



Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	About me	Celebrations	Once upon a time	Spring has sprung	In the garden	It's a pirate's life	On-site learning Story sacks Off-site learning Ropner Park Theatre Visitors PSO Covid updates Virtual library visits Virtual theatre
	<p><u>Rationale</u> - History is taught through child interest led activities. Children will walk to the local park. Lots of our children do not have access to gardens or 'playing out' areas. They will take part in school celebrations. They will meet local people of interest e.g. our PSO Sharon. They will visit the local theatre to see a live performance of a traditional tale/book. 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 such as the park and the shops at Oxbridge.</p> <p style="text-align: center;">Understanding The World (The Natural World, People, Culture and Communities, Past and Present)</p>						
	<p><u>Skills</u> –</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. Learn that they have similarities and differences. In pretend play, imitate everyday actions and events from their own family. Begin to have their own friends. • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoys joining in with family customs and routines. 						
	<p><u>Vocabulary</u> - today, yesterday, tomorrow, day, week, parent, grand parent</p>						
<p><u>Knowledge-</u></p> <p>To know who is in their family and to begin to make sense of their own life-story and family's history</p> <p>To know that people do different jobs and to show an interest in occupations.</p> <p>To know they belong to Oxbridge Lane Primary School</p> <p>To know we celebrate special days.</p> <p>To continue to develop positive attitudes about the differences between people.</p>							

Reception	Nursery Rhymes	Toy Story	Fairy Tales	Creepy Crawlies	Superheroes	Dinosaurs	On-site learning
<p><u>Rationale</u> - History is taught through child interest led activities. Visits and picnics at Preston Park and Hardwick Park. Life experiences to excite and stimulate. Talking about similarities and differences- learning to respect others. Finding out about traditions and festivals from different cultures- broadening their life experiences. Lots of play based learning for EYFS. Children will be encouraged to talk about past and present events in their lives and in the lives of family members. They will learn that other children don't always enjoy the same things and are sensitive to this. They will learn about similarities and differences between themselves and others, and among families and communities. They will be able to talk about the features of their own immediate environment and how environments might vary from one another.</p> <p style="text-align: center;">Understanding The World (The Natural World, People, Culture and Communities, Past and Present)</p>							<p>Story sacks Off-site learning Hardwick Park visit Preston park Theatre Visitors PSO</p>
<p><u>Skills</u> – • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>							<p>Covid updates Virtual library visits Virtual theatre Virtual butterfly World Virtual</p>
<p><u>Vocabulary</u> - old, new, before, after, day, week, month, season, year</p>							
<p><u>Knowledge-</u> To know when their birthday is. To know their address. To know they belong to a school community. 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 about celebrations and to understand that we do not all celebrate the same traditions. To know that we all grow older and change. To recognise when something looks new and something looks old.</p>							

Year 1	Our Country, Our Town!					On-site learning	
	Family		Splendid Skies	Memory Box	Bright Lights, Big Cities		Enchanted Forest
	Super Me	Paws, Claws and Whiskers	First Plane Flight	Past and Present			
	<u>Rationale</u> - History links to this topic and it is aimed at improving self-esteem, self believe, confidence. The pupils will also be encouraged to talk about their parents and grandparents.		<u>Rationale</u> - This topic will hopefully inspire Y1 pupils to believe they can have a go and achieve.		<u>Rationale</u> – To compare London and Stockton and to research the Royal Family.		Off-site learning Stewart's Park Visitors Grandparents Woodland worker Covid updates Virtual tour of airport
	<u>Skills</u> – -I can sequence some events or 2 objects and use words to describe them such as old/new. - I can use pictures and words to show you what I know.		<u>Skills</u> – -I can tell you about some parts of stories about the past. -I can use pictures and words to show you what I know.		<u>Skills</u> – -I can tell the difference between now and before -I can ask and answer simple questions about the past from stories, pictures or things.		
	<u>Vocabulary</u> - Old, new, recent, now, present, future, before, after, past, present, long ago, timeline		<u>Vocabulary</u> - who, what, where, when, why, lifetime, living memory, inventions		<u>Vocabulary</u> – skyline, skyscrapers, royal, palace		
	<u>Knowledge-</u> Children will know that lives today are different to lives before their living memory; they will recognise household objects from the past and present; know how the objects were used and in which room they belonged; handle, observe and draw the objects in order to find out about them; use appropriate language when talking, writing and role playing		<u>Knowledge-</u> Children will be able to provide a detailed account of the life and work of the Wright brothers and Amy Johnson.		<u>Knowledge-</u> Children will be able to tell you three key features of Stockton and 3 key features of London. They will understand that GB has a royal family. They will know the name of the Queen and tell you where she lives.		

Year 2	All Ablaze!	Planet Earth	To infinity and beyond	On-site learning Resource boxes Off-site learning Stewart's Park Visitors Fire Brigade
	<p>Rationale - This topic has been chosen to study here as it also links in with Bonfire night. Visits from the local fire service will take place as well as lessons on firework safety and fire safety in their homes.</p>	<p>Rationale - David Attenborough, Steve Irwin, Ray Mears & Bear Grylls. Childhood obesity is a problem and this topic has been chosen to encourage children to want to play and learn outdoors. Lots of our children do not play out or even have gardens. Hopefully these significant people will also encourage the children to want to care for our local environment too.</p>	<p>Rationale - Again, these people have been chosen to inspire the children and to encourage them to explore our local area too. It fits in with the topic of space travel and exploration.</p>	<p>Covid updates Virtual tour of Chester zoo.</p>
	<p>Skills – -I can put 3 objects or events in to order and use words such as before, now, later and o'clock.</p> <p>- I can use pictures, words, writing and role play to show you what I know</p>	<p>Skills – -I can look carefully at pictures or objects and answer questions.</p> <p>- I can use pictures, words, writing and role play to show you what I know</p>	<p>Skills – -I can put 3 objects or events in to order and use words such as before, now, later and o'clock.</p> <p>- I can use stories to understand why some people in the past did things</p>	<p>Virtual tour of a fire station.</p>
	<p>Vocabulary - Parliament, secret, plot, treason, Catholic, protestant, traitor, diary, monarch, government, remembrance</p>	<p>Vocabulary - explorer, research, historian, evidence, investigate, fact, opinion</p>	<p>Vocabulary - infinity, inspire, exploration, travel</p>	
	<p>Knowledge- 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.</p>	<p>Knowledge- Children will be able to provide a detailed account of the life and work of David Attenborough and identify a number of reasons for his actions,</p>	<p>Knowledge- 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. They will be able to tell you 3 facts about the life of Neil Armstrong.</p>	

Year 3	Early Human Life		I am a Warrior		Blue Abyss	On-site learning Resource boxes Off-site learning Segedunum Visitors History character Covid update Roman Tours- Outreach education on zoom Virtual tour of Stonehenge Zoom into the Stone Age	
	Stone age life		Romans	History of landmarks			
	<u>Rationale</u> - The children will be encouraged to think about their own homes, shelter and food. Children will be team building and making shelters and this will hopefully have a positive impact on their relationships.		<u>Rationale</u> - This topic will look at why the Romans came to Britain and why people move to other countries. This is a topic worthy of discussion as many of our pupils and their families have travelled from different countries or different parts of the UK	<u>Rationale</u> - The children will be encouraged to identify and talk about local land marks too (timeline activity).			<u>Rationale</u> - This topic links with art and will hopefully promote environmental awareness for their future. This also links with geography topic.
	<u>Skills</u> – I can use a variety of ways including narrative to identify ways in which the past is represented. - I can describe what I know clearly in writing, drawing, role play and speaking and I can use words such as settlement.		<u>Skills</u> – -I can use words such as century or decade and I know that the past can be divided into different times. - I can examine artefacts, and I am able to look at pictures and writing to tell me about people from the past.	<u>Skills</u> – -I can give a few reasons for, and the results of some main events and stories. -I can examine artefacts, and I am able to look at pictures and writing to tell me about people from the past.			<u>Skills</u> – - I can describe what I know clearly in writing, drawing, role play and speaking.
	<u>Vocabulary</u> - Stone Age, Bronze Age, nomad, peasants, empire, emperor, revolt, legacy, significance, conquest, revolt, victory		<u>Vocabulary</u> - AD, BC, era, period, archaeologist, secondary evidence, primary evidence, Romans, Celts, ruled, reigned, empire				<u>Vocabulary</u> – Environment, environmentalist, planet
<u>Knowledge-</u> They 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		<u>Knowledge-</u> They will be able to tell you that the Romans first invaded Britain in 43AD and left Britain in 410AD. Children will be able to demonstrate knowledge and understanding of why people leave their homeland to settle in another country. They will be able to use a range of information to ask and answer questions about events related to Roman Britain. They will show knowledge and understanding of why Boudicca led a revolt, what happened and some of the results. They will know that an event can be interpreted in different ways.		<u>Knowledge-</u> They will be able to tell you about how and why the planet and the environment has changed and is continuing to change. They will be able to suggest ways we can continue to care for the planet.			

Year 4	Traders and Raiders		The Egyptians	On-site learning Resource boxes	
	Anglo-Saxons/Vikings			Off-site learning Jorvik Centre	
	<u>Rationale</u> - The children should be encouraged to think about why people leave the UK. Do they know anyone who has emigrated to a different country?			<u>Rationale</u> - This topic should also provoke the pupils to think about their own lives, beliefs and traditions. What do they believe in? Links with respect for other cultures – PSHE/RE	Visitors History character
	<u>Skills</u> – -I can sequence historical periods and know how to identify changes within these periods. - I understand how some aspects of the past have been represented and interpreted in different ways. -I can produce structured writing using dates and terms such as century, decade, BC/AD and organize the information about what I have learned			<u>Skills</u> – -I can describe main events, people and changes, and give reasons for and results of these changes. - I can choose appropriate sources to answer questions about specific people, and combine sources and information to form my opinion. - I can produce structured writing using dates and terms such as century, decade, BC/AD and organize the information about what I have learned	Covid updates Jorvik Viking Centre virtual tour. Virtual Classroom workshop Mr Ancient Egypt visit
	<u>Vocabulary</u> - CE, millennium, Saxons, Vikings, invasion, migration, kingdoms, settlements, Christianity, Danegold			<u>Vocabulary</u> - Egyptian, Nile, mummification, North Africa, Pharaoh, pyramid, Tutankhamen, infer, significance, hieroglyphics	
<u>Knowledge-</u> They will know the Vikings first invaded England in 793AD and they last invaded in 1066 when William the Conqueror became King. Children will be able to demonstrate knowledge and understanding of why the Vikings left their homeland to invade and settle in another country. They will demonstrate factual knowledge of some of the reasons for the Viking raids. They will know that some accounts of Viking raids were Anglo-Saxon interpretations.		<u>Knowledge-</u> They 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.			

Year 5	What Makes Teesside, Teesside?	Survival Across the World		On-site learning Resource boxes Off-site learning Local bridges Chocolate factory Visitors Inspirational Teessiders e.g. TGT The Maya virtual workshop- Cadbury's world
	A local study- Inspirational Teessiders	Ancient Mayans		
	<u>Rationale</u> - Self-belief, inspiration- James Cook, George Stephenson, Mackenzie Thorpe, Tanni Grey Thompson. These people are from our home town! Self-esteem has a tendency to decrease in UKS2 so this is an excellent way to start the year.	<u>Rationale</u> - Hopefully the achievements of the Mayans will inspire our children to have self-belief.		
	<u>Skills</u> – - I can choose factual evidence to find out facts and understand about important events, people and changes of different periods. - I can use a variety of sources to collect evidence about the past and I can ask, 'What was it like for a person during that time.' - I can choose the most appropriate way to present my information, which I realize is for an audience.	<u>Skills</u> – -I can use words and phrases such as era, period, BC, AD to describe the passing of time. -I know that people both in the past and now, including myself, have a point of view and this can affect interpretations of the past. -I can choose the most appropriate way to present my information, which I realize is for an audience.		
	<u>Vocabulary</u> - Teesside, North East, Inspirational, Victorian era, eye witness, legislation, impact, effect, consequences, change, continuity, causes	<u>Vocabulary</u> - Ancient Mayans, Central America, Mexico, empire, traditional, diversity, culture		
<u>Knowledge-</u> Children will demonstrate factual knowledge of key episodes in the life of a famous Teesider. They will know about the contribution of an individual's life to history. They will know how to extract and communicate selected information from historical sources	<u>Knowledge-</u> They will know that the Ancient Mayans civilization began in about 2000 BC. They will know they lived in Mesoamerica which includes parts of modern day Mexico and central America. They will demonstrate factual knowledge and understanding about the everyday lives of men and women in the Mayan civilisation and use it to describe the characteristic features. They will be able to tell you why the chocolate bean was invaluable to the Ancient Mayans.			

Year 6	War and Conflict		Citizenship	On-site learning Resource boxes Off-site learning Mini Olympics at park Preston Park Visitors History character Covid updates Time Travel Tours- WW2 virtual workshops British Museum- Virtual tour of a Greek temple.
	How has war impacted on our lives?		Ancient Greece	
	<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>Rationale</u> - Body image, self-esteem, self-belief, self-confidence. Health and well-being. These are really important topics to teach all our pupils but especially important in the summer term when SATs and transition can cause pupils stress.	
	<u>Skills</u> – -I can evaluate evidence, which helps me to choose the most reliable forms. I can understand and accurately suggest plausible reasons why there may be different accounts of history. - I can identify and evaluate reliable sources of evidence to help answer questions, realizing that there is often not a single answer. - I can present my findings about the past in a variety of ways including using dates accurately and appropriate key vocabulary to produce clearly structured work.		<u>Skills</u> – -I can use a time line to demonstrate changes and development (in culture, technology and religion) and I can describe specific features of past societies - I can accurately describe and make links between some of the past features of society eg housing, religion. I can compare those with life today. -I can present my findings about the past in a variety of ways including using dates accurately and appropriate key vocabulary to produce clearly structured work.	
	<u>Vocabulary</u> - World War 1, World War 2, blitz, treaty, recruit, home front, morale, stereotype, diversity democracy, alliance, propaganda, one sided, bias, trench war, rationing		<u>Vocabulary</u> - Ancient Greeks, Ancient Greece, mythology, democracy, Olympics	
	<u>Knowledge-</u> Children will be able demonstrate factual knowledge and understanding of aspects of British life since 1948. They will know the dates of WW1 and WW2. They will know that 16 million soldiers died in WW1 and that soldiers fought for the British Army from all over the world. They will know 3 facts about the Treaty of Versailles. They will use and understand the words propaganda and bias in their work.		<u>Knowledge-</u> Children will know that the Ancient Greeks lived about 3500 years ago. They will be able to place the ancient Greek civilization accurately on a time line and demonstrate their understanding of BC and AD. They will know about important features of life in ancient Greece, and compare life in different city states. They will explain some of the beliefs of the ancient Greeks and why they held them. They will understand that events can be interpreted in different ways.	