

Ormesby Primary School

History Curriculum Overview with skills and Knowledge

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	All about me!						<u>On-site learning</u> Story sacks.
	<u>Rationale</u> - Children will be encouraged to show interest in the lives of people who are familiar to them. They will be asked to remember and talk about significant events in their lives as well as special times or events for family and friends e.g. Eid, Christmas, Birthdays. Children will learn about different occupations and ways of life. They will also learn about things that make them unique and they will be encouraged to talk about their similarities and differences in relation to friends and family. Children will be encouraged to talk aspects of their familiar world.						<u>Off-site learning</u>
	<u>Skills</u> – I can talk about my family and people who are important to me using photos or memories. In pretend play, I imitate everyday actions and events from my family. I am beginning to make sense of my own life story and my family’s history. I show interest in the lives of people who are familiar to me. I can remember and talk about significant events in my own experience. I recognise and describe special times or events for family or friends. I enjoy joining in with family customs and routines.						<u>Visitors</u>
	<u>Vocabulary</u> - today, yesterday, tomorrow, day, week, parent, grand parent						
	<u>Knowledge-</u> Children know who is in their family and begin to make sense of their own life-story and family’s history. To know that people do different jobs and to show an interest in occupations. To know they belong to Ormesby Primary School. To know we celebrate special days. To continue to develop positive attitudes about the differences between people.						
Reception	Looking back						<u>On-site learning</u> History box loan, old and new toys, old and new technology.
	<u>Rationale</u> – Through carefully selected topics, children look closely into the past and present, their life and the people close to them, changes in themselves and their natural environment and the sequencing of characters from well-known stories. As children’s confidence develops, they are encouraged to recall their favourite memories and share special events from the past. The children are given ample opportunities to act these out through child-led role play. As the children look closely at different topic books, they are given experiences to sequence events and characters and discuss how things have happened in order. As the seasons change, the children look at the changes they can visibly see in their own outdoor area and the changes over time, relating this to the seasons.						<u>Off-site learning</u> Walk around the locality- recognizing old and new buildings.
	<u>Skills</u> – I am beginning to make sense of my own life story and my family’s history. I show interest in the lives of people who are familiar to me. I can remember and talk about significant events in my own experience. I can talk about past and present events in my own live and in the lives of family members. I can recognise and describe special times or events for family or friends. I can organise events using basic chronology, recognising that things happened before I was born. I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past. I can talk about the lives of the people around me and their roles in society. I can recognise similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. I can understand the past through settings, characters and events encountered in books read in class and storytelling.						<u>Visitors</u>

	<u>Vocabulary</u> – change, older, younger, yesterday, today, tomorrow, past, present, before, after, now, old, new, memory, order. old, new, day, week, month, season, year.			
	<u>Knowledge-</u> To know when their birthday is. To know they belong to a school community. To talk about the lives of the people around them and their roles in society. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling. To know about celebrations and to understand that we do not all celebrate the same traditions. To know that we all grow older and change. To recognise when something looks new and something looks old.			
Year 1				
		How has transport changed over time?	How did the Great Fire change London?	On-site learning
				Off-site learning
				Railway Museum at Shildon Railway Museum-York.
				Visitors Fire brigade visit
Theme Changes				
		<u>Rationale</u> – Children learn about inventions and this will encourage Y1 to believe they can have a go and achieve. They will be inspired and develop self-belief and determination. They will consider the British value of respect in terms of having respect for the contributions of individuals to the lives and technologies we have today.	<u>Rationale</u> - Children have learned about the countries of the UK in Geography. They will learn about our capital and a significant event in its history.	
		<u>Skills</u> – I can place inventions on a timeline. I can observe some evidence to ask questions and find answers to questions. I can explain reasons why transport was invented. I can describe how transport has changed and how it has continued over time. I can use pictures and film footage to find out about transport in the past compared to now. I can describe and begin to talk about key events of a significant person/time.	<u>Skills-</u> I can place events on a timeline, using dates where appropriate. I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys’ diary). I can explain the causes of the Great Fire of London and what the consequences were. I can describe what changed after the Great Fire of London and how these changes have continued through to the 21 st century. I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented. I can describe significant people from the past and explain why they are important.	
		<u>Vocabulary</u> - Old, new, recent, now, present, future, before, after, past, present, long ago, timeline, invention.	<u>Vocabulary</u> - Parliament, secret, plot, treason, Catholic, protestant, traitor, diary, monarch, government.	

		<u>Knowledge-</u> Children can talk simply about the chronological sequence of the invention of different modes of transport. Children will know what George Stephenson invented and why he is famous. Children can name a similarity and a difference between the railway from then and now. Children will be able to provide an account of the life and work of the Wright brothers and Amy Johnson.	<u>Knowledge-</u> They will know the fire started in 1666 and destroyed London whilst only 6 deaths were recorded. Children will be able to place the Great Fire on a class time line and sequence the main events of the fire correctly. They will know why the fire started and what happened. They will understand why it ended and some of the results. They will know that the fire was represented in different ways. Children research Samuel Pepys and find out about his life, read different sources of evidence about The Great Fire of London and discuss/identify similarities and differences. Children sequence the events of the Great Fire and discuss the factors that had an impact on the disaster.	
Substantive concepts		Industry, trade.	Civilisation, settlement.	

Year 2	Where have humans explored?		How have seaside holidays changed?	<u>On-site learning</u>
<u>Theme</u> Going places	<u>Rationale</u> - The world is there to explore. This topic will develop children's curiosity of the world we live in and encourage them be inquisitive. They will consider the British values of respect and individual liberties in the context of this topic.		<u>Rationale</u> – In Y1 children learned about the invention of the steam train and the development of the railway system. This will link into this topic of why more people in Britain began taking holidays at the seaside. During this topic, children will consider the British values of respect and individual liberties.	<u>Off-site learning</u> Captain Cook's Museum- Stewart's Park Saltburn Seaside Visit <u>Visitors</u>
	<u>Skills</u> – I can place explorative events on a timeline. With support, I can use evidence of explorers' lives to ask questions about the past. I can discuss the causes of exploring and what we found out from exploration. I can describe changes over a period of time. I can use pictures and stories to find out about the past and compare different explorations. I can name significant explorers from the past, including those from my own locality.		<u>Skills</u> – I place artefacts on a timeline, using a wide vocabulary of everyday historical terms. I can look at sources and ask, "What was it like for people?", "What happened?", "What was this used for?" and "How long ago?" I can discuss causes that led to holidays changing. I can name similarities and differences between seaside holidays in the past and now. I can compare seaside holidays using pictures and videos from the past and present. I can name about a significant historical place in my own locality.	
	<u>Vocabulary</u> - migration, trade, explorer, past, recent, future, long ago, timeline.		<u>Vocabulary</u> – Old, new, recent, now, present, future, before, after, past, present, long ago, timeline.	

	<p><u>Knowledge-</u> Children will be able to tell you about the life of Captain Cook; his voyages and discoveries; and his links to our local area. They will know how life in the time of Captain Cook is different to now.</p> <p>Children learn about Neil Armstrong and why he was famous. Children will be able to tell you 3 facts about the life of Neil Armstrong, including why he is famous.</p> <p>They will be able to tell you the first moon landing took place in 1969.</p> <p>Children will be able to place the moon landing on a time line and sequence the main events correctly; they will know why the moon landing was so significant.</p> <p>Children will know about exploration which is still taking place today, including deep sea exploration Sylvia Earle.</p>		<p><u>Knowledge-</u></p> <p>Children will know some key artefacts and what they were used for from seaside holidays in the past.</p> <p>Children will know what activities people did at the seaside in the past.</p> <p>Children will know how people travelled to their seaside holidays in the past.</p> <p>Children can explain why beach holidays were different in the past.</p>	
Substantive concepts	Migration, trade.		Industry, settlement, trade.	
Year 3	What was life like in Prehistoric Britain?	What were the greatest achievements of the Ancient Egypt?	Who were the Ancient Greeks and what is their legacy today?	<p><u>On-site learning</u> Prehistoric Britain Day</p> <p><u>Off-site learning</u> Hancock Museum</p> <p><u>Visitors</u> Light Up Education- Ancient Greece topic.</p>
Theme Pre-historic and ancient civilisations, in Britain, Europe and the wider world.	<p><u>Rationale</u> – Using a chronological approach to studying history, children learn about prehistoric Britain and what life was like for ordinary people.</p>	<p><u>Rationale</u> - In considering the achievements of early civilisations, they will be inspired to dream big. This topic should also provoke the pupils to think about their own lives, beliefs and traditions. This links with respect for other cultures (British Value, PSHE, Geography and RE)</p>	<p><u>Rationale</u> – Children gain an appreciation of how society today has been shaped by ancient civilisations. They are introduced to democracy which will be revisited throughout KS2 and is a British Value.</p>	
	<p><u>Skills</u> –</p> <p>I can place ages in order of time and understand the meaning of their name.</p> <p>I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p> <p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can suggest causes and consequences of the main events of the main events within prehistory such as agriculture, mining and migration.</p> <p>With support, I can begin to explain the concept of change over a long period of history.</p> <p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron</p>	<p><u>Skills</u> –</p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>With support, I can use BCE and CE.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p> <p>I can begin to explain the concept of change over a long period of History.</p> <p>I can compare similarities and differences</p>	<p><u>Skills</u> –</p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p> <p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p> <p>I can explain the concept of change over time and represent this with evidence.</p> <p>I can describe the social, ethnic, cultural and religious diversity of the past.</p>	

	<p>Age. I can suggest suitable sources of evidence to find out about significant people/events.</p>	<p>between new and old kingdoms of Ancient Egypt.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>	
	<p><u>Vocabulary</u> - Stone Age, Bronze Age, Iron Age, nomad, settlement, trade, civilisation, artefacts, excavation, archeologist, continuity, remains, migrate, preserve, agriculture, domestication, significant, mine, ore, alloy, beaker, burial, construct, settlement, palisade, granary, ditch.</p>	<p><u>Vocabulary</u> era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, mummification, monarchy, empire, Nile.</p>	<p><u>Vocabulary</u> - civilisations, ceramics, excavate, Crete, democracy, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, mythology, militaristic policy, Olympics, tyrant, victorious.</p>	
	<p><u>Knowledge-</u> Children will know that the Stone Age was about 2 to 3 million years ago. They will know that the term refers to the tools used. They will know that the Bronze Age came next, followed by the Iron Age. They will be able to use a range of information to ask and answer questions about events related to the Stone Age. They will show knowledge and understanding of why Stone Age people were called Hunter/Gatherers. They will be able to tell you how we know about Stone Age people. Children show an understanding of how our knowledge of the past is constructed from a range of sources by investigating cave paintings. Children know about animals in the Stone Age, tools and weapons. Children note connections, contrasts and trends over time developing the appropriate use of historical terms by looking at different homes from the Palaeolithic, Mesolithic and Neolithic times.</p>	<p><u>Knowledge-</u> Children will know that Ancient Egypt started 5000 years ago, next to the River Nile. The children will demonstrate factual knowledge and understanding of characteristic features of life in ancient Egypt. They will know about some of the different ways the past is represented in Egypt. They will ask and answer questions about Egypt. They will know why mummification was so important to the Ancient Egyptians. They will know some of the greatest achievements of the Ancient Egyptians.</p>	<p><u>Knowledge-</u> Children will know that the Ancient Greeks lived about 3500 years ago. They will be able to place the ancient Greek civilization accurately on a time line and demonstrate their understanding of BC and AD. They will know about important features of life in ancient Greece, and compare life in different city states. They will explain some of the beliefs of the ancient Greeks and why they held them. They will understand that events can be interpreted in different ways. They will gain an understanding about how the modern world has been influenced by the Ancient Greeks.</p>	
Substantive concepts	<p>migration, settlement, trade, civilisation, industry.</p>	<p>civilisation, trade, settlement, empire, monarchy, rebellion.</p>	<p>civilisation, trade, settlement, empire, monarchy.</p>	
Year 4	<p>How did the Roman Empire impact Britain?</p>	<p>Why did the Anglo-Saxons invade and settle in Britain?</p>	<p>What was the impact of the Vikings on Britain?</p>	<p><u>On-site learning</u></p>
Theme Invasion	<p><u>Rationale</u> - Children will have a clear chronological understanding of Ancient Britain and the life of ordinary people in that time. Children will know how we find out about</p>	<p><u>Rationale</u> - Children have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain up to when the Romans left Britain. Children will know that</p>	<p><u>Rationale</u> – Children will have studied the invasion and settlement of the Romans and the Anglo-Saxons in Britain. They will consider who the Vikings were, why they carried out raids in</p>	<p><u>Off-site learning</u> Segedunum/Arbeia Kirkleatham Museum- Anglo-Saxon Princess</p>

	<p>prehistory and know how to use sources to inform their historical interpretations. Children will know about Greek culture and see how they influenced Roman culture. From studying the Roman Empire, the children will consider the rule of law.</p>	<p>different civilisations have different cultures, such as the Celts were a tribal culture and the Romans had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did. Children will consider why people migrate and relate to migration in the modern world. This topic also lends itself to the British Values of tolerance and respect.</p>	<p>England and how their arrival impacted the political and social hierarchy of the time.</p>	<p>Exhibition From studying the Visitors Tanya Bentham- Anglo Saxon enactment experience</p>
	<p><u>Skills</u> – I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). I can suggest more than one suitable source of historical enquiry. I can begin to discuss the reliability of sources. I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>	<p><u>Skills</u> – I am beginning to use dates accurately in describing events and people. I can use sources of evidence to deduce information about the Saxons. I can discuss whether the evidence is reliable and explain why. I can describe causes of invasion in Britain and what the consequences were. I can identify periods of rapid change in history. I can compare similarities and differences in the way the Anglo-Saxons ruled and kept control of their kingdom in comparison to the Romans. I can describe the social and cultural significance of a past society.</p>	<p><u>Skills</u> – I can use dates accurately in describing events and people. I can use sources of evidence to deduce information about the Vikings. I can discuss whether the evidence is reliable and explain why. I can describe causes of invasion in Britain and what the consequences were. I can explain what changed and what continued over time when the Vikings settled in Britain. I can compare similarities and differences between Anglo-Saxon and Viking culture. I can describe the social and cultural significance of a past society.</p>	
	<p><u>Vocabulary</u> - Romans, Celts, revolt, reigned, ruled, empire, archer, infantry, fleet, annex, military alliance, legion, emperor, empire, peninsula, tactic, settlement, kingdom, revolt, occupation, outnumber, governor, conquer, fort, defences, civil war, pillage.</p>	<p><u>Vocabulary</u> - empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan.</p>	<p><u>Vocabulary</u> - empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan, hostile, idol, Scandinavia, priory, monk.</p>	
	<p><u>Knowledge-</u> Pupils will know what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. They will know about the Roman invasion of Britain. They will know the differences between existing Celtic villages and the new Roman settlements and know how the Romans protected their new lands. The pupils will know</p>	<p><u>Knowledge-</u> Pupils will know what life was like in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decided to settle. They will know how England was ruled during the settlement of the Anglo-Saxons and how they kept control of the seven different kingdoms across the land.</p>	<p><u>Knowledge-</u> Children will be able to demonstrate knowledge and understanding of why the Vikings left their homeland to invade and settle in another country. They will demonstrate factual knowledge of some of the reasons for the Viking raids. They will know that some accounts of Viking raids were Anglo -Saxon interpretations. Pupils will know how their arrival impacted the</p>	

	about significant historical figures of the time, such as Julia Caesar and Boudicca. They will know that an event can be interpreted in different ways. They will know about the final years of the Roman Empire and the events leading to its downfall.		political and social hierarchy of the time.	
Substantive concepts	civilisation, trade, settlement, empire, monarchy, rebellion, migration.	migration, trade, monarchy, settlement, rebellion	migration, trade, monarchy, settlement, rebellion	
Year 5	What are the achievements of the Benin Kingdom?	Who was the greatest Medieval Monarch?	What impact did the Tudors and Stuarts have on modern day Britain?	<p>On-site learning</p> <p>Off-site learning Ryedale Folk Museum-Tudors.</p> <p>Visitors Light Up Education-Medieval Monarchs topic.</p>
Theme Monarchy	<u>Rationale</u> – This unit provides children with the opportunity to study this West African civilization during its ‘Golden Age’ potentially challenging stereotypes and mischaracterisations that children may hold around the continent of Africa and its history. Since this period overlaps with the Anglo-Saxons, Viking and Norman invasions, it provides an excellent opportunity for a direct ‘meanwhile, elsewhere’ comparison with the history of Great Britain. This unit also gives pupils a knowledge and understanding of monarchy and the expansion of an empire outside of Europe. Children will also develop their understanding of trade, including the enslaving of people, giving them a background to their Civil Rights unit in Y6. This will relate to the British value of individual liberties.	<u>Rationale</u> – The children have learnt about the concepts of monarchy and empire in previous learning in KS2. During this topic, children learn about the changing power of the monarch, linking this with the British values of rule of law and democracy. They will gain an understanding of what made a successful monarch.	<u>Rationale</u> – Building on the concept of monarchy that has been covered in Y5, children will consider the role of the monarch and the power they held in Tudor England and how the image of the monarch was maintained. This will be compared to the role of the British Royal Family today as well as the British value of democracy. They will consider how the rule of a monarch and democracy was challenged and threatened in the Stuart period. Children learn about what life was like in Tudor England, comparing how and why punishments and crimes have changed by comparing them with modern Britain. This links to the British Value, Rule of Law. Linked to Religious Education, children will learn about Henry VIII’s impact on religion and the reasons why he made changes. They will also learn about the persecution of different religious denominations depending on the denomination of the monarch. This relates to the British values, respect and tolerance. Children consider how illnesses were diagnosed and treated; how and why diseases spread and how this affected life expectancy. Building on their learning in Y4, children will learn about an attempted invasion by the Spanish during the Tudor era (The Spanish Armada).	
	<u>Skills</u> – I can use dates and terms accurately in describing events and people in World History. I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.	<u>Skills</u> – I can use dates and terms accurately in describing events. I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	<u>Skills</u> – I can use dates and terms accurately in describing events and people. I can analyse a wider range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	

	<p>I can describe causes of events and their consequences in the Benin Kingdom and the wider world.</p> <p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p> <p>I can compare the similarities and differences between civilisations and cultures.</p> <p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>	<p>I can describe some of the causes and consequences of succession crises.</p> <p>I can identify periods of change in history and contrast them with times of little change and stability.</p> <p>I can use appropriate historical vocabulary to compare and contrast key monarchs and events in history.</p> <p>I can describe the characteristic features of the past, including the experiences of people at different levels of society.</p>	<p>I can describe some of the causes and consequences of religious changes during the era.</p> <p>I can describe the religious diversity of past society.</p> <p>I can identify periods of change in history and contrast them with times of little change and stability.</p> <p>I can use appropriate historical vocabulary to compare and contrast.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of people at different levels of society.</p>	
	<p><u>Vocabulary</u> - Americas North, South and Central America, Cowrie shells, Empires, Enslaved People, Guild, Looted, Moat, Oba, Officials Plantations.</p>	<p><u>Vocabulary</u> – Baron, Clergy, Crusades, Ecclesiastical, Feudal system, Knights, Magna Carta, Monarch, Peasants, Successor.</p>	<p><u>Vocabulary</u> – monarch, denomination, Catholic, Protestant, Spanish Armada, Civil War, reign.</p>	
	<p><u>Knowledge-</u></p> <p>Pupils will know that a King was known as an Oba and how the empire expanded under the five, great warrior kings. Pupils will know about the Oba's duties, and the different chiefs who helped to run the empire. They will know about rural life in the Benin Kingdom, and the Voodoo religion practised by most Edo people.</p> <p>Pupils will know how the Portuguese established a trading relationship with Oba Ozolua, supplying brass, which was considered sacred by many in Benin, as well as guns which gave the armies of Benin greater power. In return, the Oba traded enslaved people with the Portuguese, as well as ivory and textiles.</p> <p>Pupils will know how the trading relationships that began in the 15th century grew into the enforced transportation of millions of enslaved Africans. Pupils will know about the terrible conditions of the middle passage, and the millions of lives that were lost during the journey. Children will also know about Britain's role in the slave trade and the enduring impact on both western countries and African nations. Children will know about the guild system that the Benin Kingdom operated, and study some of the plaques and sculptures crafted by the brass guild.</p> <p>Children will weigh up the many</p>	<p><u>Knowledge-</u></p> <p>Pupils will know how power is passed or claimed from monarch to monarch, and how there was a succession crisis in England 1066 because of this. They will know about the events leading up to the Battle of Hastings and how William the Conqueror was victorious.</p> <p>Children will know that Henry II took the throne following the period known as "the Anarchy" in which law and order broke down in England and Normandy following another succession crisis and civil war. Pupils will know about the power struggles and tension between church and state and how Thomas Becket as Archbishop of Canterbury was involved in this.</p> <p>Pupils know the characteristics of a great medieval monarch.</p> <p>Pupils will know some key events where power changed during the medieval period and why this happened.</p> <p>Pupils will know about the strengths and weaknesses of four key medieval monarchs (William I, Henry II, King John and Richard I) and use this to make a judgement of 'who was the greatest medieval monarch?'</p>	<p><u>Knowledge-</u></p> <p>Children know about the War of the Roses and how the Tudor dynasty began.</p> <p>Children know the names of key Tudor Monarchs and put them in chronological order.</p> <p>Children will know about the religious Reformation, the creation of Church of England and why this happened.</p> <p>Children will be able to recall the events of the Spanish Armada and why it failed.</p> <p>Children will know about Tudor/Stuart health and medicine.</p> <p>Children can explain how the monarchy was threatened during the Stuart era.</p>	

	accomplishments of this powerful, successful empire and then make a judgement on which they feel was the greatest achievement, and why.			
Substantive concepts	Monarchy, empire, trade, industry.	Monarchy, invasion, rebellion, kingdom.	Monarchy, invasion, rebellion, democracy, kingdom.	
Year 6	What impact did the industrial revolution have on Teesside?	How does the civil rights movement relate to our British Values?	How has war impacted our lives?	<u>On-site learning</u>
<u>Theme</u> How history has shaped our lives today	<u>Rationale</u> – Children have learned about the invention of the steam engine in KS1 and will now consider how it helped to drive the Industrial Revolution. Children will gain an understanding and appreciation of how our local area became popularised because of the impact of the industry, including the steelwork development due to the mining industry.	<u>Rationale</u> – Children have studied the Benin Kingdom in Y5 and how the trading relationships that began in the 15 th century grew into the enforced transportation of millions of enslaved Africans. This topic allows for discussions around all five British values: respect, tolerance, individual liberties, democracy and the rule of law.	<u>Rationale</u> – The aim is to instill British values, respect for the elderly, an appreciation of their own homes, food, school and families. Pupils will develop a positive feel for their own lives and an empathy for others. They will gain the ability to think deeply about historical issues and how they relate to today; and be encouraged to think about how conflict can be resolved and to think about the consequences of their own actions.	<u>Off-site learning</u> Eston Ironstone Mining (Local Heritage) Dorman Museum Skinningrove Museum- mining Craig Hornby-Eston Hills Walk Eden Camp
	<u>Skills</u> – I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, political, technological and cultural). I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. I can describe some of the causes and consequences of the Industrial Revolution and the reforms in working conditions. I can identify periods of rapid change in history and contrast them with times of relatively little change. I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<u>Skills</u> – I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political and cultural). I can use sources of information to form conclusions about the past. I can understand and accurately suggest plausible reasons why there may be different accounts of history. I can explain that no single source of evidence gives the full answer to questions about the past. I can describe some of the causes of consequences of the civil rights movement. I can identify periods of rapid change in history and contrast them with times of relatively little change. I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<u>Skills</u> – I can present my findings about the past in a variety of ways, including using dates accurately and appropriate key vocabulary to produce clearly structured work. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can evaluate evidence, which helps me to choose the most reliable forms. I can explain that no single source of evidence gives the full answer to questions about the past. I can describe some of the causes and consequences of World War 2. I can identify periods of rapid change in history and contrast them with times of relatively little change. I can understand connections, contrasts and trends over time. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<u>Visitors</u>

	<u>Vocabulary</u> – agricultural, British Empire, colonies, era, Industrial Revolution, industry, mass production, poverty, sanitation.	<u>Vocabulary</u> – Boycott, civil disobedience, civil rights, discrimination, federal laws, human rights, liberty, non-violence, segregation.	<u>Vocabulary</u> – World War 1, World War 2, blitz, treaty, recruit, home front, morale, stereotype, diversity democracy, alliance, propaganda, one sided, bias, trench war, rationing	
	<u>Knowledge-</u> The pupils will know the main features of Victorian society during the reign of Queen Victoria. They know how the introduction of the railways changed travel and trade. They will know about the living and working conditions during the Industrial Revolution and how laws changed in an attempt to improve working conditions. Children will know about what life was like for working children during this time and They will explain how the industrial revolution changed Teesside and consider both the advantages and disadvantages of the Industrial Revolution for working class people.	<u>Knowledge-</u> Children will know that structural inequalities existed in 1950s USA, especially for people of colour, who faced segregation and exclusion from basic human rights. Children will know about key figures who led non-violent civil disobedience and the effects of their actions. Children will know about reforms in the law Involving civil rights, both in the USA and Britain. Children will understand that in reality people of colour still faced persecution and discrimination and will be able to give examples of this. Children will show an awareness that the civil rights movement is an ongoing struggle. Children show an understanding of the Black Lives Matter movement and its role in modern day Britain.	<u>Knowledge-</u> Children will be able to demonstrate factual knowledge and understanding of aspects of British life since 1914. They will know the dates of WW1 and WW2. They will know that 16 million soldiers died in WW1 and that soldiers fought for the British Army from all over the world. They will know 3 facts about the Treaty of Versailles. They will use and understand the words propaganda and bias in their work. They will understand the links between how the development of Middlesbrough due to the Ironstone mining/ steel works, lead to Middlesbrough becoming a target during WW2 and the subsequent evacuation of children in the local area.	
Substantive concepts	Industry, Empire, trade, democracy.	Democracy, rebellion.	Invasion, rebellion, empire, trade, democracy, industry, civilisation.	

End point- clear about knowledge and slim down skills

Criteria for assessment- what am I going to assess. . . knowledge, skills.

Being a historian:

British values:

Rule of Law

Democracy

Respect

tolerance

Individual liberties.

Substantive concepts (Specific opportunities are planned for pupils to develop their knowledge of some particularly important substantive_concepts. The curriculum ensures that pupils regularly encounter a wide range of important substantive concepts)

- Democracy

- migration
- Civilisation
- Industry
- Settlement
- Invasion
- rebellion
- Trade
- Monarchy
- Kingdom
- Empire