

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.





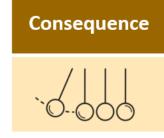












Chronological Understanding

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

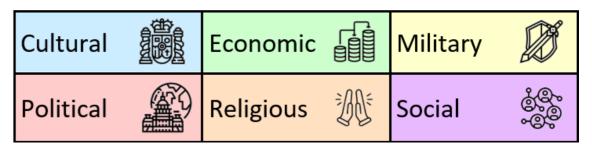


In KS1 the curriculum is focused on allowing pupils to understand the difference between now and the past and to start to place their understanding into a chronological framework.

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.

Substantive Themes and First Order Concepts

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



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.

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

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.



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Key Concepts	Cultural		Economic		Military		Political		Religious		Social	& & &
Second Order Concents	Historical	Significan	Similar	ities and Dif	ferences	Continuity and Change	Ca	IICA		Conse	allence	

		Year 3	Year 4	Year 5	Year 6
			Life in Ancient Greece KE: What was life like in Ancient Greece?	The Anglo-Saxons KE: How did the Anglo-Saxons settlement change Britain?	Walter Tull KE: What was Walter Tull's social and cultural contribution?
	Autumn Term	E1: What do we mean by 'chronology'? E2: What was 'new' about the New Stone Age? E3: How did bronze replace stone? E4: Which was better, bronze or iron? E5: Visit to Stanwick Lakes.	E1: Who were the Ancient Greeks and where were they? E2: What can we learn about life in Ancient Greece from archaeological sites? E3: What do artefacts tell us about what life was like in Ancient Greece? E4: Who were the Athenians and Spartans? E5: What can we learn from Ancient Greek myths?	E1: Where did the Angles, Saxons come from, go and settle? E2: Why did the Saxons come to Britain? What challenges did they gave in establishing a settlement? E3: What was life like for an Anglo-Saxon? E4: What do artefacts teach us about Anglo-Saxon culture? E5: Why were Anglo-Saxons converted to Christianity in Britain?	E1: What was life like in Britain in early 1900s? E2: Why did Walter Tull grow up in an orphanage? E3: What was life like being a black footballer in early 1900s? E4: Why was Walter Tull becoming an office in the Army unusual? E5: Why should Walter Tull's life be celebrated? Bletchley Park KE: What was Bletchley Park's role in World War Two?
rical Knowledge and Enquiry Questions Spring Term A	A	Age:			E1: What and where is Bletchley Park and what took place there? E2: Who were the famous codebreakers? E3: What was the role of women at Bletchley Park? E4: Why were the codebreakers so important in the war? E5: What is the legacy of Bletchley Park?
			The legacy of the Ancient Greeks How significant is the legacy of Ancient Greece for life	Vikings and Anglo-Saxons What was the legacy of the Anglo-Saxon and	Social History How significant was the Civil Rights Movement?
			today?	Vikings settlement?	E1: What was life like in 1950s America? E2: Why did Oliver Brown take the Board of Education to the Suprem
	erm		E1: What was education like for boys and girls in Ancient Greece?	E1: Why were Viking raids so successful?	Court? E3: Why would Rosa Parks not give up her seat on the bus?
	Ŧ		E2: What did the Ancient Greeks teach us about democracy?	E2: Who was more successful – the Vikings or	E4: What was Dr Martin Luther King Jr's dream?
	ii		E3: What can we tell about the Ancient Greeks from their	Saxons?	E5: Why did people march from Selma to Montgomery? E6: What is the Black Lives Matter movement and why did it start?
	Spr		interest in theatre?	E3: Why was Danegeld introduced?	E7: What significant changes have been made as a consequence of t
			E4: How have the Olympic Games changed since they were	E4: How does the Anglo-Saxon judicial system	Black Lives Matter movement?
0			first held in Ancient Greece?	compare to the system we have today?	E8: Which group made the bigger social impact – the Civil Rights
			E5: How has art and architecture in Ancient Greece influenced the modern world?	E5: How did the last Anglo-Saxon kings shape England?	movement in the 1960s or the present-day Black Lives Matter movement.
		Ancient Egypt - Civilisation	Roman Empire	<u>Maya</u>	Social History
		How did the civilization of Egypt wax and wane?	What was life like in the Roman Empire?		
		E1. Who were the Ancient Equations?	E1: Who were the Ancient Romans and when was the Roman	What is the legacy of the Maya culture and why is	How significant was the Civil Rights Movement?
		E1: Who were the Ancient Egyptians? E2: Who built the Great Pyramid at Giza?	Empire?	it still remembered today?	
		E3: Who were the Ancient Egyptian Pharaohs?	E2: What is the Roman empire?	·	E1: What was life like in 1950s America?
8			E3: How did the Romans maintain their empire?	E1: Where and when was the Maya civilisation?	E2: Why did Oliver Brown take the Board of Education
	ш	E5: Who was Cleopatra and how is she remembered?	E4: What was life like in the Roman Empire?	How did the Maya live?	the Supreme Court?
	e.		E5: Who did the Romans worship and why?	,	E3: Why would Rosa Parks not give up her seat on the
<u>⊢</u>	L L	Ancient Egypt - Culture How do we know about Ancient Egypt?	Roman Empire	E2: What were some of the Maya's greatest	bus?
	me	How do we know about Ancient Egypt?	Roman Empire What was life like in the Roman Empire?	achievements?	E4: What was Dr Martin Luther King Jr's dream?
	Sum	E1: What did ancient hieroglyphics mean?	what was me like in the Roman Empire:	dome verneries.	E5: Why did people march from Selma to Montgomery E6: What is the Black Lives Matter movement and why
nS	Sı		E1: Who were the Ancient Romans and when was the Roman	F3: What was trade like during the Maya period?	did it start?
		religion affect life in Ancient Egypt?	Empire?	LS. What was trade like during the Maya period:	E7: What significant changes have been made because
			E2: What is the Roman empire?	E4: What word the religious heliefs of the Mayo?	the Black Lives Matter movement?
			E3: How did the Romans maintain their empire?	E4: What were the religious beliefs of the Maya?	E8: Which group made the bigger social impact – the Ci
		Formation leadings	E4: What was life like in the Roman Empire?	EEL Milestones the Manager II and III	Rights movement in the 1960s or the present-day Black
		Egyptian beliefs? E5: How did we obtain all the knowledge we have on Ancient	E5: Who did the Romans worship and why?	E5: What was the Maya culture like? How does this	Lives Matter movement.
		Egypt?		compare to other civilisations we have studied	