



# Orchard Academy

## History Curriculum Overview



### Why Teach History?

History allows us to understand our past, which in turn allows us to understand our present. By studying history, we are able to identify the social and cultural changes and developments, encouraging understanding of why certain events happened and therefore helping pupils to consider the outcomes and consequences of theirs and others' choices and actions.

History provides us with insight into our cultures of origin as well as cultures with which we might be less familiar. This allows pupils to increase their cross-cultural awareness and understanding of people, beliefs and the world.

It enables us to learn about the influence of significant individuals in the past and recognise how they have contributed to national and international achievements.

Learning the history of topics such as the Civil Rights in America helps us to understand why some rules and laws were created and encourages students' motivation to improve society and the world further.

Through teaching history, we promote pupils to exercise their critical thinking and writing skills which will be important in their future academic, professional and personal lives.

### Disciplinary Knowledge - Second Order Concepts and Enquiry

Pupils make progress in history by developing an understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Enquiry questions are at the heart of the history curriculum providing a framework for pupils to understand the past and to structure their knowledge. By framing each unit and lesson through enquiry questions we are mirroring the historical process and developing disciplinary knowledge.

Historical Significance

Continuity and Change

Similarities and Differences

Cause

Consequence

### Chronological Understanding

Sound chronological understanding is required to build a coherent knowledge and understanding of the past.



In KS1 the curriculum is focused on allowing pupils to understand the difference between now and the past and to start to place their understanding into a chronological framework.

In KS2 the curriculum is taught in chronological order supports pupils to recognise where new learning fits into the framework of what they already know and recognise connections between what has gone before and the period now being studied. The aim is to build a bigger inter-related picture of history and not just unrelated, isolated pockets of knowledge.

### Assessment

Pupils' learning of the curriculum is assessed on an ongoing basis. Teachers regularly check pupils can remember key knowledge relating to the period of history being studied using knowledge organisers and assess pupils' disciplinary knowledge through learning activities in lessons. Leaders and other staff regularly review pupils' work in their books and meet with groups of pupils to discuss their learning in history to review the curriculum and its impact.

### Substantive Themes and First Order Concepts

Our curriculum enables pupils to gain historical perspective by placing their growing knowledge into different contexts.

Cultural	Economic	Military
Political	Religious	Social

These substantive themes are mapped through the curriculum to ensure that pupils revisit them in different contexts, developing their schema related to each one.

### Local, National and International History

Pupils need to develop a real sense of time, period and narrative encompassing local, national and international history and how they relate to one another.

We engage with the Museum of London Archaeology (MOLA) to deliver workshops to provide a local context to periods of history being studied.

Examples	Local	National	International
	Shoes/Transport (Y1)	Great Fire of London (Y2)	Ibn Battuta (Y2)
	Great Fire of Northampton (Y2)	Roman impact on Britain (Y4)	Egyptians(Y3)
	Bletchley Park/ Walter Tull (Y6)		Ancient Greeks (Y4)
			Roman Empire (Y4)
			Maya (Y5)

The curriculum is designed to ensure that pupils encounter diversity within their historical learning. For example:

- Comparing significant individuals from history and how they are remembered (e.g., Mary Seacole and Florence Nightingale, Mary Anning and Charles Darwin)
- Civil rights (Yr6)
- Contrasting world histories from the same period (e.g., Britain during the Anglo-Saxons & Vikings and the Maya)



# Orchard Academy

## History Curriculum Overview



Key Concepts	Cultural 	Economic 	Military 	Political 	Religious 	Social 
Second Order Concepts	Historical Significance	Similarities and Differences	Continuity and Change	Cause	Consequence	

		Year 3	Year 4	Year 5	Year 6
Historical Knowledge and Enquiry Questions	Autumn Term	<p><b>Stone Age to Iron Age</b></p> <p><b>KE: How did life in Britain change from the Stone Age to the Iron Age?</b></p> <p>E1: What do we mean by 'chronology'?</p> <p>E2: What was 'new' about the New Stone Age?</p> <p>E3: How did bronze replace stone?</p> <p>E4: Which was better, bronze or iron?</p> <p>E5: Visit to Stanwick Lakes.</p> <p>How did life in Britain change from the Stone Age to the Iron Age?</p>	<p><b>Life in Ancient Greece</b></p> <p><b>KE: What was life like in Ancient Greece?</b></p> <p>E1: Who were the Ancient Greeks and where were they?</p> <p>E2: What can we learn about life in Ancient Greece from archaeological sites?</p> <p>E3: What do artefacts tell us about what life was like in Ancient Greece?</p> <p>E4: Who were the Athenians and Spartans?</p> <p>E5: What can we learn from Ancient Greek myths?</p>	<p><b>The Anglo-Saxons</b></p> <p><b>KE: How did the Anglo-Saxons settlement change Britain?</b></p> <p>E1: Where did the Angles, Saxons come from, go and settle?</p> <p>E2: Why did the Saxons come to Britain? What challenges did they give in establishing a settlement?</p> <p>E3: What was life like for an Anglo-Saxon?</p> <p>E4: What do artefacts teach us about Anglo-Saxon culture?</p> <p>E5: Why were Anglo-Saxons converted to Christianity in Britain?</p>	<p><b>Walter Tull</b></p> <p><b>KE: What was Walter Tull's social and cultural contribution?</b></p> <p>E1: What was life like in Britain in early 1900s?</p> <p>E2: Why did Walter Tull grow up in an orphanage?</p> <p>E3: What was life like being a black footballer in early 1900s?</p> <p>E4: Why was Walter Tull becoming an office in the Army unusual?</p> <p>E5: Why should Walter Tull's life be celebrated?</p> <p><b>Bletchley Park</b></p> <p><b>KE: What was Bletchley Park's role in World War Two?</b></p> <p>E1: What and where is Bletchley Park and what took place there?</p> <p>E2: Who were the famous codebreakers?</p> <p>E3: What was the role of women at Bletchley Park?</p> <p>E4: Why were the codebreakers so important in the war?</p> <p>E5: What is the legacy of Bletchley Park?</p>
	Spring Term		<p><b>The legacy of the Ancient Greeks</b></p> <p><b>How significant is the legacy of Ancient Greece for life today?</b></p> <p>E1: What was education like for boys and girls in Ancient Greece?</p> <p>E2: What did the Ancient Greeks teach us about democracy?</p> <p>E3: What can we tell about the Ancient Greeks from their interest in theatre?</p> <p>E4: How have the Olympic Games changed since they were first held in Ancient Greece?</p> <p>E5: How has art and architecture in Ancient Greece influenced the modern world?</p>	<p><b>Vikings and Anglo-Saxons</b></p> <p><b>What was the legacy of the Anglo-Saxon and Vikings settlement?</b></p> <p>E1: Why were Viking raids so successful?</p> <p>E2: Who was more successful – the Vikings or Saxons?</p> <p>E3: Why was Danegeld introduced?</p> <p>E4: How does the Anglo-Saxon judicial system compare to the system we have today?</p> <p>E5: How did the last Anglo-Saxon kings shape England?</p>	<p><b>Social History</b></p> <p><b>How significant was the Civil Rights Movement?</b></p> <p>E1: What was life like in 1950s America?</p> <p>E2: Why did Oliver Brown take the Board of Education to the Supreme Court?</p> <p>E3: Why would Rosa Parks not give up her seat on the bus?</p> <p>E4: What was Dr Martin Luther King Jr's dream?</p> <p>E5: Why did people march from Selma to Montgomery?</p> <p>E6: What is the Black Lives Matter movement and why did it start?</p> <p>E7: What significant changes have been made as a consequence of the Black Lives Matter movement?</p> <p>E8: Which group made the bigger social impact – the Civil Rights movement in the 1960s or the present-day Black Lives Matter movement.</p>
	Summer Term	<p><b>Ancient Egypt - Civilisation</b></p> <p><b>How did the civilization of Egypt wax and wane?</b></p> <p>E1: Who were the Ancient Egyptians?</p> <p>E2: Who built the Great Pyramid at Giza?</p> <p>E3: Who were the Ancient Egyptian Pharaohs?</p> <p>E4: What did Akhenaten do that made him so hated?</p> <p>E5: Who was Cleopatra and how is she remembered?</p> <p><b>Ancient Egypt - Culture</b></p> <p><b>How do we know about Ancient Egypt?</b></p> <p>E1: What did ancient hieroglyphics mean?</p> <p>E2: Who were the Ancient Egyptian gods and how did religion affect life in Ancient Egypt?</p> <p>E3: What did the Ancient Egyptians believe about death and what happens to you when you die?</p> <p>E4: What can the tomb of Tutankhamun tell us about Egyptian beliefs?</p> <p>E5: How did we obtain all the knowledge we have on Ancient Egypt?</p>	<p><b>Roman Empire</b></p> <p><b>What was life like in the Roman Empire?</b></p> <p>E1: Who were the Ancient Romans and when was the Roman Empire?</p> <p>E2: What is the Roman empire?</p> <p>E3: How did the Romans maintain their empire?</p> <p>E4: What was life like in the Roman Empire?</p> <p>E5: Who did the Romans worship and why?</p> <p><b>Roman Empire</b></p> <p><b>What was life like in the Roman Empire?</b></p> <p>E1: Who were the Ancient Romans and when was the Roman Empire?</p> <p>E2: What is the Roman empire?</p> <p>E3: How did the Romans maintain their empire?</p> <p>E4: What was life like in the Roman Empire?</p> <p>E5: Who did the Romans worship and why?</p>	<p><b>Maya</b></p> <p><b>What is the legacy of the Maya culture and why is it still remembered today?</b></p> <p>E1: Where and when was the Maya civilisation?</p> <p>How did the Maya live?</p> <p>E2: What were some of the Maya's greatest achievements?</p> <p>E3: What was trade like during the Maya period?</p> <p>E4: What were the religious beliefs of the Maya?</p> <p>E5: What was the Maya culture like? How does this compare to other civilisations we have studied</p>	<p><b>Social History</b></p> <p><b>How significant was the Civil Rights Movement?</b></p> <p>E1: What was life like in 1950s America?</p> <p>E2: Why did Oliver Brown take the Board of Education to the Supreme Court?</p> <p>E3: Why would Rosa Parks not give up her seat on the bus?</p> <p>E4: What was Dr Martin Luther King Jr's dream?</p> <p>E5: Why did people march from Selma to Montgomery?</p> <p>E6: What is the Black Lives Matter movement and why did it start?</p> <p>E7: What significant changes have been made because of the Black Lives Matter movement?</p> <p>E8: Which group made the bigger social impact – the Civil Rights movement in the 1960s or the present-day Black Lives Matter movement.</p>