard III Beliefs Conflicts Influence Settlement Leadership and economy • A local history study • A study beyond 1066 • The development of monarchy and power in Britain Pupils should be taught to: • Understand how knowledge of the past is constructed from sources • Develop a chronologically secure knowledge of British history • Address historically valid questions about change, cause, similarity, and significance • Use a range of sources to make historical interpretations Pupils will learn about: • The life and reign of King Richard III (1483–1485) • The Wars of the Roses and struggle for the throne • The Battle of Bosworth and its local significance • What life was like in late medieval England • How historians interpret Richard III differently Pupils will know: • Richard III became king in 1483 and died in 1485 • The Battle of Bosworth took place in Leicestershire • Henry Tudor defeated Richard III and became Henry VII • Richard III has a controversial reputation (villain vs reformer) • His remains were discovered in Leicester in 2012 Pupils will understand: • That historical reputations can change over time • That local history connects to national events • That different sources give different perspectives Pupils will understand: 1. Change and continuity • How monarchy changed after Richard III’s defeat 2. Cause and consequence • Causes of the Battle of Bosworth and its outcomes 3. Similarity and difference • Comparing medieval kingship with today 4. Significance • Why Richard III and Bosworth matter locally and nationally 5. Historical interpretation Different views of Richard III (e.g. Shakespeare vs modern historians) Historical Enquiry Skills Pupils will: • Ask and answer historical questions (e.g. Was Richard III a good king?) • Use sources such as: portraits; written accounts; archaeological findings • Evaluate reliability of sources • Construct simple arguments using evidence



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		Autumn	Spring	Summer
Year C	EYFS	Repeat Year A		
	1&2	Repeat Year A		
	3&4 5&6	Invasion – Anglo-Saxons and Scots Beliefs Conflicts Settlement Leadership and economy This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon invasions Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain. Skills are adjusted to reflect appropriate Year Group Learn about Britain’s settlement by Anglo-Saxons and Scots. Learn about the Roman Empire and its impact on Britain. Learn about the Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.		The first railways and how they changed the landscape of Leicestershire Influence Settlement Leadership and economy KS2 History – Local History Study “ Pupils will learn about: • The development of early railways during the Industrial Revolution • The Leicester & Swannington Railway (1832) and why it was built • How railways changed: ◦ Transport of coal and goods ◦ Settlement patterns and industry ◦ The physical landscape of Leicestershire • The lives of people affected by railways (miners, workers, local residents) • How evidence (maps, photos, artefacts) helps us understand local history Pupils should know: • Railways developed in the early 19th century to move goods faster and cheaper • The Leicester & Swannington Railway was one of the early railways in England • Railways were closely linked to coal mining, especially in NW Leicestershire • New features appeared in the landscape: ◦ Tracks, embankments, cuttings, tunnels (e.g. Glenfield Tunnel) ◦ Stations, bridges, and industrial sites • Railways led to: ◦ Growth of towns ◦ Increased trade and employment ◦ Changes in travel and daily life Pupils will develop understanding of: Change and Continuity • How the landscape changed from rural to industrial • What has stayed the same (fields, some routes reused as paths) Cause and Consequence • Why railways were built (need for coal transport) • Effects on economy, jobs, and environment Similarity and Difference • Compare life before and after railways • Compare Leicestershire with other railway regions Significance • Why early railways were important locally and nationally Evidence and Interpretation Different sources (maps vs photos vs accounts) show different perspectives



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		Autumn	Spring	Summer
Year D	EYFS	Repeat Year A		
	1&2	Repeat Year B		
	3&4 5&6	Invasion - Viking Beliefs Conflicts Settlement Leadership and economy This project teaches children about life in Britain after the Viking invasions up to the Norman conquest Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy Skills are adjusted to reflect appropriate Year Group Learn about Britain’s settlement by the Vikings. Learn about the Viking struggle for the Kingdom of England to the time of Edward the Confessor. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry , including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.		The Industrial Revolution and how it changed the landscape of Leicestershire Conflicts Influence Settlement Leadership and economy A local history study A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066 Children will learn about: - The rise of coal mining in Leicestershire - What life and work were like in local coal mines - How the Industrial Revolution changed jobs, settlements and landscapes - The development of Coalville and surrounding villages - The decline of coal mining and its legacy today Pupils will know and understand that: - Coal mining expanded rapidly in Leicestershire during the 19th century - Coal was essential for powering factories, transport and industry - Mining led to the growth of towns such as Coalville - Working conditions in mines were often dangerous and challenging - The Industrial Revolution transformed both the natural and built environment - Many former mining areas have since been redeveloped Cause and Consequence - Mining developed due to demand for fuel during industrialisation - Mining led to population growth and urbanisation - Industrial change reshaped the landscape (railways, pits, spoil heaps) Change and Continuity - Land use changed from rural farmland to industrial sites - Some features remain today (mining heritage sites, place names) Similarity and Difference - Compare life before and after industrialisation - Compare mining communities with rural communities Significance - Coal mining is a significant part of local identity and heritage - Local history reflects wider national industrial changes Children will learn to: - Ask and answer questions about the past - Use primary sources (maps, photos, oral histories) - Use secondary sources (texts, museum information) - Interpret evidence and recognise bias - Make simple deductions about life in the past - Present findings in different ways