

8CYCLE 1									
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>			
Autumn 1	The Circus NC objective • The lives of significant individuals in the past who have contributed to national and international achievements. Skills • Chronological time line • Compare past and present • Learn about a local significant historical person Activities • History of the circus • History of Philip Astley	The Circus NC objective • The lives of significant individuals in the past who have contributed to national and international achievements. Skills • Chronological time line • Compare past and present • Learn about a local significant historical person Activities • History of the circus • History of Philip Astley	 <u>Let's Fly Away</u> <u>NC objective</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>Skills</u> Place events, artefacts and historical figures on a time line using dates. <u>Activities</u> Create a timeline of the history of flight, dating from the first aeroplane invented by the Wright Brothers to modern day commercial aviation. Change and continuity 	 <u>Let's Fly Away</u> <u>NC objective</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>Skills</u> Place events, artefacts and historical figures on a time line using dates. <u>Activities</u> Create a timeline of the history of flight, dating from the first aeroplane invented by the Wright Brothers to modern day commercial aviation. Change and continuity 	Ancient GreeceNC objectivea study of Greek life and achievements and their influence on the western world.ContentTo know where and when the Ancient Greek civilisation existedTo know some significant events from the history of Ancient Greece.To know and understand some Ancient Greek Myths.ActivitiesOrder events on a timeline.Research an area of interest from the fact cards and create their own poster, leaflet or presentation about it.Significance	 <u>Ancient Greece</u> <u>NC objective</u> a study of Greek life and achievements and their influence on the western world. <u>Content</u> To know where and when the Ancient Greek civilisation existed To know some significant events from the history of Ancient Greece. To know and understand some Ancient Greek Myths. <u>Activities</u> Order events on a timeline. Research an area of interest from the fact cards and create their own poster, leaflet or presentation about it. Significance 			

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	N/A	N/A	Stone Age to Iron AgeNC objective• changes in Britain from the Stone Age to the Iron AgeSkills• Chronological time line.• using secondary sources.	Stone Age to Iron Age NC objective • changes in Britain from the Stone Age to the Iron Age Skills • Chronological time line. • using secondary sources.	Shakespeare NC objective • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills • Chronological time	Shakespeare NC objective • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills • Chronological time
Autumn 2			Activities Timeline of events. Understanding the Bronze Age religion – technology and travel. Chronology Change and continuity	Activities Timeline of events. Understanding the Bronze Age religion – technology and travel. Chronology Change and continuity	 line. History of theatre. <u>Activities</u> Learn about William Shakespeare and how the theatre developed. Organise events from Shakespeare time to today. 	 line. History of theatre. <u>Activities</u> Learn about William Shakespeare and how the theatre developed. Organise events from Shakespeare time to today. Significance
Spring 1	 <u>Great Fire of London</u> <u>NC objective</u> Events beyond living memory that are significant nationally or globally 	 <u>Great Fire of London</u> <u>NC objective</u> Events beyond living memory that are significant nationally or globally 	N/A	N/A	<u>N/A</u>	<u>N/A</u>

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	<u>Skills</u>	<u>Skills</u>				Ormiston Academy
	Chronological time	Chronological time				
	line	line				
	Use a range of	Use a range of				
	sources	sources				
		Life of significant				
	-					
	historical person	historical person				
	Activities	Activities				
	Order historical	Order historical				
	events	events				
	History of Samuel	History of Samuel				
	Pepys	Pepys				
	Cause and consequence	Cause and consequence				
	(chronology)	(chronology)		Anniant Fount	To infinity and havend	To infinity and haven d
	N/A	N/A	Ancient Egypt	Ancient Egypt	To infinity and beyond (Space)	To infinity and beyond (Space)
			NC objective	NC objective	(Space)	(space)
			the achievements of	• the achievements of	<u>Skills</u>	Skills
			the earliest	the earliest	Chronological time	Chronological time
			civilizations	civilizations	line.	line.
			<u>Skills</u>	<u>Skills</u>		
			• Develop knowledge of	• Develop knowledge of		
			Ancient Egyptians	Ancient Egyptians	<u>Activities</u>	Activities
Spring 2			using secondary	using secondary	• Timeline of key space	• Timeline of key space
			sources.	sources.	events – space	events – space
					exploration	exploration
			Activities	<u>Activities</u>	History of moon	History of moon
			Hieroglyphs – create	Hieroglyphs – create	landings	landings
			name.Understand the	name.Understand the	 Space race – Russia, USA 	 Space race – Russia, USA
			 Onderstand the process of 	 Onderstand the process of 	USA	USA
			Mummification.	Mummification.	Similarity and Difference	Similarity and Difference
			Understanding of	Understanding of	sinding and Difference	
			beliefs and after life.	beliefs and after life.		

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Summer 1	Real Life Superheroes Skills Life of significant historical person who have contributed to national and international achievements. Activities History of Florence Nightingale, compare to modern day nurses, Neil Armstrong, compare Tim Peake Similarity and Difference Significance	Real Life SuperheroesSkillsLife of significant historicalperson who havecontributed to nationaland internationalachievements.ActivitiesHistory of FlorenceNightingale, compare tomodern day nurses, NeilArmstrong, compare TimPeakeSimilarity and DifferenceSignificance	 Egyptian number system. Discovery of Tutankhamun. Egyptian Gods. Significance Chocolate NC objective A non-European society that provides contrasts with British history Skills Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society. Compare some of the times studied with those of other areas of interest around the world. 	 Egyptian number system. Discovery of Tutankhamun. Egyptian Gods. Significance Chocolate NC objective A non-European society that provides contrasts with British history Skills Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society. Compare some of the times studied with those of other areas of interest around the world. 	WW1 John Rhodes NC objective • A local history study Skills • History of the local area during WW1. • Describe the characteristic features of the past. Activities • Discover why Britain was at war. • Research how the opposing armies fought. • Learn about the roles of women during wartime. • Carry out a focussed study of the achievements of John Harold Rhodes. Cause and Consequence	WW1 John RhodesNC objective• A local history studySkills• History of the local area during WW1.• Describe the characteristic features of the past.• Discover why Britain was at war.• Research how the opposing armies fought.• Learn about the roles of women during wartime.• Carry out a focussed study of the achievements of John Harold Rhodes.Cause and Consequence
			<u>Activities</u>	Activities		

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			Who were the Maya	Who were the Maya	
			civilization?	civilization?	
			Mayan culture and	Mayan culture and	
			beliefs.	beliefs.	
			• Compare the Maya to	Compare the Maya to	
			modern day Britain.	modern day Britain.	
			• Timeline of chocolate.	Timeline of chocolate.	
			Significance	Significance	
	N/A	N/A	Local History	Local History	
			NC objective	NC objective	
			• A local history study	A local history study	
			<u>Skills</u>	Skills	
			• Describe changes that	Describe changes that	
			have happened in	have happened in	
			the locality of the	the locality of the	
			school throughout	school throughout	
Summer 2			history.	history.	
			,	,	
			Activities	Activities	
			History of the canals	History of the canals	
			of Stoke-on-Trent	of Stoke-on-Trent	
			History of the mines	History of the mines	
			of Stoke-on-Trent	of Stoke-on-Trent	
			Change and continuity	Change and continuity	

CYCLE 2							
	<u>Year 1</u>	<u>Year 2</u>	Year 3	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	

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NC objective NC objective NC objective NC objective NC objective • Significant historical events, people and places in their own locality. • Significant historical events, people and places in their own locality. • MC objective • The Roman Empire and its impact on Britain • MC objective • A study of an aspect or theme in British history that extends public 'chronological knowledge beyond 106 • A study of an aspect or theme in British history that extends public 'chronological knowledge beyond 106 • MC objective • Observe or handle evidence to ask questions and find answers to questions and find answers to questions and find answers to questions about the past. • Ask questions such as out the past. • Describe the social, ethnic, cultural or religious diversity of pictures, stories, online sources and databases to find out about the past. • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Research Julius Caesar's attempted invasion in 55-54 BC • Research Julius Caesar's attempted invasion in 55-54 BC • Research Julius Caesar's attempted invasion in		Castles and Dragons	Castles and Dragons	Romans	Romans	WW2 - Reginald Mitchell	WW2 - Reginald Mitchell
Autumn 1 • Significant historical events, people and places in their own locality. • Significant historical events, people and places in their own locality. • The Roman Empire and its impact on Britain • A study of an aspect or theme in British history that extends pupils' chronological in pupils' chronological in pupils' chronological impupils'				Komans	<u>Nomans</u>	wwz - Reginald Wittenen.	wwz - Reginald Wittenen.
understanding of concepts suchunderstanding of concepts suchthe power of its army Learn about thethe power of its army Learn about theThe role of women• The	Autumn 1	 Significant historical events, people and places in their own locality. <u>Skills</u> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war 	 Significant historical events, people and places in their own locality. Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war 	 The Roman Empire and its impact on Britain <u>Skills</u> Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society. <u>Activities</u> Research Julius Caesar's attempted invasion in 55-54 BC Discuss the Roman Empire by AD 42 and the power of its army Learn about the successful invasion by Claudius and conquest, including Hadrian's Wall 	 The Roman Empire and its impact on Britain <u>Skills</u> Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society. <u>Activities</u> Research Julius Caesar's attempted invasion in 55-54 BC Discuss the Roman Empire by AD 42 and the power of its army Learn about the successful invasion by Claudius and conquest, including Hadrian's Wall 	 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>Skills</u> Chronological time line. Using sources <u>Activities</u> Actions that led to the outbreak of WW2 Key leaders Evacuation – link to children being evacuated to Packmoor The Blitz The Spitfire – Reginald Mitchell Rationing / clothing / food during WW2 The role of women 	 Chronological time line. Using sources

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					Ormiston Academy
	Activities • History of Mow Cop castle • Castle life/The royals Change and continuity Significance N/A	Activities • History of Mow Cop castle • Castle life/The royals. Change and continuity Significance N/A	Britain Compare the culture and beliefs of Roman Britain to those of today. Cause and consequence Volcanoes Skills Use more than one source of evidence for	Britain Compare the culture and beliefs of Roman Britain to those of today. Cause and consequence <u>Volcanoes</u> <u>Skills</u> Use more than one source of evidence for	Ormiston Academy
Autumn 2			 historical enquiry. Use dates and terms to describe events. Suggest causes and consequences of some of the main events and changes in history. 	 historical enquiry. Use dates and terms to describe events. Suggest causes and consequences of some of the main events and changes in history. 	
			 Activities To research Mount Vesuvius and the rediscovery of the nearby Roman town of Pompeii. A history of volcanic eruptions around the world. 	 <u>Activities</u> To research Mount Vesuvius and the rediscovery of the nearby Roman town of Pompeii. A history of volcanic eruptions around the world. 	
			Evidence and historical enquiry	Evidence and historical enquiry	



						Ormiston Academy
	World Kitchen	World Kitchen	Vikings and Anglo-Saxons	Vikings and Anglo-Saxons	<u>Rivers</u>	<u>Rivers</u>
	<u>Skills</u>	<u>Skills</u>				
	Significant historical	Significant historical	NC objective	NC objective	NC objective	NC objective
	events, people and places	events, people and places	Britain's settlement	Britain's settlement	Look at a non-	 Look at a non-
	in their own locality.	in their own locality.	by Anglo-Saxons and	by Anglo-Saxons and	European society that	European society that
		······································	Scots	Scots	provides contrasts	provides contrasts
	Activities	Activities	 the Viking and Anglo- 	the Viking and Anglo-	with British history-	with British history-
	History of Oatcakes	History of Oatcakes	Saxon struggle for the	Saxon struggle for the	Early Islamic	Early Islamic
	History of Gateakes	Thistory of Oaccakes			Civilisation Baghdad	Civilisation Baghdad
	Cignificance	Significance	Kingdom of England	Kingdom of England	Civilisation Bagiluau	Civilisation Bagiluau
	Significance	Significance	to the time of Edward	to the time of Edward		A
			the Confessor	the Confessor	Activity	Activity
					Study Trade and	Study Trade and
			<u>Skills</u>	<u>Skills</u>	travel – Baghdad	travel – Baghdad
			• Place events, artefacts	• Place events, artefacts	centre of trade.	centre of trade.
			and historical figures	and historical figures		
			on a time line.	on a time line.	Significance	Significance
			• Use more than one	• Use more than one		
C			source of evidence for	source of evidence for		
Spring 1			historical enquiry.	historical enquiry.		
			Describe the social,	 Describe the social, 		
			ethnic, cultural or	ethnic, cultural or		
			religious diversity of	religious diversity of		
			past society.	past society.		
				 Describe the 		
			characteristic features	characteristic features		
			of the past	of the past		
			 Understand the 	Understand the		
			concept of change	concept of change		
			over time	over time		
			<u>Activities</u>	<u>Activities</u>		
			• Research Anglo-Saxon	Research Anglo-Saxon		
			Laws and justice.	Laws and justice.		
			• Where and when did	• Where and when did		
			the Anglo-Saxons	the Anglo-Saxons		
			come from?	come from?		
			Learn about Viking	Learn about Viking		

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Spring 2	N/A	<u>N/A</u>	 invasions. Who were Alfred the Great and Athelstan? What was Danegeld? Find out about Edward the Confessor. Create a timeline of Anglo-Saxon/Viking Britain. Cause and consequence Bollywood Skills • Describe the social, ethnic, cultural or religious diversity of past society. Activities • Research the history of the Indian Hindi- language film industry	 invasions. Who were Alfred the Great and Athelstan? What was Danegeld? Find out about Edward the Confessor. Create a timeline of Anglo-Saxon/Viking Britain. Cause and consequence Bollywood Skills Describe the social, ethnic, cultural or religious diversity of past society. Activities Research the history of the Indian Hindi- language film industry		
	Packmoor History and Geography Skills	Packmoor History and Geography Skills	Similarity and difference <u>Victorians</u> <u>NC objective</u> • A study of an aspect	Similarity and difference <u>Victorians</u> <u>NC objective</u> • A study of an aspect	<u>N/A</u>	<u>N/A</u>
Summer 1	Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should	Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should	or theme in British history that extends pupils' chronological knowledge beyond 1066	or theme in British history that extends pupils' chronological knowledge beyond 1066		

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	he used to reveal conacts	he used to reveal conacts				
	be used to reveal aspects of change in national life.	be used to reveal aspects of change in national life.	<u>Skills</u>	<u>Skills</u>		
	of change in national life.	of change in national life.	Describe the	Describe the		
	Activities	Activities	characteristic features	characteristic features		
	Activities	Activities	of the past	of the past		
	Compare Packmoor past	Compare Packmoor past	Understand the	Understand the		
	and present.	and present.				
	Changes since you were a	Changes since you were a	concept of change over time,	concept of change over time,		
	baby.	baby.	-	representing this,		
	Change and Continuity	Change and Continuity	representing this,			
	Change and Continuity	Change and Continuity	along with evidence, on a time line.	along with evidence, on a time line.		
	Significance	Significance	 Describe the social, 			
			· · · · ·	Describe the social,		
			ethnic, cultural or	ethnic, cultural or		
			religious diversity of	religious diversity of		
			past society.	past society.		
			<u>Activities</u>	<u>Activities</u>		
			Create a timeline of	Create a timeline of		
			significant Victorian	significant Victorian		
			events and inventions	events and inventions		
			Research Victorian	Research Victorian		
			children at work.	children at work.		
			Learn about how	Learn about how		
			Victoria became	Victoria became		
			Queen.	Queen.		
	NI (A	N1/0	Significance	Significance	N1/0	N1/0
	N/A	N/A	<u>Puppets</u>	<u>Puppets</u>	N/A	N/A
			Skille	Chille		
			 <u>Skills</u> Use more than one 	 <u>Skills</u> Use more than one 		
				• Ose more than one source of evidence for		
Summer 3			source of evidence for			
Summer 2			historical enquiry.	historical enquiry.		
			Describe the social, athrea sultural or	Describe the social, athrea sultural or		
			ethnic, cultural or	ethnic, cultural or		
			religious diversity of	religious diversity of		
			past society.	past society.		

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	 <u>Activities</u> History and cultural origins of puppetry 	Activities • History and cultural origins of puppetry	
	Evidence and historical enquiry	Evidence and historical enquiry	