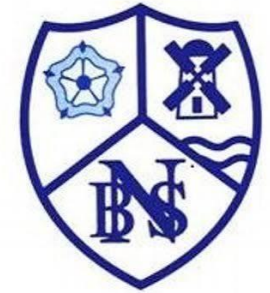




NEWTON BLUECOAT CE PRIMARY SCHOOL

HISTORY CURRICULUM



Whole-School Overview & Historical Enquiry Map

“Tell us the past events, so that we may reflect on them...” Isaiah 41:22

OUR VISION

History at Newton Bluecoat develops curious, thoughtful pupils who can make sense of the past and understand how it shapes the world they live in today. Through rich knowledge, meaningful enquiry and carefully chosen sources, pupils learn to think, question and communicate like historians.

THINKING LIKE A HISTORIAN

Across the school, pupils build both substantive knowledge (what we know about the past) and disciplinary knowledge (how historians know). They revisit chronology, evidence and interpretation, cause and consequence, change and continuity, similarity and difference, and historical significance.

OUR LOCAL STORY

Local history is deliberately woven through the curriculum. The History of Newton Bluecoat gives pupils a strong sense of identity and belonging, while wider Lancashire and British contexts help them place their own community within a broader historical story.

2026–27 | Enquiry-led • Knowledge-rich • Chronologically coherent • Locally rooted

How History Is Taught at Newton Bluecoat

Start with chronology	Each new unit is located on the class timeline and connected explicitly to periods and people already studied.
Begin with a big question	Units and lessons use enquiry questions that create curiosity and give pupils a genuine historical problem to investigate.
Retrieve and connect	Teachers revisit prior knowledge and key vocabulary so new learning attaches to an increasingly secure mental model of the past.
Use sources purposefully	Pupils handle and analyse age-appropriate primary and secondary sources. Source work is used to answer questions, not as an isolated activity.
Teach vocabulary explicitly	Subject-specific vocabulary is introduced, revisited and expected in pupils' spoken and written historical explanations.
Make disciplinary thinking visible	Teachers explicitly name the historical thinking being used: chronology, evidence, interpretation, cause, consequence, change, continuity, similarity, difference and significance.
Build towards an end point	Each unit culminates in pupils answering the big enquiry question through discussion, writing, presentation, debate or another appropriate outcome.
Assess what pupils remember	Assessment draws on retrieval, questioning, pupil voice, work scrutiny and end-of-unit responses, with attention to both substantive and disciplinary knowledge.

The intended end point: pupils leave Newton Bluecoat able to talk confidently about the past, place their learning in time, use evidence thoughtfully, recognise that history can be interpreted in different ways, and make meaningful connections between local, British and world history.

Whole-School History Journey

The overview below makes the curriculum journey visible at a glance. Each unit is anchored by an enquiry question and deliberately contributes to pupils' developing mental timeline and historical thinking.

Year Group	Term	Unit	Big enquiry question	Chronology / concepts
Year 1	Autumn	Fire! Fire!	Why did the Great Fire of London spread so quickly?	1666 • evidence • cause & consequence
	Spring	Family Album	How can we tell how life has changed within living memory?	living memory • chronology • change
	Summer	Rosa Parks	Why do we remember Rosa Parks?	significance • equality • evidence
Year 2	Autumn	Nelson Mandela	Why do we remember Nelson Mandela?	apartheid • significance • change
	Spring	Lift Off!	How do we know people really landed on the Moon?	1969 • evidence • significance
	Summer	Beside the Seaside	How has a visit to Blackpool changed over time?	local history • change • comparison
Year 3	Autumn	The History of Newton Bluecoat	How has our school changed over the last 100 years?	local history • sources • continuity
	Spring	Stone Age to Iron Age	How did life in Britain change from the Stone Age to the Iron Age?	prehistory • chronology • change
	Summer	The Romans	Why did the Romans invade Britain and what changed?	43 AD • invasion • legacy
Year 4	Autumn	The Plague	Why did the plague spread so quickly and how did people respond?	1665 • cause & consequence • evidence
	Spring	Ancient Egypt	What can evidence reveal about life and belief in Ancient Egypt?	ancient civilisation • evidence • belief
	Summer	Learie Constantine	Why should we remember Learie Constantine?	local/Lancashire connection • significance • equality
Year 5	Autumn	Anglo-Saxons	Why did the Anglo-Saxons settle in Britain?	settlement • Christianity • evidence
	Spring	Early Islamic Civilisation	Why was Baghdad a centre of learning and influence?	Baghdad • knowledge • legacy
	Summer	Ancient Greece	How has Ancient Greece influenced our lives today?	democracy • legacy • evidence
Year 6	Autumn	Britain at War	How did the Second World War change life in Britain?	1939–45 • cause • consequence • interpretation
	Spring	Raiders or Settlers?	Vikings: raiders, settlers, or both?	793–1066 • interpretation • settlement
	Summer	Maya Angelou	How can one person's words help change society?	civil rights • significance • interpretation

The Golden Threads of Historical Thinking

These disciplinary threads recur across units so that pupils increasingly understand not only what happened, but how historical knowledge is constructed, debated and connected.

Chronology	Place people, events and periods on an increasingly secure mental timeline; use historical language accurately; connect new learning to periods already studied.
Evidence & Enquiry	Ask questions, examine artefacts and written/visual sources, distinguish primary and secondary sources, select relevant evidence and draw supported conclusions.
Interpretation	Recognise that accounts of the past can differ; consider viewpoint, reliability and omission; compare interpretations and explain why they may vary.
Cause & Consequence	Explain why events happened, recognise that causes can be multiple, and identify intended and unintended consequences.
Change & Continuity	Identify what changed, what stayed the same and the pace or extent of change within and across periods.
Similarity & Difference	Compare experiences, societies, beliefs and ways of life across time and place without assuming the past was the same for everyone.
Historical Significance	Consider why particular people, events, places and developments are remembered and how judgements about significance are made.
Legacy & Connection	Make links across units and to the present day, including local heritage, democracy, rights, belief, settlement, conflict and cultural achievement.

Progression in practice: pupils move from recognising past and present and answering simple questions from sources in KS1, towards selecting evidence, recognising primary and secondary sources, analysing interpretations, making connections and constructing increasingly fluent historical accounts in KS2.

Curriculum Detail: Years 1 & 2

Year 1

Term	Unit	Big enquiry question	Substantive knowledge	Historical concepts	Thinking like a historian
Autumn	Fire! Fire!	Why did the Great Fire of London spread so quickly?	Great Fire of London, 1666; Samuel Pepys; Pudding Lane; rebuilding London.	Chronology; simple source enquiry; cause and consequence; change.	diaries, pictures and artefacts to answer questions about the past.
Spring	Family Album	How can we tell how life has changed within living memory?	Personal timelines; notable events; similarities and differences between past and present.	Past/present; sequencing; change and continuity.	family photographs, memories and objects as evidence.
Summer	Rosa Parks	Why do we remember Rosa Parks?	Rosa Parks and the struggle for equal rights.	Significance; similarity and difference; evidence.	simple sources to explain why a person is remembered.

Year 2

Term	Unit	Big enquiry question	Substantive knowledge	Historical concepts	Thinking like a historian
Autumn	Nelson Mandela	Why do we remember Nelson Mandela?	Apartheid; Mandela's imprisonment; presidency; change in South Africa.	Significance; change; similarity and difference.	photographs, accounts and timelines to answer historical questions.
Spring	Lift Off!	How do we know people really landed on the Moon?	Apollo 11; Neil Armstrong; Buzz Aldrin; 1969 Moon landing.	Evidence; significance; chronology; interpretation.	different sources to test claims about an event.
Summer	Oh I Do Like to Be Beside the Seaside!	How has a visit to Blackpool changed over time?	Blackpool as a seaside resort; holidays 100 years ago; Charlie Caroli; circus.	Local history; change and continuity; comparison.	photographs, maps and local evidence to compare past and present.

Curriculum Detail: Years 3 & 4

Year 3

Term	Unit	Big enquiry question	Substantive knowledge	Historical concepts	Thinking like a historian
Autumn	The History of Newton Bluecoat	How has our school changed over the last 100 years?	School days, classrooms and routines in the past compared with today.	Local history; continuity and change; evidence.	school records, photographs, artefacts and oral history.
Spring 1	Stone Age to Iron Age	How did life in Britain change from the Stone Age to the Iron Age?	Hunter-gatherers; farming; settlement; Skara Brae; prehistoric Britain.	Chronology; change; evidence; similarity/difference.	archaeological evidence and artefacts to infer how people lived.
Spring 2	Mary Seacole	Why is Mary Seacole historically significant?	Crimean War; obstacles faced; support for British soldiers; remembrance.	Significance; interpretation; evidence.	accounts and images to consider how and why people are remembered.
Summer	The Romans	Why did the Romans invade Britain and what changed?	Roman invasion; Boudicca; empire; Roman control; legacy.	Cause/consequence; invasion; change; legacy.	sources and artefacts to build an evidence-based account.

Year 4

Term	Unit	Big enquiry question	Substantive knowledge	Historical concepts	Thinking like a historian
Autumn	The Plague	Why did the plague spread so quickly and how did people respond?	Origins and spread; plague doctors; impact on London; responses.	Cause/consequence; evidence; change.	sources to distinguish what people believed then from what we know now.
Spring	Ancient Egypt	What can evidence reveal about life and belief in Ancient Egypt?	Pyramids; pharaohs; daily life; religion; Howard Carter; Cleopatra.	Evidence; significance; similarity/difference; belief.	artefacts, tomb evidence and written/visual sources to make inferences.
Summer	Learie Constantine	Why should we remember Learie Constantine?	Learie Constantine as a significant Black British figure with Lancashire connections.	Significance; local connection; equality; interpretation.	biographical and contextual sources to judge significance.

Curriculum Detail: Years 5 & 6

Year 5

Term	Unit	Big enquiry question	Substantive knowledge	Historical concepts	Thinking like a historian
Autumn 1	Anglo-Saxons	Why did the Anglo-Saxons settle in Britain?	Settlement; Sutton Hoo; Christianity; King Alfred; Viking threat.	Settlement; evidence; religion; chronology.	archaeological and written sources, considering reliability.
Spring	Early Islamic Civilisation	Why was Baghdad a centre of learning and influence?	Baghdad; House of Wisdom; scholarship; discoveries; caliphate.	Civilisation; legacy; significance; comparison.	sources to explain achievements and connections with wider history.
Summer	Ancient Greece	How has Ancient Greece influenced our lives today?	Athens and Sparta; democracy; theatre; Olympics; philosophy.	Legacy; similarity/difference; evidence; significance.	artefacts and written sources to draw conclusions about Greek life.

Year 6

Term	Unit	Big enquiry question	Substantive knowledge	Historical concepts	Thinking like a historian
Autumn	Britain at War	How did the Second World War change life in Britain?	Causes of war; evacuation; Home Front; women; Holocaust; rationing.	Cause/consequence; interpretation; change; significance.	a range of primary and secondary sources, weighing perspective and reliability.
Spring	Raiders or Settlers?	Vikings: raiders, settlers, or both?	Viking reputation; raids; settlement; longships; Danelaw; King Alfred.	Interpretation; invasion/settlement; evidence; chronology.	contrasting sources to challenge stereotypes and justify interpretations.
Summer	Maya Angelou	How can one person's words help change society?	Maya Angelou's life, writing and activism within the wider civil rights story.	Significance; interpretation; change; legacy.	biographical, literary and historical sources to form supported judgements.