

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	<b>All about me!</b>						<p><b>On-site learning</b> old and new toys, old and new technology, authentic resources in provision.</p> <p><b>Off-site learning</b></p> <p><b>Visitors</b></p>
	<p><b>Rationale</b> - 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.</p>						
	<p><b>Skills</b> – 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.</p>						
	<p><b>Vocabulary</b> - today, yesterday, tomorrow, day, week, parent, grand parent</p>						
	<p><b>Knowledge-</b> 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.</p>						
Reception	<b>Looking back</b>						<p><b>On-site learning</b> old and new toys, old and new technology, authentic resources in provision.</p> <p><b>Off-site learning</b> Walk around the locality- recognizing old and new buildings.</p> <p><b>Visitors</b></p>
	<p><b>Rationale</b> – 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.</p>						
	<p><b>Skills</b> – 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 I can comment on images of familiar situations in the past. I can compare and contrast characters from stories 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.</p>						

	<p><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.</p> <p><u>Knowledge-</u>          To know they belong to a school community.          To know the days of the week in order.          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 that we all grow older and change.          To recognise when something looks new and something looks old.</p>			
<p>Year 1</p> <p><u>Theme</u> Changes</p> <p>2023-2024 Year 1 are following the Year 2 curriculum</p>		<p><b>How has transport changed over time?</b></p>	<p><b>How did the Great Fire change London?</b></p>	<p><u>On-site learning</u></p> <p><u>Off-site learning</u> Railway Museum at Shildon Railway Museum-York.</p> <p><u>Visitors</u> Fire brigade visit</p>
	<p><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.</p>	<p><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.</p>		
	<p><u>Vocabulary</u> - Old, new, recent, now, present, future, before, after, past, present, long ago, timeline, invention.</p>	<p><u>Vocabulary</u> - Parliament, secret, plot, treason, Catholic, protestant, traitor, diary, monarch, government.</p>		
	<p><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.</p>	<p><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.</p>		

<b>Substantive concepts</b>		Industry, trade.	Civilisation, settlement.	
<p><b>Year 2</b></p> <p><b>Theme</b> <b>Going places</b></p>	<p><b>Where have humans explored?</b></p> <p><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 to be inquisitive. They will consider the British values of respect and individual liberties in the context of this topic.</p> <p><u>Vocabulary</u> - migration, trade, explorer, past, recent, future, long ago, timeline.</p> <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. 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. They will be able to tell you the first moon landing took place in 1969. 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. Children will know about exploration which is still taking place today, including deep sea exploration Sylvia Earle.</p>		<p><b>How have seaside holidays changed?</b></p> <p><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.</p> <p><u>Vocabulary</u> – holiday camp, abroad, pier, promenade, bathing machine, Punch and Judy, penny lick, beach huts, railway, Victorian, settlement.</p> <p><u>Knowledge</u>- I can identify what seaside holidays are like today. I know how people travelled to seaside holidays in the past. I can identify some key artefacts from seaside holidays in the past. I know what these artefacts were used for I know about seaside holidays in Victorian Saltburn compared to now. I know what activities people did at the seaside in the past. I can explain why seaside holidays were different in the past. I can order artefacts and people on a timeline from seaside holidays in the past and now.</p>	<p><b>On-site learning</b> Seaside Holidays Resource Box- Kirkleatham Museum</p> <p><b>Off-site learning</b> Captain Cook's Museum- Stewart's Park Saltburn Seaside Visit</p> <p><b>Visitors</b></p>
<b>Substantive concepts</b>	Migration, trade, civilisation.		Industry, settlement, trade.	
<p><b>Year 3</b></p> <p><b>Theme</b> <b>Pre-historic and ancient civilisations, in Britain, Europe and the wider world.</b></p>	<p><b>What was life like in Prehistoric Britain?</b></p> <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><b>What were the greatest achievements of the Ancient Egypt?</b></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><b>Who were the Ancient Greeks and what is their legacy today?</b></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><b>On-site learning</b> Prehistoric Britain Day</p> <p><b>Off-site learning</b> Hancock Museum</p> <p><b>Visitors</b> Light Up Education- Ancient Greece topic.</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> - civilisation, settlement, empire, trade, democracy, city-state, Athenians, Spartans, Trojan War.</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> I know that the Ancient Greeks lived about 3000 years ago. I can sequence periods of History in order of time and use dates, including BCE and CE, on a timeline. I can use artefacts to find out about Ancient Greek life I know some of the Gods and Goddesses who were worshipped by the Ancient Greeks  I can compare life in Sparta and Athens.  I know the Legend of the Trojan Horse.  I know the achievements of the Ancient Greeks.  I know how the modern world has been influenced by the Ancient Greeks.</p>	
<b>Substantive concepts</b>	migration, settlement, trade, civilisation, industry.	civilisation, trade, settlement, empire, monarchy, rebellion.	civilisation, trade, settlement, empire, monarchy.	
<b>Year 4</b>	<b>How did the Roman Empire impact Britain?</b>	<b>Why did the Anglo-Saxons invade and settle in Britain?</b>	<b>What was the impact of the Vikings on Britain?</b>	<b>On-site learning</b> Vikings Resource Box- Kirkleatham Museum
<b>Theme Invasion</b>	<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 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><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 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</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 England and how their arrival impacted the political and social hierarchy of the time.</p>	<p><b>Off-site learning</b> Segedunum/Arbeia Kirkleatham Museum- Anglo-Saxon Princess Exhibition</p> <p><b>Visitors</b> Tanya Bentham- Anglo</p>

		and relate to migration in the modern world. This topic also lends itself to the British Values of tolerance and respect.		Saxon enactment experience Light Up Education- Romans Day
	<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.	<u>Vocabulary</u> - empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan.	<u>Vocabulary</u> - migration, trade, monarchy, settlement, rebellion, invasion, raid, pillage, kingdom, homeland, monastery, Scandinavian, Danes, conquer, Danelaw, Longship, Dragonship, runes.	
	<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 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.	<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.	<u>Knowledge-</u> I know who the Vikings were and where they came from I know how and why the Vikings carried out raids. I know why Vikings left their homeland to invade and settle in England. I know some of the consequences of Vikings settling in England I know how England was divided after the Battle of Edington in 878CE I know about the key features of Viking life compared to Anglo-Saxon society I know about the significance and the impact of the Vikings on Britain.	
<b>Substantive concepts</b>	civilisation, trade, settlement, empire, monarchy, rebellion, migration, invasion.	migration, trade, monarchy, settlement, rebellion, invasion.	migration, trade, monarchy, settlement, rebellion, invasion.	
<b>Year 5</b>	<b>What are the achievements of the Benin Kingdom?</b>	<b>Who was the greatest Medieval Monarch?</b>	<b>How and why was the power of the Monarch challenged during the Tudors and Stuarts?</b>	
<b>Theme Monarchy</b> <b>2023-2024</b> <b>Year 5 are following the Year 6 curriculum</b>	<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	<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. They will consider how the rule of a monarch and democracy was challenged and threatened in the Stuart period. 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. Building on their learning in Y4, children will	<b>On-site learning</b>  <b>Off-site learning</b> Ryedale Folk Museum- Tudors.  <b>Visitors</b> Light Up Education- Medieval Monarchs topic.

	of people, giving them a background to their Civil Rights unit in Y6. This will relate to the British value of individual liberties.		learn about an attempted invasion by the Spanish during the Tudor era (The Spanish Armada) and how Elizabeth I upheld her image of a powerful, female ruler.	
	<u>Vocabulary</u> - Americas North, South and Central America, Cowrie shells, Empires, Enslaved People, Guild, Looted, Moat, Oba, Officials Plantations.	<u>Vocabulary</u> – Baron, Clergy, Crusades, Ecclesiastical, Feudal system, Knights, Magna Carta, Monarch, Peasants, Successor.	<u>Vocabulary</u> – monarch, denomination, Catholic, Protestant, Spanish Armada, Civil War, reign.	
	<p><u>Knowledge-</u> 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, suppling 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 accomplishments of this powerful, successful empire and then make a judgement on which they feel was the greatest achievement, and why.</p>	<p><u>Knowledge-</u> 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> 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 know Henry VIII changed the church and religion in Britain and can identify reasons Henry VIII broke away from the Catholic church in Rome</p> <p>I can recognise periods of change in history I can use evidence to justify my opinions of Elizabeth I To know the attitudes and treatment of Catholics in this era To know the events of the Gunpowder Plot Children can explain how the monarchy was threatened during the Stuart era. To know some reasons why Civil War broke out To know the impact of the Civil War on ordinary people</p>	
<b>Substantive concepts</b>	Monarchy, empire, trade, industry.	Monarchy, invasion, rebellion.	Monarchy, invasion, rebellion, democracy.	
<b>Year 6</b>	<b>What impact did the industrial revolution have on Teesside?</b>	<b>How did Middlesbrough come to be known as the ‘Ironopolis’?</b>	<b>What was the impact of World War II on Britain?</b>	<u>On-site learning</u> WWII Resource Box-

<p><b>Theme</b> <b>How history has shaped our lives today</b></p>	<p><b>Rationale –</b> 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.</p>	<p><b>Rationale –</b> Children have studied the Industrial Revolution and will now consider how their local area grew from industry. They will know how their locality has influenced the world.</p>	<p><b>Rationale –</b> 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.</p>	<p>Kirkleatham Museum</p> <p><b>Off-site learning</b> Eston Ironstone Mining (Local Heritage) Dorman Museum Skinningrove Museum-mining Craig Hornby-Eston Hills Walk Eden Camp Kirkleatham Museum Beamish</p>
	<p><b>Vocabulary –</b> agricultural, British Empire, colonies, era, Industrial Revolution, industry, mass production, poverty, sanitation.</p>	<p><b>Key Vocabulary:</b> Industrial Revolution, industry, trade, settlement, Stone Age, Iron Age, Bronze Age, Anglo-Saxon, Viking, port, railway.</p> <p><b>New Vocabulary:</b> priory, blast furnace, Tees Valley, Ironopolis, Cleveland Ironstone, boom.</p>	<p><b>Vocabulary -</b> air raid, Allies, blackout, Blitz, civilians, evacuated, evacuees, Home Front, morale, munitions, rationing.</p>	<p><b>Visitors</b></p>
	<p><b>Knowledge-</b> 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.</p>	<p><b>Knowledge-</b> 1. I can name and place in chronological order some of the different people who lived in the Tees Valley over the past thousands of years. 2. I know key factors that influenced the growth of Middlesbrough. I will consider which was the most influential factor, supporting my opinion with evidence. 3. I know about the significance of John Vaughan and Henry Bolckow in the iron and steel industry in Middlesbrough. 4. I can explain the causes and consequences of the boom in industry in Middlesbrough. 5. I can explain how Middlesbrough has influenced the world.</p>	<p><b>Knowledge-</b></p> <ul style="list-style-type: none"> <li>• I know the dates of WW2.</li> <li>• I know who Britain was at war with and a reason why Britain declared war.</li> <li>• I can explain how the British government aimed to keep British morale high and the people motivated during WW2.</li> <li>• I know how the lives of civilians changed during the second world war, particularly women and children.</li> <li>• I know what air raids were and how they affected civilians.</li> <li>• I can explain how civilians kept themselves safe during air raids.</li> <li>• I know why the North-East was targeted during WW2.</li> <li>• I know how the North-East was affected during WW2.</li> </ul>	
<p><b>Substantive concepts</b></p>	<p>Industry, Empire, trade, democracy.</p>	<p>Industry, trade, settlement.</p>	<p>Invasion, trade, democracy, industry, civilisation.</p>	

Being a historian

To be a historian, you have to act like a detective:

- Be curious
- Ask questions
- Look at evidence
- Be critical

Piece together the truth of what actually happened.

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)

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