

Ormesby Primary School

History Curriculum Overview

| Year Group | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 | Additional Events |
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| Nursery | All about me! | | | | | | On-site learning |
| | Rationale - 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. In line with the Curiosity Approach, children will access continuous and enhanced provision enriched with authentic resources from the past. | | | | | | old and new toys, old and new technology, authentic resources in provision. |
| | Skills – 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. I can preserve memories of special events. | | | | | | Off-site learning |
| | Vocabulary - today, yesterday, tomorrow, day, week, parent, grand parent | | | | | | Visitors |
| | Knowledge- 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 | | | | | | On-site learning |
| | Rationale – 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. In line with the Curiosity Approach, children will access continuous and enhanced provision enriched with authentic resources from the past. | | | | | | old and new toys, old and new technology, authentic resources in provision. |
| | Skills – 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. | | | | | | Off-site learning Walk around the locality- recognizing old and new buildings. Visitors |

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| | <p>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> | | | |
| Year 1 <u>Theme</u> Changes | | | | <u>On-site learning</u> Alfresco learning- Great Fire of London workshop <u>Off-site learning</u> Dorman Museum- How has life changed in the past 75 years? <u>Visitors</u> |
| | | How has life changed in the past 75 years? | How did the Great Fire change London? | |
| | | <u>Rationale</u> – Children will learn about changes in living memory. They will appreciate the advances in technology and the classroom environment at school. They will then be able to show some understanding of how their life is similar and different to their older relatives. | <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>Vocabulary</u> – artefact, compare, decades, fashion, musician, popular, transport, technology | <u>Vocabulary</u> - London, Pudding Lane, bakery, Thomas Farriner, Lord Mayor, fire hook, diary, Samuel Pepys, St Paul’s Cathedral, water pump, water squirter, King Charles II | |
| | | <u>Knowledge-</u> I know that clothes have changed over time. I can identify changes in technology. I know about popular music and musicians through the decades (1950s to present day). I know some popular toys from the past. I can identify how classrooms have changed and how they have stayed the same. I know how a mode of transport has changed over time. | <u>Knowledge-</u> I know what London was like in 1666. I know where and how the Great Fire of London started I know how the fire spread I know what happened during the Great Fire of London and how we know I know how the people stopped the fires I know the sequence of events of the Great Fire of London I know what was left of London after the Great Fire I know how London was re-built I know how the fire impacted the future | |
| Substantive concepts | | Civilisation, trade. | Civilisation, settlement, monarchy. | |

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| Year 2 Theme Going places | Where have humans explored? | | How have seaside holidays changed? | On-site learning Seaside Holidays Resource Box- Kirkleatham Museum Alfresco learning- Neil Armstrong Off-site learning Captain Cook's Museum- Stewart's Park Saltburn Seaside Visit Visitors |
| | <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 Year 1, children learn about how life has changed in the past 75 years, including transport. This links with this topic of how seaside holidays became popular because of the railway. This links locally for us with Saltburn. During this topic, children will consider the British values of respect and individual liberties. | |
| | <u>Vocabulary</u> - astronaut, explorer, oceanographer, significant, recent, timeline, discover, sequence, society, source, evidence, compare. | | <u>Vocabulary</u> – holiday camp, abroad, pier, promenade, bathing machine, Punch and Judy, penny lick, beach huts, railway, Victorian, settlement. | |
| | <u>Knowledge-</u> I know why humans have explored the world. I know some places that humans have explored. I know how we find out about the past. I know about the life of Captain Cook and why he is important in our local area. I know where Captain Cook explored and what he discovered. I know why Captain Cook is a significant explorer. I know how life in the time of Captain Cook is different to now. I know about the life of Neil Armstrong and that he was the first person on the moon in 1969. I know why he was a significant explorer. I can sequence significant explorers on a timeline I can compare significant explorers from the past I know how exploration has changed over time | | <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. | |
| Substantive concepts | Migration, trade, civilisation. | | Industry, settlement, trade. | |
| Year 3 Theme Pre-historic and ancient civilisations, in Britain, Europe and the wider world. | 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? | On-site learning Stone Age resource box Egyptians resource box Off-site learning Hancock Museum Visitors Light Up Education- |
| | <u>Rationale</u> – Using a chronological approach to studying history, children learn about prehistoric Britain and what life was like for ordinary people. | <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) | <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. | |

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| | <p><u>Vocabulary</u> - Prehistoric, Stone Age, Bronze Age, Iron Age, hunter-gatherer, Palaeolithic Age, Mesolithic Age, Neolithic Age, excavation, cave art, hillfort, roundhouse, palisade, wattle and daub, mining.</p> <p><u>Knowledge-</u> I know when humans arrived in Britain</p> <p>I know the chronological order of the ages of prehistoric Britain and why they have been given those names</p> <p>I know what life was like in Britain during the Stone Age</p> <p>To know how we find out about the past</p> <p>To be able to compare life in the Palaeolithic and Mesolithic Ages</p> <p>To know about important changes that happened during the Neolithic Stone Age</p> <p>To know about the changes in materials used to make tools and weapons during prehistoric times</p> <p>To know about the features of a roundhouse</p> <p>To know what hillforts were and why they were built</p> | <p><u>Vocabulary</u> afterlife, fertile land, hieroglyphs, irrigation, mummification, Nile, pharaoh, pyramid, shaduf, tomb.</p> <p><u>Knowledge-</u> I know where and when the Ancient Egyptian civilisation began and ended I know why the River Nile was important to the Ancient Egyptians I know how historians have found out about the Ancient Egyptians I can find out about life in Ancient Egypt from studying artefacts I know what life was like in Ancient Egypt I know why the Ancient Egyptians mummified people I know how the Ancient Egyptians mummified their pharaohs I know that Ancient Egyptians worshipped many Gods and Goddesses I know how the Ancient Egyptians farmed their land To compare Ancient Egyptian farming to early farming during the Neolithic Stone Age and Iron Age I know why hieroglyphics are important I know some of the greatest achievements of the Ancient Egyptians</p> | <p><u>Vocabulary</u> - civilisation, settlement, empire, trade, democracy, city-state, Athenians, Spartans, Trojan War.</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.</p> <p>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</p> <p>I can compare life in Sparta and Athens.</p> <p>I know the Legend of the Trojan Horse.</p> <p>I know the achievements of the Ancient Greeks.</p> <p>I know how the modern world has been influenced by the Ancient Greeks.</p> | Ancient Greece topic. |
| Substantive concepts | migration, settlement, trade, civilisation. | civilisation, trade, settlement, monarchy. | civilisation, trade, settlement, empire, monarchy. | |
| Year 4 | How did the Roman Empire impact Britain? | Why did the Anglo-Saxons and Scots invade and settle in Britain? | What was the impact of the Vikings on Britain? | <u>On-site learning</u> Vikings Resource Box- Kirkleatham Museum Romans- Resource box |
| <u>Theme</u> Invasion | <u>Rationale</u> – From Year 3, 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. | <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 and relate to migration in the modern world. This | <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. | <u>Off-site learning</u> Segedunum/Arbeia Kirkleatham Museum- Anglo-Saxon Princess Exhibition- Kirkleatham |
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| | | topic also lends itself to the British Values of tolerance and respect. | | Light Up Education- Romans Day |
| | <u>Vocabulary</u> – BCE, CE, Celts, emperor, empire, fort, invasion, legacy, legion, rebellion, revolt, Romans, settlement. | <u>Vocabulary</u> - Angles, Britons, barbarians, heptarchy, homeland, Jutes, kingdom, pillage, Picts, raid, rebellion, Saxons, Scots. | <u>Vocabulary</u> - migration, trade, monarchy, settlement, rebellion, invasion, raid, pillage, kingdom, homeland, monastery, Scandinavian, Danes, conquer, Danelaw, Longship, Dragonship, runes. | |
| | <u>Knowledge-</u> I know where the Romans came from and why the city was built there. I know the story of Romulus and Remus. I know some key facts about the Roman army I know why the Roman army was successful I know why the Romans wanted to invade Britain I know when the Romans invaded Britain I know the main features of Roman settlements I can compare the similarities and differences between Roman and Celtic settlements I know why Boudicca revolted against the Romans and what happened during this rebellion I know how and why the Romans protected their lands I know the impact of the Romans on Britain | <u>Knowledge-</u> To know why the Romans left Britain To know some reasons why the Angles, Saxons, Jutes and the Scots travelled to England To know the reasons why the Anglo-Saxons and Scots settled in England, relating this to modern-day migration To know what life was like in Anglo-Saxon Britain To know how the Anglo-Saxon way of life was different to the Roman way of life To know how England was ruled during this period To know how they kept control of the seven kingdoms | <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. | |
| Substantive concepts | civilisation, trade, settlement, empire, monarchy, rebellion, migration, invasion. | migration, trade, monarchy, settlement, rebellion, invasion. | migration, trade, monarchy, settlement, rebellion, invasion. | |
| Year 5 | Who were the Mayas and how do they compare with British history? | How and why was the power of the Monarch challenged during the Tudors and Stuarts? | | |
| Theme Monarchy | <u>Rationale</u> – Children will learn about the Mayas as their study of a non-European society. This offers contrast with the British history of the Anglo-Saxons which they studied in Year 4, providing an excellent opportunity for a direct ‘meanwhile, elsewhere’ comparison. Through learning about the history of another culture, they will practice the British values of respect and tolerance of different cultural practices in a different period of history, as well as considering the rule of law and individual liberties in past societies. | <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 learn about an attempted invasion by the | | <u>On-site learning</u> Tudors Resource box <u>Off-site learning</u> <u>Visitors</u> Light Up Education-Tudors. |

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| | | Spanish during the Tudor era (The Spanish Armada) and how Elizabeth I upheld her image of a powerful, female ruler. | | |
| | <u>Vocabulary</u> - city-state, civilisation, hierarchy, hunter-gather, Itzamna, K'inich Ahau, maize, Maya, Mesoamerica, raised field, sacrifice, shifting cultivation, temple, terrace farming | <u>Vocabulary</u> – monarch, denomination, government, Catholic, Parliament, Protestant, Spanish Armada, Civil War, reign, Roundheads, Cavaliers, War of the Roses. | | |
| | <u>Knowledge-</u> I can explain who the Mayas were. I know where and when the Mayas lived. I know about Maya farming techniques and their produce. I know why farming was important to the Maya people and why they were successful farmers. I can explain the religious beliefs of the Maya people and understand how they worshipped. I can name some of the main gods and know what they represented to the people. I know some of the main features of Maya civilisation and culture. I can compare the way the Maya and Anglo-Saxon England were ruled. I know what made the Mayas a successful civilisation. I can explain some of the possible causes of the decline of the Mayas. | <u>Knowledge-</u> I know how the Tudor dynasty began. I know the names of the Tudor Monarchs and place them in chronological order. I can identify reasons why Henry VIII broke away from the Catholic church I know the ways that the Tudor monarchs changed the church and religion in England I can recognise periods of religious change I can use evidence to justify my opinions of Elizabeth I I know the attitudes and treatment of Catholics in this era I know the events of the Gunpowder Plot I can explain how the monarchy was threatened during the Stuart era. I know some reasons why Civil War broke out I know the impact of the Civil War on ordinary people | | |
| Substantive concepts | Monarchy, empire, trade, civilization, settlement. | Monarchy, invasion, rebellion. | | |
| Year 6 | How did Middlesbrough come to be known as the 'Ironopolis'? | What was the impact of World War II on Britain? | | <u>On-site learning</u> WWII Resource Box- Kirkleatham Museum/ Dorman Musueum <u>Off-site learning</u> Eston Ironstone Mining (Local Heritage) Dorman Museum Skinningrove Museum- mining Craig Hornby-Eston Hills Walk Eden Camp Kirkleatham Museum Beamish |
| <u>Theme</u> How history has shaped our lives today | <u>Rationale</u> – Children will consider how their local area grew from industry shaping the identity of the area. They will know how their locality has influenced the world. | <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>Key Vocabulary:</u> Industrial Revolution, industry, trade, settlement, Stone Age, Iron Age, Bronze Age, Anglo-Saxon, Viking, port, railway, priory, blast furnace, Tees Valley, Ironopolis, Cleveland | <u>Vocabulary</u> - air raid, Allies, blackout, Blitz, civilians, evacuated, evacuees, Home Front, morale, munitions, rationing. | | |

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| | Ironstone, boom. | | | <u>Visitors</u> |
| | <u>Knowledge-</u> 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. | <u>Knowledge-</u> <ul style="list-style-type: none"> • I know the dates of WW2. • I know who Britain was at war with and a reason why Britain declared war. • I can explain how the British government aimed to keep British morale high and the people motivated during WW2. • I know how the lives of civilians changed during the second world war, particularly women and children. • I know what air raids were and how they affected civilians. • I can explain how civilians kept themselves safe during air raids. • I know why the North-East was targeted during WW2. • I know how the North-East was affected during WW2. | | |
| Substantive concepts | Industry, trade, settlement. | Invasion, trade, democracy, industry, civilisation. | | |

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