

	A1	A2	SPI	SP2	SUI	SU2
FS	<p>Me and My World - How have I changed since I was a baby?</p> <p>We will be exploring similarities and differences between people, families and communities. How are families different? Are we all the same?</p> <p>We will talk about past and present special events in our own and family members' lives e.g. grandparents who were in the war-link to Remembrance Day.</p> <p>Concepts: Change and continuity, chronology Strands: Social history, Environmental, Cultural-Intellectual Developments, Political</p>		<p>Past and Present</p> <p>We will be exploring differences and similarities between ours and our grandparents/parents childhood e.g. toys, technology, transport, clothes.</p> <p>We will talk about past and present special events in our own and family members' lives e.g. a day at the seaside in the 1950's and 2020 present day.</p> <p>Concepts: Change and continuity, chronology Strands: Social history, Environmental, Cultural-Intellectual Developments, Political</p>			
	<p>Historical vocabulary introduced and used throughout small world, role play and story time:</p> <ul style="list-style-type: none"> Fairy tales: castle (and its features) knight, prince, princess, king, queen, battle etc Farms: Harvest, combine harvester, crops etc Transport: vehicle names etc 					
Y1	<p>Settlements: (settlements)</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</p>		<p>Transport: (Movement of People)</p> <p>Our learning will focus on how transport has changed over time. We will look in particular at cars and trains and how these have developed. We will explore George Stephenson who invented railways. (Famous People, Cultural, environmental and Social history) (NC: Changes within living memory, Lives of significant individuals who have contributed to national and international achievements)</p>		<p>History of farming/Food: (Innovation)</p> <p>We will be learning about tractors, farming machinery, animal power on the farm and how this has changed over time.</p> <p>We will consider how farming has changed over time particularly in our local environment. We will use our local visit to Our Cow Molly to guide our lessons in exploring how they have had to adapt throughout the years.</p>	

	<p>house, how they have changed over time and who would use that object - is that the same now as it was previously? (Cultural and Social history) (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. (NC: Events beyond living memory - nationally)</p> <p>Concepts: Chronology, Change and continuity, Sequence, duration, Significance, Culture, Cause and consequence Strands: economic, social history, environmental</p>	<p>Concepts: Significance, Culture, Change and continuity, Cause and consequence Strands: economic, cultural, environmental</p>	<p>(Cultural, environmental and social history) (NC: changes within living memory - change in national life, significant events, people or places in their own locality)</p> <p>Concepts: Significance, Culture, Change and continuity, Cause and consequence Strands: economic, environmental, political</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 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</p>			
Y2	<p>Explorers (Famous People)</p> <p>First we will explore the meaning of the word significance and debate who and what we find significant. We will learn about when Christopher Columbus lived and what he was trying to achieve. We will investigate his journeys and what he discovered. The impact of Columbus's voyages and what he brought</p>	<p>Great Fire of London (Innovation, Key Events)</p> <p>When we learn about the Great Fire of London, we will start by discussing important events that have happened in our lifetime and plotting these onto a timeline. We will introduce that there are events that happened before we were born that are significant to us now. We will look at London in detail and compare what is the same and different</p>	<p>Changes in medicine (Innovation, Famous People)</p> <p>First, we will plot events on a timeline that children know are significant to continue with our understanding of chronology. We will be learning about how Florence Nightingale and Mary Seacole helped many people across the</p>

	<p>back to Europe will also be investigated. As a year group we will also investigate Amelia Earhart and why she was significant. Finally we will look back at the two very different explorers and assess the impact both had on the modern day. Using sources as evidence we will decide which had the greatest impact on our lives today. (Famous people)</p> <p>(NC: Lives of significant individuals in the past)</p> <p>Concepts: Chronology, Significance, Sequence, Duration, Cause and consequence</p> <p>Strands: Social, Economic, Famous People</p>	<p>in 1666 and now. We will enquire about what caused the Great Fire, reactions that people had to the fire (in particular Samuel Pepys). Finally, we will look at the impact of the fire and what people did to rebuild London. (social, environmental political history)</p> <p>(NC: Events beyond living memory that are significant nationally)</p> <p>Concepts: Significance, cause and consequence, chronology sequencing</p> <p>Strands: Famous People, Environmental</p>	<p>world and, along with others, brought about changes to hospitals. (Cultural, social history, famous people) We will compare the two pioneers of medicine and the difficulties they faced in overcoming barriers. We will decide whether we agree if nursing is better now compared to the 1800s</p> <p>(NC: Lives of significant individuals in the past, Events beyond living memory, significant events, people or places in their own locality)</p> <p>Concepts: Chronology, Significance, Sequence, Cause and consequence, Change and continuity</p> <p>Strands: Famous People, Social</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> <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions,</p> <p>Choose and use parts of stories and other sources to show that they understand key features of events</p> <p>Understand some of the ways in which we find out about the past</p> <p>Identify different ways that the past is represented</p>			
Y3	<p>Ancient Egyptians (Innovation, Civilisation, Settlements)</p> <p>We will be learning about the significance of the River Nile by conducting an in-depth</p>	<p>Ancient Greeks (Innovation, Civilisation, Settlements)</p> <p>We will be learning about how the ancient Greek civilisation has influenced our lives today by</p>	

study to the Egyptian settlement and the reasons why they settled there. (Economic, Social History)

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)

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)

(NC: Achievements of earliest civilisations - depth of study)

Concepts: Significance, Sequence, Cause and Consequence, Interpretation, Duration, Culture, Chronology, Similarity and Difference, Civilisation

Strands: Famous People, Social History, Economic, political

considering the various takes on leadership across the city states. (Cultural, Social and Political History) We will carry out an **in-depth** 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)

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)

Concepts: Chronology, Cause and Consequence, Significance, Interpretation, Change and continuity, Culture

Strands: Famous People, Social History, Political

	<p style="text-align: center;"><u>Key Skills:</u></p> <p style="text-align: center;">Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p style="text-align: center;">Establish clear narratives within and across the periods they study</p> <p style="text-align: center;">Note connections, contrasts and trends over time</p> <p style="text-align: center;">Develop the appropriate use of historical terms</p> <p style="text-align: center;">Address and devise historically valid questions about change, cause, similarity and difference and significance</p> <p style="text-align: center;">Construct informed response involving thoughtful selection and organisation of relevant historical information</p> <p style="text-align: center;">Understand that our knowledge of the past is constructed from a range of sources</p>	
Y4	<p>Stone age, Bronze age, Iron Age (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 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>Romans (Settlements, Innovation)</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 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>Concepts: Chronology, Sequence, Cause and consequence, Change and consequence, Durations</p> <p>Strands: Cultural-Intellectual Developments, Political, Social History, Famous People</p>

	<p>Concepts: Chronology, Significance, Sequence, Culture</p> <p>Strands: Social History , Environmental ,Economic</p>		
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Y5	<p>Vikings and Anglo Saxons (Innovation, Community, Settlement, Migration, Invasion)</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>Concepts: chronology,significance, culture, change and continuity, cause and</p>	<p>Local study: Steel in Sheffield (Innovation, Community)</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 how the steel industry is still prevalent today. (political, social, cultural history)</p>	<p>Blood, pus and guts - Medicine through time (Innovation, Community)</p> <p>In our learning we will investigate the economic, cultural, social and political impact of medicine over time. (social, econolic, political, environmental history) We will construct informed responses that involve thoughtful selection and organisation of relevant historical information. We will be learning about diseases from the past such as the Plague and the Victorian cholera epidemic. We will explore how Alexander Fleming discovered antibiotics (Penicillin) and the impact this had. We will compare this with modern approaches to medicine including the NHS (and its changes since it was introduced). Finally, we will look at how the world copes with modern day viruses such as Covid19</p>

	<p>consequence, interpretation, sequence, duration</p> <p>Strands: economic, cultural development, political, environmental</p>	<p>(NC: A local history study beyond 1066)</p> <p>Concepts: Chronology, Significance, Sequence, Cause and consequence, Change and continuity</p> <p>Strands: Economic, social, political, environmental,</p>	<p>and Ebola. (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>Concepts: Chronology, Significance, Sequence, Cause and consequence, Change and continuity</p> <p>Strands: Famous people, economic, social history, political, environmental</p>	
<p style="text-align: center;"><u>Key Skills:</u></p> <p style="text-align: center;">Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p style="text-align: center;">Establish clear narratives within and across the periods they study</p> <p style="text-align: center;">Note connections, contrasts and trends over time</p> <p style="text-align: center;">Develop the appropriate use of historical terms</p> <p style="text-align: center;">Address and devise historically valid questions about change, cause, similarity and different and significance</p> <p style="text-align: center;">Construct informed response involving thoughtful selection and organisation of relevant historical information</p> <p style="text-align: center;">Understand that our knowledge of the past is constructed from a range of sources</p>				
Y6		<p>World War 1 (Innovation, Migration, Community, Empire, Key events)</p> <p>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)</p> <p>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 sources and the reliability of the sources we</p>	<p>World War 2 (Innovation, Migration, Community, Empire, key events)</p> <p>Our World War 2 learning will start by focussing on how life changed after WWI 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 lives of significant people such as</p>	<p>Empire of Benin (Innovation, Civilisation, Migration.)</p> <p>To start the learning journey we will explore Africa's big picture and put the period of Benin onto a timeline to understand the chronology. We will explore artefacts from the period of time to discover what life was like - questioning the reliability of these sources too. We will look at traditional oral stories about the time</p>

		<p>use to gather our understanding about the war. (NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)</p> <p>Concepts: Chronology, Significance, Cause and consequence, Duration, Interpretation Strands: Economic, cultural, political, social, environmental</p>	<p>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) (NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)</p> <p>Concepts: Chronology, Significance, Culture, Cause and consequence Strands: Economic, cultural, political, social</p>	<p>period too - deciding which we believe gives us a better interpretation. (environmental, social history) We will also look at the religious beliefs of the time. Finally we will explore why the empire became so powerful and significant but also explain reasons for its eventual end. (environmental, political, cultural history) (NC: A non-European study that provides contrasts with British History)</p> <p>Concepts: Significant changes, Chronology, Change and continuity, Cause and consequence Strands: Famous people, economic, cultural, political</p>
	<p style="text-align: center;"><u>Key Skills:</u></p> <p style="text-align: center;">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</p>			

Subject Overview

Subject: History

2020-2021