

Theme/topic   Books   Vocab   Key concepts

	AI	A2	SPI	SP2	SUI	SU2
	<p><b><u>F2 focus on vocabulary</u></b></p> <p>Language relating to the passing of time. For example: here, now, then, yesterday, last week, last year, x years ago, a long time ago, before I was born but when my parents were small, when my grandparents were my age. Historical vocabulary in EYFS is introduced and used throughout provision activities e.g. small world, role play, home corner and story times on a regular basis throughout the year. Staff use and model this language and use questioning to develop the children’s language further.</p> <p>Nursery Rhymes that focus on historical language-</p> <p>Polly put the kettle on      Jack and Jill      Wee Willie Winkie</p> <p>Children in Reception will be learning to develop knowledge of History through vocabulary.</p> <p>0-3 Make connections between the features of their family and other families.</p> <p>0-3 Notice differences between people</p> <p>3-4 Begin to make sense of their own life-story and family’s history.</p> <p>F2 Name and describe people who are familiar to them.</p> <p>F2 Talk about members of their immediate family and community.</p> <p>F2 Comment on images of familiar situations in the past</p> <p>F2 Compare and contrast characters from stories, including figures from the past</p>					
FS	<p><b>Me Myself and I topic</b></p> <p>Once there were giants by Martin Waddell</p> <p>Peepo by Janet and Allan Ahlberg</p> <p>Twinkl story- Sparks in the sky</p> <p>Before I was born but, in my Mum, and Dad’s lifetime.</p>	<p><b>Toys - Old and New Toys</b></p> <p>Dogger by Shirley Hughes</p> <p>Threadbear by Mick Inkpen</p> <p>The old toy room - Twinkl book.</p> <p>Old</p> <p>new</p> <p>used</p>	<p><b>Who is in my Family?</b></p> <p>Grandma’s Bill by Martin Waddell</p> <p>Baby</p> <p>toddler</p> <p>child</p>			

<p>Older</p> <p>younger</p> <p>yesterday</p> <p>today</p> <p>tomorrow</p> <p>last week</p> <p>last year</p> <p>x years ago</p> <p>a long time ago</p> <p>past</p> <p>present</p> <p>how</p> <p>Baby</p> <p>toddler</p> <p>child</p> <p>teenager</p> <p>adult</p> <p>Once upon a time</p> <p>A long time ago</p> <p>In the past</p> <p>When I was ...</p> <p>How do humans change as they grow? Look at the human life cycle from baby to elderly person and sequence the key life cycle changes incorporating important</p>	<p>worn</p> <p>damaged</p> <p>made</p> <p>wear and tear</p> <p>design</p> <p>texture</p> <p>material</p> <p>unique</p> <p>We will name different types of toys.</p> <p>We will look at toys from the past and consider what materials were used using toys loaned from Weston Park Museum.</p> <p>We will discuss how old toys worked. We will look at toys from the past and consider what materials were used and look at sorting toys into sets to see how they work.</p> <p>We will ask the question - <b>How do they compare to the toys that we have now?</b></p> <ul style="list-style-type: none"> <li>- We will look at the question of <b>how and why has the same style of toy changed over time?</b></li> <li>- Comparing - similarities and differences - <b>How do toys of the past compare to the toys that we have now? How and why has the same style of toy changed over time?</b> We will sort toys from the past and present and consider which toys are no longer made and</li> </ul>	<p>teenager</p> <p>adult</p> <p>old</p> <p>older</p> <p>young</p> <p>younger</p> <p><b>Generations</b></p> <p>Grandparents</p> <p>Great grandparents</p> <p><b>Relationships</b></p> <p>Special</p> <p>Past</p> <p>Present</p> <p>Birthdays</p> <p>Weddings</p> <p>Christenings</p> <p>Parties</p> <p>Generations</p> <p><b>Who is in my family?</b></p> <p><b>Who is in my wider family?</b></p> <p><b>Celebrations with families?</b></p>
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<p>events. Discuss the sizes and explain that we get bigger in size as we grow older. Explain the different abilities and the different things that we can do as we get older and discuss the different phases that we go through. As part of this, we will sequence key life cycle stages in our lives and discuss important events at each stage.</p> <ul style="list-style-type: none"> <li>- How I have changed since I was a baby</li> <li>- Past and present events in our lives and family members</li> <li>- Similarities and differences</li> <li>- Discussing our family tree- who is older? Who is the youngest? How are members of your family similar/different?</li> <li>- Families - similarities and differences between each other's families within the class</li> <li>- People who help us/are special to us</li> </ul> <p><b>Key concepts:</b> Change and continuity, chronology.</p> <p><b>Historical event (Bonfire night)</b></p> <ul style="list-style-type: none"> <li>- what happened, why is it a significant event? How do we celebrate Bonfire Night in Britain?</li> <li>- Sequencing the story of Guy Fawkes</li> </ul> <p>Comparing past and present images of celebrations of Bonfire Night</p> <p><b>CONCEPTS-</b> Time, change and chronology, Similarity and difference, Significance, Interpretations, Historical evidence</p>	<p>how they have changed over time (e.g. battery powered toys). We will consider the <b>significance</b> and <b>impact</b> of this.</p> <p>We will compare the toys and look at the similarities and differences in what toys were made of.</p> <p>Toys from the present</p> <ul style="list-style-type: none"> <li>- Naming different types of toys</li> <li>- Which toys are no longer made?</li> <li>- Sorting how toys work and how that has changed over time (e.g. battery powered).</li> </ul> <p><b>Key concepts:</b> Change and continuity, chronology.</p>	<p><b>Changes (linked to transition -linked to PSED).</b></p> <ul style="list-style-type: none"> <li>- how we have changed, looking at our journey through the year, including significant events through the foundation year</li> <li>- Discuss what we are looking forward to in Year 1</li> </ul> <p><b>Key concepts:</b></p> <p>Changes, chronology</p>
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YI	<p><u>Houses Then and Now</u></p> <p>Our House - Emma and Paul Rogers (200 years of History of a family living in the same house).</p> <p>Window by Jeannie Baker</p> <p>Step Inside Homes Through History by Goldie Hawk &amp; Sarah Gibb</p> <p>See inside houses long ago by Rob Loyd Jones</p> <p>Looking at where we live - how has it changed over time?</p> <p>Technology</p> <p>Invention</p> <p>Discovery</p> <p>Monarchy</p> <p>Historical Skills Chronological Knowledge - Look at parents (1980 - present) and Grandparents from 1950- present.</p> <p>Change and Continuity</p>	<p><u>Schools in the past</u></p> <p>Historical Skills Chronological Knowledge - Schools from 1950 to the current day.</p> <p>Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress - How has our school changed over time?</p> <p>What has stayed the same?</p> <p>Recent past</p> <p>Buildings</p> <p>Classrooms</p> <p>Use of rooms</p> <p>Technology</p> <p>lessons</p> <p>Equal rights for girls and boys</p> <p>Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.</p> <p>Did our grandparents have the same lessons we have now?</p>	<p><u>Farming in the past and present</u></p> <p>Technology</p> <p>Society</p> <p>Culture</p> <p>Invention</p> <p>Historical Skills Chronological Knowledge - Look at farming from 1950 to the present day.</p> <p>Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress - How has our farming changed over time?</p> <p>What has stayed the same?</p> <p>Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period. What machinery do we use now? What did they do in the past when machines weren't built?</p>

<p>to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress - How has technology in the home changed over time?</p> <p>Has the physical appearance of houses changed/stayed the same over time?</p> <p><b>Significance</b> how do historians choose what is most important in history as there are too many events to use everything? <b>5Rs Resulting in change, remarked upon, revealing resonated and remembered -</b> <b>Famous houses</b> London Buckingham Places Derbyshire Chatsworth Why are they famous? - monarchy</p> <p><b>Similarities and Differences and Diversity</b> This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period - How have homes changed since our grandparent's time? We will identify similarities and differences looking at household objects and technology - tv's, cookers and computers. Who lived in my house?</p> <p><b>Read /Watch Our House by Emma and Paul Rogers - This focuses on a family who live in a house over 200 years and the changes that happen to the house.</b></p>	<p>Did boys and girls play the same games at playtime?</p> <p><b>Cause and Consequence</b> how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?</p> <p>Did Jamie Oliver help improve school dinners?</p> <p><b>Historical Sources and Evidence</b> what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? <b>HOW DO WE KNOW?</b></p> <p>How do historians know what schools were like a long time ago?</p> <p>What do they use to find out about the past?</p> <p>Photographs Videos Books</p>	<p><b>Cause and Consequence</b> how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these? <b>What are the benefits of machinery?</b></p> <p><b>Historical Sources and Evidence</b> what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? <b>HOW DO WE KNOW?</b> How do we know what farming was like? Look at photos and diary entries.</p> <p>We will be learning about tractors, farming machinery, animal power on the farm and how this has changed over time. We will also explore how food has changed over time and look at foods that were popular in the past in comparison to now.</p> <p>We will consider how farming has changed over time particularly in our local environment. We will use our local visit to Cannon Hall Farm to guide our lessons in exploring how they have had to adapt throughout the years. <b>(Cultural, environmental and social history)</b></p> <p><b>(NC: changes within living memory - change in national life, significant</b></p>
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<p><b>Cause and Consequence</b> how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?</p> <p>What would you do without your computer and tv?</p> <p><b>Historical Sources and Evidence</b> what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? <b>HOW DO WE KNOW?</b></p> <p>How do historians know about homes from the past?</p> <p>Understand some of the ways that historians find out about the past</p> <p>To develop our understanding of chronology and sequence, we will create a timeline of the school year. We will update this throughout the year, adding exciting events that are special to us.</p> <p>During our learning about settlements in this term, we will be exploring our houses and investigating how houses have changed over time (from the Victorian era to now), We will be naming objects/appliances within the house, how they have changed over time and who would use that object - is that the same now as it was previously? We'll continue to</p>		<p>events, people or places in their own locality)</p> <p><b>Concepts:</b> Significance, Culture, Change and continuity, Cause and consequence</p> <p><b>Strands:</b> economic, environmental, political</p> <p><b>Key Concepts-Disciplinary Chronology</b></p> <ol style="list-style-type: none"> <li>1. Develop an awareness of the past using common words/phrases relating to the passage of time.</li> </ol> <p><b>Similarities and Differences (same historical period)</b></p> <ol style="list-style-type: none"> <li>1. How similar/different was the food experience for children in the past 60 years</li> <li>2. Make simple observations about different types of food</li> </ol> <p><b>Historical Terms</b> Use a wide vocabulary of historical terminology</p> <p><b>Historical Enquiry-Evidence and Sources</b></p> <ol style="list-style-type: none"> <li>1. Understand some of the ways that they can find out about the food/farms in the past using</li> </ol>
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<p>explore changes by looking at Ecclesfield and the street that school is on. We will look at what used to be here in comparison to what is here now. (Cultural and Social history)</p> <p>(NC: Changes within living memory)</p> <p>We will use Bonfire Night to find out how the sequence of events led up to the capture of Guy Fawkes and the consequences of this.</p> <p>(NC: Events beyond living memory - nationally)</p> <p>Concepts: Chronology, Change and continuity, Sequence, duration, Significance, Culture, Cause and consequence</p> <p>Strands: economic, social history, environmental</p> <p><b>Key Concepts-Disciplinary</b></p> <p><b>Chronology</b></p> <ol style="list-style-type: none"> <li>1. Develop an awareness of the past using common words/phrases relating to the passage of time (see vocabulary progression document)</li> <li>2. Order household objects in a chronological order</li> </ol> <p><b>Similarities and Differences (same historical period)</b></p>		<p>books/paintings/photographs/videos of parties/school meals</p> <ol style="list-style-type: none"> <li>2. Ask and answer questions using sources to show their understanding</li> </ol> <p><b>Change and Continuity-across periods</b></p> <p>Changes over time-farming technological advances</p>
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	<ol style="list-style-type: none"> <li>1. Identify similarities and differences between ways of life in Victorian society</li> <li>2. Make simple observations about different types of homes/household objects</li> </ol> <p><b>Historical Terms</b> Use a wide vocabulary of historical terminology</p> <p><b>Historical Enquiry-Evidence and Sources</b></p> <ol style="list-style-type: none"> <li>1. Understand some of the ways that they can find out about the past-objects/paintings/photographs</li> <li>2. Ask and answer questions using sources to show their understanding about homes/houses in the past</li> </ol> <p><b>Change and Continuity-across periods</b> Changes over time-technological advances-communication-phones/tv/lighting</p> <p><b>Significance</b></p> <p>Describe events and talk about who was important (Bonfire Night)</p> <p>Describe why certain buildings are important-Buckingham Palace/House of Parliament.</p>		
	<p><u>Key Skills:</u></p> <p>Develop an awareness of the past using common words and phrases relating to the passing of time</p> <p>Know where people and events fit within a chronological framework (order events in chronological order)</p> <p>Identify similarities and differences between ways of life in different periods</p>		



Y2	<p><u>It's a great big Ship Titanic</u>  <u>Innovation + Movement of communities</u>  Social and cultural history  1912</p> <p>Polar the Titanic Bear by Daisy Corning  Stone Spedden</p> <p>Society-class</p> <p>Technology</p> <p>Invention</p> <p>Migration (emigrant)</p> <p>Sacrifice</p> <p><b>Historical Enquiry</b>  What can historians tell us about the different experiences a child might have on the Titanic?  What do historians know about where the passengers on the Titanic were going and why?  Why do historians think that the sinking of the Titanic was significant?</p> <p><b>Events Beyond Living Memory</b>  Recap on Columbus and his voyage  Compare similarities and differences between CC boat and Titanic.  Significance of Titanic-  largest/opulence/unsinkable claims  Why is the Titanic remembered?  Chronology of events</p>	<p><u>Great fire of London</u>  <u>Innovation + Society</u>  Social, political and environmental history  1666</p> <p>settlements</p> <p>Invention</p> <p>Architecture (modern</p> <p>Monument</p> <p><b>Historical Enquiry</b>  What do historians think caused the Great Fire of London and what helped the fire to spread?  How do historians know about the fire? (Samuel Pepys)  What can historians tell us about what happened to London and the people who lived there after the fire?  Do historians think that the fire might have been a positive event?</p> <p><b>Events beyond living Memory</b>  Timeline of the Great Fire  Cause and consequences of the event  Linking to the changes brought about by the Great Fire of London  Introduction to the Plague  <b>Famous People/Events linked to significant historical events</b>  Samuel Pepys 1663-1703  Christopher Wren 1632-1723</p> <p><b>Substantive Concepts</b></p>	<p><u>Florence nightingale and Mary Seacole</u>  <u>Comparing similarities and differences</u>  <u>Women</u></p> <p>FN 1820-1910</p> <p>MS 1805-1881</p> <p><b>Crimean War 1853-'1856</b></p> <p>Monument</p> <p>Innovation</p> <p>Health</p> <p>Hygiene</p> <p>Women's rights</p> <p>Culture</p> <p>Society</p> <p>Empire</p> <p><b>Cultural and social history</b>  1805-1881</p> <p><b>Historical Enquiry</b>  Why do historians think we should remember Florence Nightingale?  What reasons can historians provide to explain why she acted as she did?  What evidence is there to show how nursing has changed as a result of FN and MS work?</p>
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	<p><b>Substantive Concepts</b></p> <p>Travel Society/Class Emigration Wealth Poverty Leisure Class Safety rules-crew /Personal Protection/ Training</p> <p><b>Chronological Knowledge</b></p> <p>1. Develop an awareness of the past using common words/phrases relating to the passage of time.</p> <p>Know and sequence the order of the Titanic events happened.</p> <p>Edwardian era</p> <p>Period of reign</p> <p>20<sup>th</sup> century England</p> <p>Timeline of the sinking and subsequent events</p> <p><b>Key Concepts-Disciplinary</b></p> <p><b>Similarities and Differences (same historical period)</b></p> <p>1. Identify similarities and differences between groups of people who were on the Titanic</p> <p>2. What similarities and differences were there between accommodation for passengers?</p>	<p>Architecture Buildings Society/Class Wealth Poverty Town Planning</p> <p>Resources Primary History 88 Sources re Fire of London</p> <p><b>Chronological Knowledge</b></p> <p>1. Know and sequence the order of the events of the Fire.</p> <p>London in 17<sup>th</sup> Century</p> <p>King Charles II</p> <p>Events of the fire</p> <p>Pre and post</p> <p><b>Key Concepts-Disciplinary</b></p> <p><b>Similarities and Differences (same historical period)</b></p> <p>1. Identify similarities and differences between groups of people who were affected by the fire.</p> <p>2. How was the architecture of Homes pre and post fire different/same?</p> <p><b>Historical Enquiry-Evidence and Sources</b></p> <p>1. ask and answer questions, choosing and using parts of stories/newspapers diaries and other sources to show that they know and</p>	<p>Who do historians think is more important FN or MS?</p> <p><b>Famous People/Events linked to significant historical events</b></p> <p>Life of Florence Nightingale 1820-1910 and her links to Sheffield the reason for her significance today (cultural, social history)</p> <p><b>Events beyond living memory</b></p> <p>How Florence Nightingale and Mary Seacole changed the face of nursing</p> <p><b>Substantive Concepts</b></p> <p>Nursing War Health Medicine Hospitals</p> <p><b>Chronological Knowledge</b></p> <p>Know and sequence the order of FN/MS career</p> <p>Victorian England 19<sup>th</sup> Century Jamaica in the 19<sup>th</sup> Century Crimea before war</p> <p><b>Key Concepts-Disciplinary</b></p> <p><b>Similarities and Differences (same historical period)</b></p> <p>Identify similarities and differences between treatment of the men before and after FN arrived in Crimea</p>
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	<ul style="list-style-type: none"> <li>for different classes on board the Titanic</li> <li>Furniture/food/entertainment</li> <li>Reasons for travelling on board the Titanic</li> <li>Different jobs</li> <li>Why there were different reactions to the boat sinking from the passengers/crew?</li> </ul> <p><b>Historical Enquiry-Evidence and Sources</b> ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of Titanic events.</p> <p>What can historians tell us about the different experiences a child might have on the Titanic?</p> <p>What do historians know about where the passengers on the Titanic going and why?</p> <p>Newspaper accounts</p> <p>Photographs</p> <p>Insurance companies</p> <p>The widespread use of the telegraph and photographs enabled the Titanic tragedy to be quickly and widely—although not always accurately—reported.</p> <p><b>Interpretation of History</b> Identify different ways in which the events of the Titanic were represented - similarities and differences</p> <p>What impression did people seem to have of the Titanic at the time?</p>	<p>understand key events of the Fire of London</p> <p>2. What do historians think caused the Great Fire of London?</p> <p>(Pepys) What can historians tell us about what happened to London and the people who lived there after the fire?</p> <p>Do historians think that the fire might have been a positive event?</p> <p><b>Change and Continuity-across periods</b> How did London change post the GFOL?</p> <p>Types of houses /materials used pre and post fire.</p> <p>Investigate changes over time- Building improvements materials and regulations.</p> <p>Public health and medicine improvements</p> <p><b>What has continued?</b></p> <p>Population density</p> <p>Recent fires in London Grenfell-limited to one building but an issue with flats</p> <p>How do we remember the GFOL?</p> <p><b>Interpretation of History</b> Identify different ways in which the events of the fire were represented and may or may not differ</p> <p>How do historians know about the GFOL?</p> <p>Paintings</p>	<p>Differences in FN and MS life and experiences in becoming a nurse</p> <p><b>Historical Enquiry-Evidence and Sources</b></p> <ol style="list-style-type: none"> <li>ask and answer questions, choosing and using parts of stories/newspapers and other sources to show that they know and understand the important work FN/MS did</li> <li>Why do historians think we should remember FN? Why did she act as she did? What evidence is there to show how nursing has changed because of FN and MS work. Was MS considered to be as important?</li> </ol> <p><b>Change and Continuity-across periods</b></p> <ol style="list-style-type: none"> <li>Investigate changes over time- nursing practices and hospital development -infection control, statistics, hygiene, diet, nursing schools. What has continued? Public service.</li> </ol> <p><b>Significance</b></p> <ol style="list-style-type: none"> <li>Talk about the significance of FN/MS work in a simple historical account and offer comments on why they have selected particular aspects of significance. FN was a social</li> </ol>
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<p><b>Why were there different versions of what happened on the night of the sinking?</b></p> <p><b>Change and Continuity-across periods</b> Investigate changes over time-technological advances in ship safety <b>What Technological changes have happened since the Titanic disaster to improve ship safety?</b></p> <p><b>Do people in England still want to migrate?</b></p> <p><b>How do passenger ships now compare with the Titanic?</b></p> <p><b>Significance</b> Describe why the Titanic was a significant ship and why the sinking was significant</p> <p><b>Why was the ship built in the first place?</b></p> <p><b>Interpretations</b> Why might accounts of the time differ?</p> <p><b>Cause and Consequence</b> Reasons for the Titanic sinking and show an understanding of why some of the passengers/crew acted as they did <b>What happened when the titanic hit the iceberg?</b></p> <p>Deaths</p> <p>Survivors</p> <p><b>Historical Terms</b> Use a wide vocabulary of historical terminology</p>	<p>Samuel Pepys diary</p> <p>Census data</p> <p>Primary sources-remnants of the fire</p> <p><b>Significance</b> Describe why the fire of London was a significant event for the city <b>Why was the GFOL an important event at the time in London?</b></p> <p>Greatest tragedy of its time</p> <p><b>How do we remember the GFOL? Monument</b></p> <p><b>Cause and Consequence</b> Reasons for the Fire of London and show an understanding of what happened after the fire. <b>After the fire how did life change in London?</b></p> <p>Impact of the fire-city cleansing</p> <p>New London emerged.</p> <p>Removal of traces of the Plague</p> <p>Changes in population after the fire 25% did not return to London.</p> <p>Building</p> <p><b>Historical Terms</b> Use a wide vocabulary of historical terminology</p>	<p>reformer/statistician and founder of modern nursing. Infection controls developed.</p> <p>2. Were FN and MS of equal significance? Historians view as to why FN was more significant than MS. Plaques/statues/hospitals named after Nightingale after Covid.</p> <p><b>Historical Terms</b> 1. Use a wide vocabulary of historical terminology</p> <p><b>Interpretation of History</b> Identify ways that we know about FN/MS - stories/paintings/portraits/London/diaries/newspaper accounts/stories/paintings/photographs Illustrated News <b>Do all sources show the same information?</b></p> <p><b>Cause and Consequence</b> Demonstrate an understanding of the impact of FN/MS'S work on nursing practice for soldiers and how this changed the way that nurses worked.</p> <p><b>Historical Terms</b> Use a wide vocabulary of historical terminology</p>
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Key Skills:

Develop an awareness of the past using common words and phrases relating to the passing of time

Know where people and events fit within a chronological framework (order events in chronological order)

Identify similarities and differences between ways of life in different periods

Use a wide vocabulary of everyday historical terms

Ask and answer questions,

Choose and use parts of stories and other sources to show that they understand key features of events

Understand some of the ways in which we find out about the past

Identify different ways that the past is represented

Y3

**Ancient Egyptians**

**Ancient Egypt**  
**7500BC-51BC**

Dynasty  
Settlements  
Kingdom  
Inventions  
Civilisation  
Society  
Architecture  
Government  
Religion and Beliefs  
Archaeology  
Hierarchy  
Trade  
Rulers  
Myths and legends

**Ancient Greeks**

**3500BC-AD1500**

Settlements  
Kingdom  
Inventions  
Civilisation  
Society  
Democracy  
Architecture  
Archaeology  
Trade  
Rulers  
Myths and legends

We will be learning about how the ancient Greek civilisation has influenced our lives today by considering the various takes on leadership across the city states.

(Cultural, Social and Political History) We

<p>We will be learning about the significance of the River Nile by conducting an <b>in-depth</b> study to the Egyptian settlement and the reasons why they settled there. (Economic, Social History)</p> <p>We will explore how their religious beliefs and architecture influenced their culture and achievements. (Cultural, Social History) We will also look at the ways in which the Ancient Egyptians lived and the impact of rulers and their responsibilities to the slaves and servants in ancient Egypt. (Cultural, Social History, Political History) We will explore how mummification was an integral part to Egyptian lifestyles but also why they stopped following this practice. (Cultural, Social History) We will look into why the Egyptian pyramids have formed an important part of uncovering the past lives of the Ancient Egyptians. (Cultural, Social History, Famous People)</p> <p><b>What modern day inventions are an Egyptian legacy?</b> Communication Maths Astronomy Medicine Egyptian Legacy</p> <p>Finally, we will investigate how the Ancient Egyptian civilisation came to an end and the reasons why, focussing on Cleopatra. (Cultural, Social History, Famous People)</p>	<p>will carry out an <b>in-depth</b> study on how ancient Greek religious beliefs and architecture influenced their culture in comparison to the ancient Egyptians. (Cultural, Social History) We will debate if the Battle of Troy actually took place by examining a range of sources. (Cultural, Social, Environmental History)</p> <p>We will look into how the Ancient Greeks' achievements have changed over time using the Olympics as an example study. (Cultural, Political and Social History) Finally, we will explore how the findings of famous Greeks such as Archimedes and Hippocrates have both influenced science of the time and modern day science (physics and medicine) (Famous People) (NC: Ancient Greece - a study of Greek life and achievements)</p> <p><b>Concepts:</b> Chronology, Cause and Consequence, Significance, Interpretation, Change and continuity, Culture</p> <p><b>Strands:</b> Famous People, Social History, Political</p> <p><b>Key Concepts-Disciplinary</b> <b>Chronology</b> <b>Sequence, duration and chronology-</b> important dates Ancient Greece start/end and key events <i>Classical Greece Hellenistic Greece and Roman Greece</i></p>	
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<p>(NC: Achievements of earliest civilisations - depth of study)</p> <p><b>Concepts:</b> Significance, Sequence, Cause and Consequence, Interpretation, Duration, Culture, Chronology, Similarity and Difference, Civilisation</p> <p><b>Strands:</b> Famous People, Social History, Economic, political</p> <p><b>Key Concepts-Disciplinary</b></p> <p><b>Chronology</b></p> <p>Egyptian dynasty start/end and key events Old kingdom Middle Kingdom New Kingdom</p> <p>Sequence, duration and chronology- important dates Egyptian dynasty start/end and key events</p> <p>Old kingdom Middle Kingdom New Kingdom</p> <p><b>Similarities and Differences (same historical period)</b></p> <p>Comparisons between lifestyles based on hierarchy (pharaohs, nobleman, farmers, slaves)</p> <p><b>Was religion important for all Ancient Egyptians?</b> Many gods and goddesses-all AE lived their lives dictated by gods and goddesses.</p>	<p><i>start/end and key events</i> <i>Explain variations in Greek Life in different places over time-dates/period labels</i></p> <p>Position Ancient Greece on a timeline</p> <p><b>Similarities and Differences (same historical period)</b></p> <p><b>How was life different/same between Sparta and Athens?</b> <b>How was Society structured?</b> Comparisons between schools in Athens and Sparta two city states (laws, money, rulers).</p> <p><b>Historical Enquiry-Evidence and Sources</b></p> <p>What do artefacts reveal about life in Ancient Greece? See interpretations of History too</p> <p><b>Achievements</b> What can historians tell us about how the Ancient Greeks governed? Why do historians believe that Alexander the Great was great?</p> <p><b>Change and Continuity-across periods</b></p> <p>Investigate changes over time-schools</p> <p><b>What changed and what stayed the same?</b> Development of Governments</p>	
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	<p><b>Historical Enquiry-Evidence and Sources</b></p> <p>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of</p> <p><b>How did historians think that religion affected life in Ancient Egypt?</b></p> <p><b>How do historians explain how the Egyptian civilisation adapted to the needs of Egyptian Life?</b></p> <p><b>Change and Continuity-across periods</b></p> <p>Investigate changes over time-technological advances/building knowledge/scientific achievements- mathematics, geometry, surveying, metallurgy, astronomy, accounting, writing, paper (communication) medicine, the ramp, the lever, the plough, and mills for grinding grain, what is the legacy of the Egyptians? What is the role of the River Nile today?</p> <p><b>Interpretation of History</b></p> <p>Interpretation- <b>Do historians agree about how the pyramids were built?</b> interpreting and analysing a range of sources - work of an archaeologist, Egyptian artefacts, wall paintings/monuments</p>	<p>laws Schools Buildings Communication Olympic Games</p> <p><b>What impact on modern day living did Greeks have?</b></p> <p><b>How does AE and AG compare?</b> <b>Interpretation of History</b></p> <p><b>How do historians know about Ancient Greece?</b></p> <p>Interpretation-interpreting and analysing a range of sources - Greek artefacts/primary sources and primary and secondary sources statues/pottery/monuments hieroglyphs/archaeological sites/ friezes which show how Ancient Greece past was represented.</p> <p><b>Historical Terms</b></p> <p>Use a wide vocabulary of historical terminology</p> <p><b>Significance</b></p> <p><b>Which period of ancient Greece was most significant?</b></p> <p><b>Classic age</b> was most significant period of Greek Civilisation reasons art architecture</p>	
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<p>hieroglyphs/archaeological sites/ primary/secondary sources/historians views</p> <p><b>Story of Rameses</b></p> <p>Which show how Egyptian past was represented.</p> <p><b>Historical Terms</b></p> <p>Use a wide vocabulary of historical terminology</p> <p><b>Significance</b></p> <p>Why was the River Nile important?</p> <p>The significance of the River Nile within their culture. Why was the discovery of the pyramids and texts important? E.g. Farming, settlements, trade, transportation.</p> <p>evaluating the significance of the sources and the legacy of the ancient civilization.</p> <p>The importance of the Egyptian achievements</p> <p><a href="https://scoopempire.com/ancient-egyptian-inventions-that-are-still-used-today/">https://scoopempire.com/ancient-egyptian-inventions-that-are-still-used-today/</a></p> <p>bowling, 365 Calendar, sail boats, toothpaste ink, make up, paint surgical instruments high heels hair combs door locks</p>	<p>theatre and philosophy developments and democracy and sport</p> <p>evaluating the significance of the sources and the legacy of the ancient civilization.</p> <p>The importance of the Egyptian achievements - Olympic Games</p> <p>Who was a significant Greek Figure? Alexander the Great-why was he great? Pythagoras</p> <p><b>Cause and Consequence</b></p> <p><b>Why did Ancient Greece come to an end?</b> Reasons for the end of the Ancient Greece era -drought, Alexander the Great's death.</p>	
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	<p><b>Cause and Consequence</b></p> <p><b>Trade, Water travel</b></p> <p>Reasons for the Egyptian civilisation wax and wane</p> <p>loss of military power, lack of natural resources and conflicts, economic and rise of the Roman empire.</p>		
	<p><u>Key Skills:</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Establish clear narratives within and across the periods they study</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Address and devise historically valid questions about change, cause, similarity and different and significance</p> <p>Construct informed response involving thoughtful selection and organisation of relevant historical information</p> <p>Understand that our knowledge of the past is constructed from a range of sources</p>		
Y4	<p><b>Stone age, Bronze age, Iron Age</b> (Settlements, Innovation, Civilisations)</p> <p>We will start our learning by learning about chronology and putting key events onto a timeline. This will help us to put the Stone Age - Iron Age into context of the past. Starting with the Stone Age, we</p>		<p><b>Romans (Settlements, Innovation)</b></p> <p>Through our study of the Romans, we will explore who Julius Caesar and Boudicca were and why they were significant. We will also look at the impact Romans had such as the roads they built, Hadrian's wall and the</p>

	<p>will explore how we know about their existence and the use of sources to provide us with information. We will explore their daily life including housing, tools and weapons and how they gathered/farmed their food. We will also explore significant archaeological sites such as Skara Brae and Stonehenge. As we continue, we will look at the Bronze Age in more detail - looking at how life developed for those living during this time period. We will make comparisons between the different periods of time. (political, social, cultural history)</p> <p>(NC: Changes in Britain from the Stone Age to the Iron Age)</p> <p><b>Concepts:</b> Chronology, Significance, Sequence, Culture</p> <p><b>Strands:</b> Social History, Environmental, Economic</p>		<p>Roman baths. Finally, we will investigate the impact the Romans had on Sheffield. (social, cultural history)</p> <p>(NC: The Roman Empire and the impact on Britain)</p> <p><b>Concepts:</b> Chronology, Sequence, Cause and consequence, Change and consequence, Durations</p> <p><b>Strands:</b> Cultural-Intellectual Developments, Political, Social History, Famous People</p>
	<p><u>Key Skills:</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Establish clear narratives within and across the periods they study</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Address and devise historically valid questions about change, cause, similarity and difference and significance</p> <p>Construct informed response involving thoughtful selection and organisation of relevant historical information</p> <p>Understand that our knowledge of the past is constructed from a range of sources</p>		

Y5	<p><b>Anglo-Saxons 450 AD and Vikings 793AD</b></p> <p>We will be using Anglo-Saxons and other tribes including the Scots and the Vikings to explore sources, discuss their reliability and think about how some can be open to interpretation. We will also be identifying key Anglo-Saxon and Viking events and putting them into chronological order - understanding sequence of key events and the duration of these. Finally, we will investigate the economic, cultural, social, political and environmental impact the Anglo-Saxons and Vikings had on our country. (environmental, political cultural, social history)</p> <p>(NC: Britain's settlement by Anglo Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</p> <p><b>Concepts:</b> chronology, significance, culture, change and continuity, cause and consequence, interpretation, sequence, duration</p> <p><b>Strands:</b> economic, cultural development, political, environmental</p> <p><b>Key Concepts-Disciplinary</b></p> <p><b>Chronology</b></p> <p><b>Sequence</b></p> <p>Recap on when the Romans left and when AS started to come to Britain</p>	<p><b>Tudor Britain</b></p> <p>In our learning, we will investigate how Tudor monarchs impacted upon economic, political, social, cultural, development of Britain. (social, economic, political, environmental history) We will construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of primary and secondary sources. We will be learning about the events that led to the reformation of the Catholic religion and the difference between life in the countryside and in the city. We will learn about the decisions that Elizabeth I had to make to enable a successful reign and determine the role of a good monarch during these times. We will also compare the lives of Elizabethans within different social classes to determine the quality of life during this period of time. (social, environmental, political, economic history)</p> <p>(NC: a study of an aspect/theme in British History that extends pupils' chronological knowledge past 1066)</p>	<p><b>Victorians including the Industrial Revolution</b></p> <p>We shall be investigating what life was truly like in the Victorian times as we consider why people moved from the countryside to the cities, the social conditions of cities including working in factories (social, economic, political, environmental history) and also life as a Victorian Child. Within our unit, we shall refer to primary and secondary sources to guide us in answering important questions such as 'What the Dickens was life like in a Victorian town?' We shall conclude our unit by asking if the Victorian era was a 'golden age' or 'dark age' as we refer to both primary and secondary sources from over the last 100 years.</p> <p>(NC: a study of an aspect/theme in British History that extends pupils' chronological knowledge past 1066).</p> <p><b>Local study: Steel in Sheffield</b></p> <p>In History, we will be doing a local study on the steel industry and its impact on Sheffield. (social history). We will start by tracing the history of steel throughout the 1900s and beyond. This will include the mining strikes across Sheffield, and what caused these as well as the impact of them. (environmental, political, social history) We will look at the significant women of steel and also</p>
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<p>Sequence key events affecting both societies</p> <p><b>Similarities and Differences (same historical period)</b></p> <p>Saxons and Vikings - farmers/warriors/women/children/slaves/laws/justice</p> <p>Old stone age</p> <p><b>Historical Enquiry-Evidence and Sources</b></p> <p><b>Archaeological sites</b></p> <p><b>Contemporary accounts</b></p> <p><b>Reconstructions of longships/knarrs</b></p> <p>Which was better stone bronze iron?</p> <p><b>Change and Continuity-across periods</b></p> <p>Investigate changes over time- homes, farming, tools, materials</p> <p><b>Interpretation of History</b></p> <p>Interpretation-interpreting and analysing a range of sources - images of AS how they are represented including myths and legends</p> <p>Film clips</p> <p><b>Historical Terms</b></p> <p>Use a wide vocabulary of historical terminology</p>	<p><b>Concepts:</b> Chronology, Significance, Sequence, Cause and consequence, Change and continuity</p> <p><b>Strands:</b> Famous people, economic, social history, political, environmental</p>	<p>how the steel industry is still prevalent today. (political, social, cultural history)</p> <p>(NC: A local history study beyond 1066)</p> <p><b>Concepts:</b> Chronology, Significance, Sequence, Cause and consequence, Change and continuity</p> <p><b>Strands:</b> Economic, social, political, environmental,</p>
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	<b>Significance</b>  Key people and events affecting both societies: King Arthur/Athelstan/Offa/Cnut			
	<u>Key Skills:</u>  Develop a chronologically secure knowledge and understanding of British, local and world history  Establish clear narratives within and across the periods they study  Note connections, contrasts and trends over time  Develop the appropriate use of historical terms  Address and devise historically valid questions about change, cause, similarity and difference and significance  Construct informed response involving thoughtful selection and organisation of relevant historical information  Understand that our knowledge of the past is constructed from a range of sources			
Y6		<b>World War 1 1914 - 1918</b>  We shall be looking at World War 1, the events leading up to the start, significant people (such as Archduke Franz Ferdinand and Walter Tull), events throughout the war and how the war ended - resulting in the Treaty of Versailles. (political, cultural, social history)  We shall also be comparing life before, during and after the war - not only for the soldiers but life on the Homefront too (for the women and children). (social, cultural history). We will have a strong focus on	<b>World War 2 1939 - 1945</b>  Our World War 2 learning will start by focussing on how life changed after WW1 and the outbreak of WW2. We will sensitively explore the Holocaust and how refugees escaped Nazi Germany through the Kindertransport as well as others who were not as lucky and were captured to be taken to concentration camps. We will look at the impact of the Blitz on our country and specifically Sheffield. We will explore the	<b>. Mayans</b>  Civilisation  Agriculture  Monument/statue  Hunter gatherers  Trade  Social structure  Noble  King  Rulers  Pyramids  Ancient Civilisations

	<p>sources and the reliability of the sources we use to gather our understanding about the war.</p> <p>(NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)</p> <p><b>Concepts:</b> Chronology, Significance, Cause and consequence, Duration, Interpretation</p> <p><b>Strands:</b> Economic, cultural, political, social, environmental</p> <p><b>Key Concepts-Disciplinary</b></p> <p><b>Similarities and Differences (same historical period)</b></p> <p>Home front</p> <p>Working lives-women</p> <p>Evacuees</p> <p><b>Historical Enquiry-Evidence and Sources</b></p> <p><b>Reliability of sources</b></p> <p>Eyewitness accounts</p> <p>Poems</p>	<p>lives of significant people such as Anne Frank. Finally, we will debate when was the most dangerous time to live drawing on our learning throughout KS2 to decide. (environmental, political, cultural, social history)</p> <p>(NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)</p> <p><b>Concepts:</b> Chronology, Significance, Culture, Cause and consequence</p> <p><b>Strands:</b> Economic, cultural, political, social</p> <p><b>Key Concepts-Disciplinary</b></p> <p><b>Similarities and Differences (same historical period)</b></p> <p>Home front</p> <p>Working lives-women</p> <p>Evacuees</p>	<p><b>2000BC-AD 1500</b></p> <p>We will be looking at the Mayan civilization and linking this back to our work in year 3 looking at ancient civilizations (Ancient Egypt and Ancient Greece). We will explore where the Mayan civilization was and focus on important Mayan individuals and why they were important (Lady K'abel, Gonzalo Guerrero (GG) and look at statues of GG. (Significance).</p> <p>We will focus on looking at how their civilization changed/ remained the same over time. We will look at how the city was developed (scientific work, medicine, agriculture to the present day). We will look at what we can learn about the ancient Maya from the Maya people today (continuation of ancient language, weaving their own clothes and growing and using corn to make bread). We will look at what items the Mayans gave to the World that we still use today (chocolate, vanilla and sweet potato). (Change and continuity)</p> <p>We will then move onto looking at how the Maya prosper in the rainforests and look at</p>
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	<p>Newspaper accounts</p> <p>Royal Armoury photographs</p> <p>Images</p> <p>Paintings</p> <p>Songs</p> <p>Medals</p> <p>Museum visits</p> <p>Holocaust Museum</p> <p>Letters</p> <p>Stories</p> <p><b>Change and Continuity - across periods</b></p> <p>Investigate changes over time-soldier's experiences-uniform/equipment/medicine</p> <p><b>Interpretation of History</b></p> <p>Interpretation of life on the front line/home front</p> <p>Evacuee life good or bad</p> <p>Understand different versions of the past exist and explain the reasons</p>	<p><b>Historical Enquiry-Evidence and Sources</b></p> <p><b>Contemporary accounts</b></p> <p><b>Reliability of sources</b></p> <p>Eyewitness accounts</p> <p>Poems</p> <p>Newspaper accounts</p> <p>Royal Armoury photographs</p> <p>Images</p> <p>Paintings</p> <p>Songs</p> <p>Medals</p> <p>Museum visits</p> <p>Holocaust Museum</p> <p>Letters</p> <p>Stories</p> <p><b>Change and Continuity-across periods</b></p> <p>Women's status over the past 200 years</p> <p>How fighting the war had changed between WWI and WWII</p> <p><b>Interpretation of History</b></p>	<p>comparing rich and poor Mayans and look at how their lives were different. We will consider the question 'Were the Mayans religious?' and why was religion important to them?'. (Similarities, differences and diversities).</p> <p>We will consider how LIDAR technology has been used to detect remains of early Mayan civilizations since 2015 (Interpretation of History).</p> <p>We will consider why the Maya civilization fell and look at the Maya people today and how the ancient Mayan affect how they live today? (Cause and consequence).</p> <p>We will finally look at the types of evidence that historians have on the Maya and look at LIDAR resources. (Historical sources and Evidence)</p>
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	<p><b>Life at the front for conscripts/soldiers/officers</b></p> <p>Understand different versions of the past exist and explain the reasons</p> <p><b>Historical Terms</b></p> <p>Use a wide vocabulary of historical terminology</p> <p><b>Significance</b></p> <p>Identify historically Key people ,situations and events why the events etc were significant</p>	<p>Interpretation of life on the front line/home front</p> <p>Evacuee life good or bad</p> <p>Understand different versions of the past exist and explain the reasons</p> <p><b>Historical Terms</b></p> <p>Use a wide vocabulary of historical terminology</p> <p><b>Significance</b></p> <p>Identify historically Key people, situations and events and why the events etc were significant</p> <p><b>Cause and Consequence</b></p> <p>What affect did WWII have on UK?</p> <p>To what extent were women affected by change during this period? What brought about the changes?</p>	
	<p><u>Key Skills:</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p>		

Establish clear narratives within and across the periods they study

Note connections, contrasts and trends over time

Develop the appropriate use of historical terms

Address and devise historically valid questions about change, cause, similarity and difference and significance

Construct informed response involving thoughtful selection and organisation of relevant historical information

Understand that our knowledge of the past is constructed from a range of sources