

# HISTORY OVERVIEW

## KNOWLEDGE, SKILLS & VOCAB



| Year & Topic                      | National Curriculum Objective  | Concept  | Previous Learning  | Key Skills  | Subject Specific Knowledge   | Vocabulary  |
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| <b>Y1</b><br><b>A Toy's Story</b> | <p><i>Pupils should be taught about:</i></p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> | <p><b>Historical Terms</b></p> <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Historical Enquiry</b></p> | <ul style="list-style-type: none"> <li>In FS2, children will begin to use language associated with the passing of time.</li> <li>In FS2, through exploring transport, children will know that the passage of time changes the world around them.</li> <li>In FS2, children would have sorted modes of transport into past and present.</li> <li>In FS2, children will listen to talks</li> </ul> | <p>Use appropriate terminology relating to the passing of time.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>Recognise differences between the past and the present and identify changes within different time periods.</p> <p>Obtain ideas about the past from pictures, stories, visitors, family members and experts – discussing their reliability.</p> | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>Children can describe what toys are made from today and explain how they work</li> <li>Children can use sources to find out about toys from the past, including toys used by their parents and grandparents</li> <li>Children can name at least 3 popular toys from the past</li> <li>Children can identify similarities and differences between toys in the past and toys used today</li> <li>Children can explain how and why toys have changed over time</li> <li>Children can explain how these changes have impacted on the toys they play with today.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li><b>What are toys made from today and how do they work?</b></li> <li><b>How can I find out about toys from the past?</b></li> </ul> | <p><b>Key Vocab</b></p> <p>today, modern, new, present, now, 21<sup>st</sup> century, past, then, before, after, old, older, 20<sup>th</sup> century, oldest, newer, newest, Victorian, future, approximately, chronology, current, differences, during, era, generation, handmade, often, plastic, similarity, usually, wood</p> |

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|                |   | Communicate and Organise Ideas   | <ul style="list-style-type: none"> <li>about other people's past.</li> <li>In FS2, children would have been able to discuss the lives of other people.</li> </ul>   | <p>Find answers to simple questions about the past through investigating different sources of information – such as artefacts or photos.</p> <p>Give simple phrases to describe objects, people or events in history.</p> <p>Communicate knowledge through either discussion, drawing pictures, role play or use of ICT.</p>   | <ul style="list-style-type: none"> <li>How are my toys different from toys used in the past?</li> <li>How have toys changed over time and why did these changes happen?</li> <li>How do you think toys might continue to change in the future?</li> </ul> <p><i>END POINT: Design a toy from the future!</i></p>   |  |
| Y1 School Days | <p><i>Pupils should be taught about:</i></p> <p><i>Changes within living memory revealing aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally.</i></p> <p><i>The lives of significant individuals who have contributed to national or international achievements.</i></p> | <p>Historical Terms</p> <p>Chronological Knowledge and Understanding</p> <p>Continuity and Change</p> <p>Cause and Consequence</p> <p>Similarity and Difference</p> <p>Significant Events and People</p> <p>Interpreting Ideas</p> <p>Historical Enquiry</p> | <ul style="list-style-type: none"> <li>In FS2, children talk about past and present events in their own lives and in the lives of family members. Use this to explain when the Victorian Period took place.</li> <li>In FS2 and Y1, children would have sorted transport and toys into past and present.</li> <li>In Y1, children have already heard terminology related to the passing of time, such as present, past etc.</li> <li>In Y1, children will have handled artefacts</li> <li>In Y1, children will be able to recognise difference</li> </ul> | <p>Use appropriate terminology relating to the passing of time.</p> <p>Describe things that have happened to myself or other people in the past</p> <p>Match objects to people of different ages.</p> <p>Recognise differences between the past and the present and identify changes within different time periods.</p> <p>Recall episodes about events and people in the past.</p> <p>Recognise and make simple observations about who was important in an historical event or period</p> | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>The Victorians were people who lived during the reign of Queen Victoria.</li> <li>Children were made to work in dangerous factories and mines. They worked for many hours a day, many poor children lived in workhouses.</li> <li>The law changed in 1870. It said all children aged 5-13 had to go to school.</li> <li>For many years, only children of rich families went to school or were taught at home by a teacher called a governess. Poor children couldn't go to school as they had to work to earn money. In 1893, the law changed to allow all children to go to school for free.</li> <li>In Victorian schools, boys and girls were separated</li> <li>Children sat in rows and copied letters and numbers from a blackboard onto slate</li> <li>Classrooms were tightly packed with lots of children – sometimes, over 100 children were packed in the same</li> </ul> | <p><b>Key Vocab</b></p> <p>Cane, Dunce, Factory, Ink Pot, Past, Present, Quill, Reign, Workhouse, Significant Person, Queen Victoria, Lord Shaftsbury, Education Act, Rich, Poor, Law, Governess, Victorian, Slate, Blackboard</p> |

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|                      | <p><i>Some should be used to compare aspects of life in different periods - Queen Victoria and Queen Elizabeth II.</i></p> | <p><b>Organise and Communicate Ideas</b></p>               | <ul style="list-style-type: none"> <li>between the past and present.</li> <li>In FS2 and Y1, children would have obtained ideas about the past from stories, visitors, family members and experts.</li> </ul> | <p>Find answers to simple questions about the past through investigating different sources of information – such as artefacts and photos</p> <p>Give simple phrases to describe objects, people or events in history</p> <p>Write simple sentences about a period of time or significant individual</p> <p>Communicate knowledge through either discussion, drawing pictures, role play or use of ICT</p> | <p>room! Children had to be silent all the time &amp; not allowed to ask questions.</p> <ul style="list-style-type: none"> <li>Teachers were strict and used the dunce's cap and the cane to punish children if the teacher thought they were not working hard enough or if their work was messy.</li> <li>Reading, Writing and Arithmetic – the 3 R's – were the most important lessons alongside religious instruction.</li> <li>There were no school dinners so children went home at lunchtime.</li> <li>Compare achievements of Queen Victoria's reign to the reign of Queen Elizabeth II in regards to how aspects of life changed. Which reign was more important for Britain?</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>What was life like as a Victorian child at the start of Queen Victoria's reign?</li> <li>What significant event happened in 1870 that changed the lives of children forever?</li> <li>What was a typical day like for a child in a Victorian classroom?</li> <li>What other significant changes did Queen Victoria make to people's lives during her reign?</li> <li>How do the achievements of Queen Victoria and Queen Elizabeth II compare?</li> </ul> <p><i>END POINT: Victorian Classroom Day</i></p> <ul style="list-style-type: none"> <li>Create a visual timetable for a Victorian classroom</li> </ul> |   |
| <p><b>Year 1</b></p> | <p><i>Pupils should be taught about:</i></p>   | <p><b>Historical Terms</b></p> <p><b>Chronological</b></p> | <ul style="list-style-type: none"> <li>In FS2, children have been required to talk about the recent past in their own lives. This could</li> </ul>  | <p>Use appropriate terminology relating to the passing of time</p>  | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>Children will be able to identify features of a seaside holiday through linking learning to self (where</li> </ul>   | <p><b>Key Vocab</b></p> <p>Local Area, National Trip, Seaside Resort,</p> |

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| <p><b>By The Seaside</b></p> | <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> | <p><b>Knowledge and Understanding</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Historical Enquiry</b></p> <p><b>Organise and Communicate Ideas</b></p> | <p>link with recounting a previous seaside holiday.</p> <ul style="list-style-type: none"> <li>In FS2 and Y1, children will have used appropriate terminology related to the passing of time.</li> <li>In School Days, children will have explored how wealth affected the life experience of children (attending school).</li> <li>In Y1, children will have explored the achievements of Queen Victoria's reign – one being the introduction of bank holidays.</li> <li>In FS2 and Y1, children have ordered pictures and artefacts into now and then.</li> <li>In Y1, children have also had the opportunity to recognise similarities and differences between toys and school life from different periods.</li> </ul> | <p>Describe things that have happened to myself or other people in the past</p> <p>Sequence 3 or 4 artefacts from distinctly different periods</p> <p>Recognise the differences between the past and the present and identify changes within different time periods</p> <p>Recall episodes about events and people in the past</p> <p>Suggest why some people acted in the way they did</p> <p>Obtain ideas about the past from pictures, stories, visitors, family members and experts – discussing reliability.</p> <p>Find answers to simple questions about the past through investigating different sources of information – artefacts &amp; photos.</p> <p>Give simple phrases to describe objects, people or events in history</p> <p>Write simple sentences about a period of time or events in history</p> <p>Communicate knowledge through either discussion, drawing pictures, role play or ICT.</p> | <p>possible) or through using different sources.</p> <ul style="list-style-type: none"> <li>Using different sources, children should be able to identify what seaside holidays were like in the past for both Edwardian and Victorian people.</li> <li>Children should know that seaside holidays were initially enjoyed by the rich and then how this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach.</li> <li>Children be able to order pictures of seaside holidays in chronological order</li> <li>Children will be able to identify similarities and differences between seaside holidays now and in the past.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li><b>What attracted people to head to seaside resorts in Edwardian times?</b></li> <li><b>What was a holiday like for people in Edwardian times?</b></li> <li><b>When did seaside holidays start to become popular?</b></li> <li><b>What was a seaside holiday like for a Victorian child?</b></li> <li><b>Where did you go on holiday if you was a Victorian child?</b></li> <li><b>What is similar and what is different to seaside holidays today?</b></li> </ul> <p><u>End Point: Victorian Postcard</u></p> <p>Children are to write a postcard from the seaside during the Victorian period.</p> | <p>Tourists, Feature, Physical Feature, Human Feature, Pier, Promenade, Victorian, Edwardian, Sea Bathing, Attractions, Bay, Harbour, Climate</p> |
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| <p><b>Year 2<br/>London's<br/>Burning</b></p> | <p><i>Events beyond living memory that are significant nationally – The Great Fire of London.</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <ul style="list-style-type: none"> <li>In Y1, children will have used appropriate terminology related to the passing of time.</li> <li>In Y1, children would have used different sources of information (photos and artefacts)</li> <li>In Y1, children would have compared similarities and differences between the past and the present in the context of toys, school life and holidays.</li> </ul> | <p>Recognise that dates are used to identify events in the past</p> <p>Describe memories of key events in either their own or other people's lives.</p> <p>Sequence events, photos and objects in time closer together</p> <p>Organise photographs from different periods of time</p> <p>Identify differences between ways of life at different times</p> <p>Begin to give simple reasons why changes occurred in the past</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Discuss reliability of photos, accounts and stories from the past</p> <p>Use various sources – either through observing or handling – to answer questions about the past based on simple observations</p> <p>Give simple phrases to describe objects, people or events in history</p> <p>Write simple sentences about a period of time or significant individual</p> | <p><b><u>Specific Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that the fire spread very quickly because the houses were built very close to each other and were made from wood</li> <li>Know that London was infested by rats and that they were responsible for the plague</li> <li>Know that the type of fire appliances used in those days could not cope with the fire</li> <li>Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless</li> <li>Know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened</li> <li>Know that the fire started in a bakery in Pudding Lane in London.</li> <li>Thomas Farriner was the owner of the bakery. He was baker to King Charles II, who was King at the time of the time.</li> <li>Know that Sir Christopher Wren was tasked with redesigning London after the fire, considering the design carefully to stop a great fire happening again.</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>How can we work out why the Great Fire of London started?</li> </ul> | <p><b><u>Key Vocab</u></b></p> <p>Bakery, London, River Thames, diary, eye-witness, embers, fire-hooks, fire-break, flammable, St Paul's Cathedral, 17<sup>th</sup> Century, Rebuilt, Leather Bucket, London, Pudding Lane, Tower of London, Christopher Wren, Plague, Unhygienic</p> |
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|                                   |   |  |   | Communicate knowledge through either discussion, drawing picture, role play or use of ICT   | <ul style="list-style-type: none"> <li>• <b>What happened during the Great Fire of London and how do we know?</b></li> <li>• <b>Why did the Great Fire of London burn down so many houses?</b></li> <li>• <b>Could more have been done to slow down the spread of the fire?</b></li> <li>• <b>How did people manage to live through the Great Fire of London?</b></li> <li>• <b>Was London better after the Great Fire of London?</b></li> <li>• <b>How did the Great Fire of London influence modern day buildings?</b></li> <li>• <b>How do modern appliances used to tackle fires today compare to the appliances used to tackle the Great Fire of London?</b></li> </ul> <p><u>End Point:</u></p>                |  |
| <b>Y2<br/>Up, Up and<br/>Away</b> | <p><i>Pupils should be taught about:</i></p> <p><i>Events beyond living memory that are significant globally - The First Aeroplane Flight</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <ul style="list-style-type: none"> <li>• <i>In FS2, children would have looked at modes of transport and sorting the between then and now.</i></li> <li>• <i>In Y2, children will have looked at how the fire service has evolved into using an emergency service in the air.</i></li> <li>• <i>In Y2, children have begun to look at dates to build up an idea of Chronology.</i></li> </ul> | <p>Recognise that dates are used to identify events in the past</p> <p>Describe memories of key events in either their own or other people's lives.</p> <p>Sequence events, photos and objects in time closer together</p> <p>Organise photographs from different periods of time</p> <p>Begin to give simple reasons why changes occurred in the past</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> | <p><b><u>Specific Knowledge</u></b></p> <ul style="list-style-type: none"> <li>○ Leonardo da Vinci designed the first flying machine in the 1480s, called the Ornithopter, but he did not ever manage to build it.</li> <li>○ The first successful aeroplane flight was made in America by the Wright brothers in 1903</li> <li>○ The first all-British powered flight took place on Walthamstow Marsh near Springfield Park in 1909</li> <li>○ Aircrafts are used for many different reasons: to move people from place to place, to move goods from place to place, for entertainment, by the emergency services and military</li> <li>○ In addition to aeroplanes, other aircraft include helicopters,</li> </ul> | <p><b><u>Key Vocab</u></b></p> <p>Gliders,<br/>Aircraft,<br/>Engine,<br/>Propeller,<br/>Navigator,<br/>Pilot, Flight,<br/>Atlantic Ocean,<br/>Concorde,<br/>Boeing</p> |

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|                        | <p><i>international achievements.</i></p>   |   | <ul style="list-style-type: none"> <li>In Y1 and Y2, children have explained why a significant individual or event has changed the course of history.</li> <li>In Y1, children will have looked at their own experience of seaside holidays and some would have used aeroplanes to travel.</li> </ul> | <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos, accounts and stories from the past</p> <p>Understand the term significant and explain why a significant individual is important</p> <p>Use various sources - either through observing or handling - to answer questions about the past based on simple observations</p> <p>Give simple phrases to describe objects, people or events in history</p> <p>Write simple sentences about a period of time or significant individual</p> <p>Communicate knowledge through either discussion, drawing picture, role play or use of ICT</p> | <p>gliders, hot air balloons, fighter jets, biplanes, stunt planes and even hovercrafts.</p> <ul style="list-style-type: none"> <li>Amelia Earhart was the first woman to fly across the Atlantic Ocean in 1928.</li> <li>Bessie Coleman was the first black woman to become an aviator in the 1920s.</li> <li>Sir Frank Whittle invented the turbojet engine. This allowed planes to fly higher, faster and further than previous types of engine. These engines are used today to take us on holidays.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>When was the first flying machine invented?</li> <li>Who were the Wright brothers?</li> <li>Why do we use aircrafts?</li> <li>What are the different types of aircrafts?</li> <li>Who were significant individuals in the history of flight?</li> <li>Did the British play a pivotal role in the history of air travel?</li> </ul> <p><u>End Point: Factfile</u></p> <p><i>Children are to create a factfile about a significant individual/s in the history of air travel.</i></p> |   |
| <p><b>Y2 Space</b></p> | <p><i>Pupils should be taught about:</i></p> <p><i>Events beyond living memory that are</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> | <p>In Y2, they have just completed the topic on Up, Up and Away about the history of flight. The topic is about the</p>   | <p>Recognise that dates are used to identify events in the past</p> <p>Describe memories of key events in either their own or other people's lives.</p>  | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>Before the Apollo 11 flight mission, people had been in space as part of the Space Race but had not yet been to the moon.</li> </ul>   | <p>Orbit, atmosphere, spacewalk, rocket, re-entry, mission,</p> |

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| <p><i>significant nationally or globally - First Man on the Moon</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Armstrong and Columbus).</i></p> <p><i>Significant historical events, people and places in their own locality - Helen Sharman.</i></p> | <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <p><i>next step in air travel to space.</i></p> <p><i>In Y2, they have studied significant individuals/events that played a key part in the history of aviation. These links could be made when discussing significant events and individuals in space travel.</i></p> <p><i>In Y2 topics, children will have encountered dates used to identify key events.</i></p> <p><i>In Y2, children have made links between why changes have occurred in the past – fire-fighting appliances, types of air travel etc.</i></p> | <p>Sequence events, photos and objects in time closer together</p> <p>Identify differences between ways of life at different times.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Compare two versions of a historical event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos, accounts and stories from the past</p> <p>Understand the term significant and explain why a significant individual is important</p> <p>Use various sources - either through observing or handling - to answer questions about the past based on simple observations</p> <p>Give simple phrases to describe objects, people or events in history</p> <p>Write simple sentences about a period of time or significant individual</p> <p>Communicate knowledge through either discussion, drawing picture, role play or use of ICT</p> | <ul style="list-style-type: none"> <li>○ This was to be the next step in space travel.</li> <li>○ On July 16<sup>th</sup> 1969, Saturn 5 was launched. There were three American astronauts on board; Neil Armstrong, Buzz Aldrin and Michael Collins.</li> <li>○ It took four days to reach the moon.</li> <li>○ Neil Armstrong was the first man on the moon. Buzz Aldrin joined him 19 minutes later.</li> <li>○ They gathered moon dirt and rocks to bring back to Earth.</li> <li>○ They also took photographs to show what the moon was like.</li> <li>○ The moon landing was important because it told us that people could travel there and back safely. It would also help us to find out more about space and the moon.</li> <li>○ Neil Armstrong famously said, “One small step for man, one giant step for mankind.”</li> <li>○ Children will compare Neil Armstrong’s life and achievements with that of another famous explorer – Christopher Columbus.</li> <li>○ Children should also be able to create a timeline of historical events in regards to space travel including: first animal in space, first monkey, first male, first female, first British astronaut, first tourist as well as other historical events such as the start of the space race, evidence of scientists finding water on mars etc.</li> <li>○ Children will also learn about Helen Sharman – a significant</li> </ul> |  |
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|  |  |  |  |  | <p>person in their own locality - and her achievements.</p> <ul style="list-style-type: none"> <li>○ Children should also learn about Mae Jemison – the first African American woman to become an astronaut. She joined NASA and was part of the Endeavour space shuttle that orbited Earth for a week in 1992.</li> <li>○ Children should also know about Tim Peake – the first official British astronaut to walk in space. He spent six months living and working on the International Space Station (ISS)</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>● What was the Space Race?</li> <li>● Who were the first men on the moon?</li> <li>● What did the astronauts do whilst on the moon?</li> <li>● Why is <i>'One small step for man, one giant step for mankind'</i> such a historical quote?</li> <li>● What are the similarities and differences between Neil Armstrong and Christopher Columbus?</li> <li>● Whose explorations had the most impact on our lives today?</li> <li>● Can you order the historical events of space travel?</li> <li>● Has anybody from Sheffield ever been into space?</li> <li>● Can you name significant individuals who have travelled into space and explain why their travels were significant?</li> </ul> |  |
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|   |   |  |   |   | <p><u>End Point: Non-Chronological Report</u></p> <p>Children are to create a non-chronological report about the subject of Space, including knowledge built up during the course of the unit.</p>  |   |
| <p><b>Y3</b></p> <p><b>Through the Ages</b></p> | <p><i>Pupils should be taught about:</i></p> <p><i>Changes in Britain from the Stone Age to the Iron Age.</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <p>In Y2, children will have recognised that dates are used to identify events from the past.</p> <p>In Y2, children will have sequenced events, photos or objects in time close together.</p> <p>In Y2, children will have used a variety of sources to find answers to questions from the past.</p> <p>In Y2, children would have been explaining why a significant individual may have been important in history – Amelia Earhart, Neil Armstrong etc.</p> | <p>Use dates and terms related to the period of history being studied</p> <p>Place the period of time studied on a timeline</p> <p>Understand that a timeline can be divided into BC and AD</p> <p>Sequence several events or artefacts from a period of time studied</p> <p>Find out about everyday lives of people in the studied period of time</p> <p>Identify reasons for and results of people’s actions</p> <p>Understand why people may have wanted to do something</p> <p>Identify and give reasons for the different ways in which the past is represented</p> <p>Explore different representations of the period - museums, cartoons etc.</p> <p>Identify and describe historically significant people and events in situations</p> <p>Observe small details on artefacts and pictures encountered</p> | <p><u>Specific Knowledge</u></p> <ul style="list-style-type: none"> <li>○ Children will know that there were 3 distinct periods of time which significant developments in human existence occurred.</li> <li>○ The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe</li> <li>○ The Bronze Age was followed by the Iron Age when the tools and weapons became more advanced and were used for farming, hunting and fighting.</li> <li>○ The Palaeolithic Age refers to the period between 3 million years ago and 10,000 years ago (3,000,000 – 8000 BC) where tools were used by humans (known as hunter-gatherers) for hunting and fishing. People who lived in the early Stone Age lived in caves or very simple shelters.</li> <li>○ The Middle Stone Age (the Mesolithic Age) was between 8000 – 4000 BC. During the Middle Stone Age, Britain was linked to Europe by a strip of land called Doggerland. People in Britain set up camp along the British coast and on riverbanks. Hunters often worked together as a team, using</li> </ul> | <p><u>Key Vocab</u></p> <p>Archaeologist, Artefact, Monument, Site, Winter Solstice, Summer Solstice, Preserve, Tribes, Flint, Settlement, Homo Sapiens, Agriculture, Era/Period, Hill Fort</p> |

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|  |  |  | <p>In Y2, children would have identified differences in the way of life between two different points of history – (London, Columbus and Armstrong).</p> | <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Recall, select and organize historical information</p> <p>Communicate knowledge about the past through using different genres of writing, through drawing, data-handling, drama, role-play and the use of ICT</p> | <p>spears, bows and arrows. People also tamed wolves so they could work as hunting dogs and guard their camps.</p> <ul style="list-style-type: none"> <li>○ During the Neolithic Age, agriculture began, crops were grown and permanent structures of community were built (Stonehenge).</li> <li>○ The Stone Age was followed by the Bronze Age and this is when humans started to use metal.</li> <li>○ The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.</li> <li>○ Children know how Britain changed between the beginning of the Stone Age and the Iron Age.</li> <li>○ Children know the main differences between the Stone, Bronze and Iron Ages.</li> <li>○ Children should be able to sequence artefacts and events across the 3 eras upon a timeline</li> <li>○ Children can analyse what evidence exists for pre-history including cave paintings, artefacts and significant settlements like Skara Brae.</li> <li>○ Children will observe and experience life as a cave dweller at Creswell Crags, exploring everyday life and challenges.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>● What was Stone Age Britain like?</li> </ul> |  |
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|  |   |   |  |  | <ul style="list-style-type: none"> <li>• How do we know that the Stone Age even existed?</li> <li>• Why was the Stone Age broken down into three different time periods?</li> <li>• What was Bronze Age Britain like?</li> <li>• What was Iron Age Britain like?</li> <li>• What do artefacts tell us about daily life in the Stone Age and Iron Age?</li> <li>• How had Britain changed from the beginning of the Stone Age to the end of the Iron Age? (<i>comparing transport, farming, forts, homes, diet, religious beliefs and technology to modern life</i>)</li> <li>• Can you sequence the main events of the three distinct time periods?</li> <li>• Why would people want to settle in Britain at this time?</li> <li>• What did people look like in the Stone Age? (Case Study – The Cheddar Man – Black British History in the Curriculum).</li> </ul> <p><u>End Point: Property Guide</u><br/> <i>Children are to write a property guide describing Stone Age dwellings.</i></p> |  |
| <b>Y3</b><br><b>It's All Greek to Me</b> | <i>Pupils should be taught about:</i><br><br><i>Ancient Greece - a study of Greek life and achievements</i> | <b>Chronological Knowledge and Understanding</b><br><br><b>Historical Terms</b><br><br><b>Historical Enquiry</b><br><br><b>Interpreting Ideas</b> | <i>In Y3, children have studied the Stone, Bronze and Iron Ages. In terms of chronology, Ancient Greece can be placed close to the Iron Age.</i> | Use dates and terms related to the period of history being studied<br><br>Place the period of time studied on a timeline<br><br>Understand that a timeline can be divided into BC and AD | <b>Subject Knowledge</b> <ul style="list-style-type: none"> <li>• Know some of the main characteristics of the Athenians and the Spartans</li> <li>• Know about and can talk about the struggle between the Athenians and the Spartans</li> </ul>  | Athens, Sparta, Athenians, Spartans, Greece, Ancient, Democracy, Olympics, |

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|  | <p><i>and their influence on the western world.</i></p> | <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <p>In Y3, children would have studied what life was like at the end of the Iron Age, in regards to transport, diet, farming, forts and ports.</p> <p>In Y3, children would have looked at timelines in detail looking at BC and AD and placed specific periods of time on this timeline.</p> <p>In Y3, children would have described what was important to people in the past.</p> <p>In Y3, children would have explored the activities, clothes, buildings, food, way of life and culture of the past.</p> <p>In Y3, children would be exploring a variety of sources independently.</p> <p>In Y3, children would have looked at different periods in the past identifying similarities and</p> | <p>Sequence several events or artefacts from a period of time studied</p> <p>Find out about everyday lives of people in the studied period of time</p> <p>Compare the period of time studied with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Identify and give reasons for the different ways in which the past is represented</p> <p>Distinguish between different sources of information and discuss their reliability</p> <p>Explore different representations of the period - museums, cartoons etc.</p> <p>Identify and describe historically significant people and events in situations</p> <p>Use a variety of sources to find out about the period of time being studied</p> <p>Observe small details on artefacts and pictures encountered</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Recall, select and organize historical information</p> | <ul style="list-style-type: none"> <li>• Know about the influence the gods had on Ancient Greece</li> <li>• Know that the Ancient Greeks held many festivals in honour of their gods</li> <li>• Know about the link between the Ancient Greeks and the modern Olympics and know at least five different sports from the Ancient Greek Olympics</li> <li>• Know that events included wrestling, boxing, long jump, javelin, discus and chariot racing</li> <li>• Know that the Ancient Greeks are associated with bringing democracy to the World</li> <li>• Know that most Ancient Greeks wore a chiton, which was a long t-shirt made from one large piece of cotton. The slaves, however, had to make do with a loincloth.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• <b>When did the Ancient Greeks rule?</b></li> <li>• <b>How did the Ancient Greeks defend themselves from attack?</b></li> <li>• <b>How were the Olympic games in Ancient Greece different from the games held today?</b></li> <li>• <b>How did the Gods influence Ancient Greece?</b></li> <li>• <b>What can we learn about Greek society from their myths and legends?</b></li> <li>• <b>How did the Ancient Greeks decide their laws?</b></li> <li>• <b>What Ancient Greek customs and inventions do we still have today?</b></li> </ul> | <p>Gods, Influence, Society, Festivals, , Laws, Chiton, Loincloth, Modern Olympics, Ancient Olympics Democratic Military</p> |
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|                         |  |  | differences (Stone and Iron Age).   | Communicate knowledge about the past through using different genres of writing, through drawing, data-handling, drama, role-play and the use of ICT  | <ul style="list-style-type: none"> <li>Was Ancient Greek society fair?</li> </ul> <p><i>End Point: Newspaper Report</i><br/>Children are to write a newspaper report based on the Ancient Greek Olympics.</p>  |  |
| Y3<br>Made In Sheffield | <p><i>Pupils should be taught about:</i></p> <p><i>A local history study</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <ul style="list-style-type: none"> <li>In Y1, children have learnt their address including the city they live in.</li> <li>In Y1, children will have located Sheffield on a map.</li> <li>In Y1, children would have completed local fieldwork.</li> <li>In Y1, children would have explored human and physical characteristics of the city.</li> <li>In Y3, children will now the location of Sheffield and neighbouring towns and cities.</li> <li>In Y3, children know find out important information about the city including population, size and physical features.</li> <li>In Y3, children will know</li> </ul> | <p>Use dates and terms related to the period of history being studied</p> <p>Place the period of time studied on a timeline</p> <p>Understand that a timeline can be divided into BC and AD</p> <p>Sequence several events or artefacts from a period of time studied</p> <p>Find out about everyday lives of people in the studied period of time</p> <p>Compare the period of time studied with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Identify and give reasons for the different ways in which the past is represented</p> <p>Distinguish between different sources of information and discuss their reliability</p> <p>Explore different representations of the period - museums, cartoons etc.</p> | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>Sheffield is famous for making cutlery (like knives, forks and spoons).</li> <li>People in Sheffield have made cutlery for a very long time (a Sheffield-made knife is referred to in Chaucer's "Canterbury Tales", a book from the Middle Ages).</li> <li>Sheffield is also famous for making steel. Benjamin Huntsman discovered the crucible technique for making steel in 1740.</li> <li>In 1856, Henry Bessemer invented the Bessemer converter steelmaking furnace. Henry moved to Sheffield to make steel.</li> <li>Later, in 1912, Harry Brearly invented stainless steel in Sheffield.</li> <li>Back in the 18<sup>th</sup> century, Sheffield was a busy market town now.</li> <li>Around the castle walls were streets of houses and shops and behind these were gardens, yards, pigsties, paddocks and cutlery workshops known as smithies. The cutlery makers in these smithies were known as 'little mesters'.</li> <li>The 'little mesters' were individual craftsmen who worked independently, completing steel items from start to finish.</li> </ul> | <p><b>Key Vocab</b></p> <p>Cutlery, Steel, Crucible, Bessemer Converter, Stainless Steel, Market Town, Workshops, Smithies, Little Mesters, Craftsmen, Inventions, Transported, Packhorses, Industrial Revolution, Steelworks, Buffer Girls,</p> |



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|  |  |  | <p>significant places in the city and identified them on a map.</p> <ul style="list-style-type: none"> <li>In Y3, children have used compass points to follow directions in Sheffield.</li> <li>In Y3, children will have explored transport links across the city, including how railways and canals are important to our economy.</li> <li>Further to this, as this is a local area historical study, children will bring a range of knowledge from their own childhood experiences.</li> <li>In Y2, children would have recognised key dates and events.</li> <li>In Y2, children would have looked at why changes have occurred in the past.</li> <li>In Y2, children would have explored why</li> </ul> | <p>Identify and describe historically significant people and events in situations</p> <p>Use a variety of sources to find out about the period of time being studied</p> <p>Observe small details on artefacts and pictures encountered</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Recall, select and organize historical information</p> <p>Communicate knowledge about the past through using different genres of writing, through drawing, data-handling, drama, role-play and the use of ICT</p> | <ul style="list-style-type: none"> <li>○ Around this same time, exciting new inventions happened in Sheffield!</li> <li>○ A watchmaker named Benjamin Huntsman was unhappy with the steel he was using for clock springs. He did many experiments and in 1742 he found a way to make better steel in clay pots called crucibles.</li> <li>○ Soon everyone wanted to use his steel and Sheffield became known around the world for its steelmaking.</li> <li>○ At this time heavy goods were transported by packhorses on carts. It was very slow. But in 1751 a canal was dug as far as Tinsley. In 1819 it was brought to the town so heavy goods could go by barges and boats.</li> <li>○ In the 1780s Sheffield's steel and iron producers began using steam powered engines.</li> <li>○ Workers came from the countryside to Sheffield and by 1736 there were 10,121 people living in the town.</li> <li>○ By 1801 this has grown to 31,314. The Industrial Revolution was changing Sheffield.</li> <li>○ Sheffield now changed at an amazing rate.</li> <li>○ A new railway station opened on 31<sup>st</sup> October 1838.</li> <li>○ Enormous steel works were built in the Lower Don Valley.</li> <li>○ They could use the railway to bring in coal and iron and send out finished goods.</li> </ul> |  |
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|  |  |  | <p>people did things and what happened as a result.</p> <ul style="list-style-type: none"> <li>• In Y2, children would have looked at why significant individuals were important.</li> <li>• In Y2, children would have described objects from the past.</li> </ul> |  | <ul style="list-style-type: none"> <li>○ In 1858 Henry Bessemer opened a steel works using his own invention the Bessemer Converter. This could make huge amounts of steel very fast. It was used to make railway tracks around the world.</li> <li>○ With improved technologies for creating more and more steel faster and for transporting more and more steel, faster, Sheffield's steel industry grew and grew</li> <li>○ New factories were popping up and offered more jobs than ever. They were often built near railways or canals- why do you think that was?</li> <li>○ People would move to Sheffield to work</li> <li>○ The factories opened 24 hours a day- why do you think they never closed?</li> <li>○ Sheffield became world famous for its steel.</li> <li>○ Many children did not go to school fulltime. Some were sent out to work by age 11. Boys worked in the steel works and girls became buffer girls. A Buffer girl's role including polishing machines and buffing the steel cutlery and teapots to make them shine. It was dirty work and the buffer girls' hands often got scratched or burned. They wore brown paper aprons to soak up splashes of oil and protect their clothes. The boys were also doing a hard and dirty job, working in the steel works-</li> </ul> |  |
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|  |  |  |  |  | <p>with molten steel and huge machinery- was highly dangerous</p> <ul style="list-style-type: none"><li>○ Harry Brearley made his name as a metallurgist when he discovered stainless steel in 1913.</li><li>○ He was born in 1871 into a poor family who lived in one room at the back of Spital Street in Sheffield.</li><li>○ His father was a steel worker at Thomas Firth &amp; Sons and his mother was paid to wash clothes to support a family of nine children.</li><li>○ Harry got a job as a bottle washer in the chemical laboratory at Firth's. He began to study metallurgy and learnt so quickly that he was able to set a up his own laboratory.</li><li>○ In 1913, whilst working at Firth Brown's research laboratory, he made the discovery that adding chromium to molten iron produced a metal that did not rust.</li><li>○ This gave new life to the steel industry in Sheffield and made this way of making steel World famous. Nobody wanted to eat their dinner with rusty cutlery- did they?</li><li>○ Most of the steel you will see around these days is stainless, as it does not rust.</li><li>○ Sadly, the steel industry is no longer a booming business like it was in Sheffield all those years ago.</li><li>○ Different countries are now also making steel, and often selling it for a cheaper price than we can here in Sheffield.</li></ul> |  |
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|  |  |  |  |  | <ul style="list-style-type: none"> <li>○ For that reason, many of the steel works are now closed down.....</li> <li>○ But always remember- we invented it and it was OUR industry. An industry to be proud of and an industry that put Sheffield on the map!</li> <li>○ The first football team in the <b>WORLD</b> is from Sheffield, Sheffield F.C., set up in 1857.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>● What did Sheffield look like as a market town in the 18<sup>th</sup> Century?</li> <li>● What was turning point in 1742 that made Sheffield become famous around the world for its production of steel?</li> <li>● Why did the transportation of heavy goods need to change and how did this change over the years?</li> <li>● How did the steel industry grow and what effect did this have on the city as a whole?</li> <li>● Who invented the Bessemer Converter and what was it's impact?</li> <li>● Why did the steel factories open for 24 hours a day and never close?</li> <li>● Was it only men that worked in the steelworks?</li> <li>● Who was Harry Brearly and what was his impact on the production of steel?</li> <li>● Other than steel, is Sheffield famous for any other things?</li> </ul> <p><i>End Point: Sheffield Scrapbook</i></p> |  |
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|                      |   |  |  |   | Children will complete a scrapbook page related to the history of Sheffield with the aim of showcasing these in a presentation event to parents.  |  |
| <b>Y4 Roman Rule</b> | <p><i>Pupils should be taught about:</i></p> <p><i>The Roman Empire and its impact on Britain</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <p>In Y2, children will have knowledge of the four nations - including Scotland - and will be able to use this knowledge to support understanding of the attempted Roman invasions there. In Year 3 the children have knowledge of the Britain during the Iron Age and will be able to use this knowledge to compare to Roman Rule during the same time period. Also within Year 3 children have prior knowledge of Ancient Greece and their inventions, contributions to culture and religious views. Children will build upon their chronological understanding of timelines using BC and AD. In previous topics, children would have experience of acknowledging what was important to people in the past, including daily lives and culture.</p> | <p>Use dates and terms related to the period of history being studied</p> <p>Place significant events and dates on a timeline</p> <p>Use evidence to reconstruct life in the period of time studied</p> <p>Describe similarities and differences between people, events and artefacts studied</p> <p>Describe how the time studied has affected / influenced life today</p> <p>Offer reasonable explanations for events and actions</p> <p>Understand that aspects of the past have been represented and interpreted in different ways to persuade others</p> <p>Evaluate the usefulness of different sources of information</p> <p>Construct a detailed profile of a significant individual using a range of historical sources</p> <p>Show an awareness of how people's lives have shaped this nation</p> <p>Use evidence to build up a picture of a past event</p> | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how Britain changed from the Iron Age to the end of the Roman occupation</li> <li>Know how the Roman occupation of Britain helped to advance British society – What did the Romans do for us?</li> <li>Know how there was resistance to the Roman occupation and know about Boudica</li> <li>Know about at least one famous Roman emperor e.g. Claudius, Hadrian, Septimius, Severus</li> <li>Know why the Romans came to Britain in the first place</li> <li>Know why Britain was a difficult place to conquer and why the first invasion failed.</li> <li>Romans arrived in Britain from the Roman Empire in Europe and put a Governor in charge.</li> <li>Existing tribes became known as Roman Client Kingdoms.</li> <li>Britain was made up of small settlements but the Romans introduced the idea of a town. Some settlements grew into towns. In these towns, houses were built of stone and tiles for the wealthy.</li> <li>Know that hygiene and sanitation were very important to the Romans and so public baths and drains were built in towns.</li> </ul> | <p>Romans, Occupation, Iron Age, Resistance, Boudica, Emperor, Claudius, Hadrian, Septemius, Severus, Conquer, Invasion, Governor, Tribes, Client Kingdoms, Settlements, Hygiene, Sanitation, Aqueducts, Transport, Polytheistic, Pagan, Society, Gods, Christianity, Persecuted</p> |

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|  |  |  | <p>In previous topics, children will have been exploring a variety of sources and discussing their reliability.</p> <p>In previous topics, children have identified and described historically significant people.</p> <p>In previous topics, children have given reasons for – and what the results of a significant historical event.</p> | <p>Choose relevant material to present a picture of an aspect of life in the period of time studied</p> <p>Ask a variety of questions about the period of time being studied</p> <p>Use the library and internet for research</p> <p>Recall, select and organize historical information</p> <p>Communicate knowledge about the past through using different genres of writing, through drawing, data-handling, drama, role-play and the use of ICT</p> | <ul style="list-style-type: none"> <li>• Know that roads were built to transport food from farms to towns. Aqueducts were built to transport water.</li> <li>• Know that Britain was a polytheistic, pagan society. When the Romans arrived, Roman gods were worshipped as well.</li> <li>• The Roman gods and the Greek gods were the same, but with different names. Jupiter (King of the Gods), Neptune (Sea), Mars (War), Venus (Love), Pluto (Death), Saturn (Time), Mercury (Messenger), Vulcan (Underworld).</li> <li>• Know that Roman traders brought Christianity to Britain. Christians were persecuted for their beliefs under Roman rule.</li> <li>• After two unsuccessful attempts to conquer Scotland, Roman soldiers returned to Rome due to an attacks on their homeland in Italy, and by 410 AD, Britain was free of Roman rule.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Why is the Roman Empire significant and how did it spread?</li> <li>• Why did the Romans want to invade Britain?</li> <li>• How successful were the Roman Army?</li> <li>• What was different about Roman and Iron Age towns?</li> <li>• What religious developments happened at this time?</li> <li>• How did the Romans change Britain and what lasting impacts can we see today?</li> </ul> |  |
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|                 |   |  |   |  | <ul style="list-style-type: none"> <li>• Were people more successful over Roman rule?</li> <li>• Who was Boudica and why was she important?</li> <li>• Why did the Romans leave Britain?</li> <li>• Can you name and describe a famous Roman Emperor?</li> <li>• Are there any similarities or differences between the Greek and Roman Gods?</li> <li>• What historical evidence is there of black culture existing in Roman Britain? (Case Study – The Aurelian Moors and Ivory Bangle Lady from Teaching Black British History)</li> </ul> <p><b>End Point:</b><br/>Instructions on to be gladiator</p>   |   |
| Y4 Anglo-Saxons | <p><i>Pupils should be taught about:</i></p> <p><i>Britain's settlement by Anglo-Saxons and Scots</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <ul style="list-style-type: none"> <li>• Earlier in Y4, children will have developed an understanding of pre-Roman (including the history unit on Through the Ages) and Roman Britain.</li> <li>• In Y2, children will have developed knowledge of the Four Nations.</li> <li>• In Y3, Passport to Europe will give children the locational knowledge of where Vikings</li> </ul> | <p>Use dates and terms related to the period of history being studied</p> <p>Place significant events and dates on a timeline</p> <p>Understand more complex terms related to time e.g. Pre- Post-</p> <p>Use evidence to reconstruct life in the period of time studied</p> <p>Describe similarities and differences between people, events and artefacts studied</p> <p>Describe how the time studied has affected / influenced life today</p> <p>Offer reasonable explanations for events and actions</p> | <p><b>Subject Knowledge</b></p> <ul style="list-style-type: none"> <li>• The Anglo-Saxons came to Britain from Northern Europe to help the Romans in their fight against the Picts and Scots.</li> <li>• The Anglo-Saxons were made up of three tribes: the Angles, Saxons; and Jutes.</li> <li>• They came into Britain from across the North Sea in the middle of the 5<sup>th</sup> Century</li> <li>• The Anglo-Saxons were fierce people who fought many battles, including fighting each other.</li> <li>• The name Angles eventually became 'English' and their land, 'Angle-land', became 'England'</li> <li>• Know that during the Anglo-Saxon period, Britain was divided into many kingdoms</li> </ul> | <p>Anglo-Saxons, Romans, Picts, Scots, Angles, Saxons, Jutes, Tribes, Northern Europe, Divided, Boundaries, Law and Order, Afterlife, Winchester, Shields, Helmets, Weapons, Enemies, Roman Occupation,</p> |

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|  |  |  | <p>have come from.</p> <ul style="list-style-type: none"> <li>Children will build upon their chronological understanding of timelines using BC and AD</li> <li>In previous topics, children would have experience of acknowledging what was important to people in the past, including daily lives and culture.</li> <li>In previous topics, children will have been exploring a variety of sources and discussing their reliability.</li> <li>In previous topics, children have identified and described historically significant people.</li> <li>In previous topics, children have given reasons for – and what the results of a significant historical event.</li> </ul> | <p>Understand that aspects of the past have been represented and interpreted in different ways to persuade others</p> <p>Evaluate the usefulness of different sources of information</p> <p>Construct a detailed profile of a significant individual using a range of historical sources</p> <p>Show an awareness of how people's lives have shaped this nation</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of an aspect of life in the period of time studied</p> <p>Ask a variety of questions about the period of time being studied</p> <p>Use the library and internet for research</p> <p>Recall, select and organize historical information</p> <p>Communicate knowledge about the past through using different genres of writing, through drawing, data-handling, drama, role-play and the use of ICT</p> | <ul style="list-style-type: none"> <li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>Know about how the Anglo Saxons attempted to bring about law and order into the country</li> <li>Know that Anglo-Saxons were buried with their belongings in the belief that they would take them with them into the afterlife</li> <li>Know that Winchester was an important Roman town; however, the Anglo-Saxons adopted it as the capital of the Wessex kingdom.</li> <li>Know that the Anglo-Saxons protected themselves with shields and helmets and had weapons, such as axes and javelins.</li> <li>The Anglo-Saxons built forts and protected villages with high fences to keep enemies and animals out.</li> <li>Know how Britain changed between the end of the Roman occupation and 1066.</li> <li>Alfred the Great was one of the most famous Anglo-Saxon kings and one of the only kings known as great. He bravely fought against the Vikings and then made peace so that the English and Vikings could settle down together. He encouraged people to learn and governed fairly.</li> <li>Know that keeping law and order was the responsibility of everyone in the village. Laws were written by the King to decide punishments</li> </ul> | <p>Alfred the Great, Vikings, Governed, Punishments, Treason, Conquered, Burials, Justice</p> |
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|  |  |  |  |  | <p>and these were issued by the leader of the village.</p> <ul style="list-style-type: none"> <li>• Punishments were often fines but some crimes, such as treason, carried the death penalty. Repeat offenders were punished very harshly.</li> <li>• Know what life was like in Anglo-Saxon times – including food, clothing, religion, education etc.</li> <li>• The Anglo-Saxon period ended when the Normans conquered Britain in 1066.</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>• Who were the Anglo-Saxons?</li> <li>• Why did the Anglo-Saxons invade and how can we possibly know where they settled?</li> <li>• How did the Anglo-Saxons organise their rule in Britain?</li> <li>• What does evidence from Anglo-Saxon burials tell us about their beliefs?</li> <li>• Why was Winchester so important to the Anglo-Saxons?</li> <li>• How were the Anglo-Saxons able to defend themselves against the threat of Vikings?</li> <li>• How great was Alfred the Great?</li> <li>• How effective was Saxon justice?</li> <li>• Would life today be different if the Anglo-Saxons had never invaded Britain?</li> </ul> <p><u>End Point: Non-Chronological Report</u></p> |  |
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| <p><b>Y4</b><br/><b>The Vikings</b></p> | <p><i>Pupils should be taught about:</i></p> <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <ul style="list-style-type: none"> <li>In Y4, children will know how the Anglo-Saxons took over Britain.</li> <li>In Y4, children will know that Britain was already divided into kingdoms.</li> <li>In Y4, children will have knowledge of daily life in Britain under Anglo-Saxon rule.</li> <li>Children will build upon their chronological understanding of timelines using BC and AD</li> <li>In previous topics, children would have experience of acknowledging what was important to people in the past, including daily lives and culture.</li> <li>In previous topics, children will have been exploring a variety of sources and discussing their reliability.</li> </ul> | <p>Use dates and terms related to the period of history being studied</p> <p>Place significant events and dates on a timeline</p> <p>Understand more complex terms related to time e.g. Pre- Post-</p> <p>Use evidence to reconstruct life in the period of time studied</p> <p>Describe similarities and differences between people, events and artefacts studied</p> <p>Describe how the time studied has affected / influenced life today</p> <p>Offer reasonable explanations for events and actions</p> <p>Understand that aspects of the past have been represented and interpreted in different ways to persuade others</p> <p>Evaluate the usefulness of different sources of information</p> <p>Construct a detailed profile of a significant individual using a range of historical sources</p> <p>Show an awareness of how people's lives have shaped this nation</p> <p>Use evidence to build up a picture of a past event</p> | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that Vikings began raiding in 793AD and the sole reason for their invasion was for wealth due to their knowledge of what has been traded previously.</li> <li>Know where the Vikings originated from and show this on a map</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Know that the Vikings had a bad reputation due to their barbaric actions and for targeting monasteries and churches, looting for gold.</li> <li>Know that not all Vikings were warriors. Many came in peace and became farmers.</li> <li>Know that no Vikings wore horns in their helmets</li> <li>Know that the most important Viking British city was York, or Jorvik, as it was known by the Vikings</li> <li>Know the similarities and differences between the Anglo-Saxon and Viking way of life.</li> <li>Know that the lands that the Vikings occupied were known as Danelaw</li> <li>Know that Vikings spoke Norse, which had an alphabet made up of letters called runes.</li> <li>Know that Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.</li> <li>Know that Vikings were pagans and often raided monasteries, looting gold.</li> </ul> | <p>Raid, Trade, Invasion, Originated, Battles, Conflict, Reputation, Barbaric, Monasteries, Looting, Warriors, York, Jorvik, Danelaw, Norse, Runes, Longships, Pagans, Settlements, King Athelstan, Vikings, Land,</p> |
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|  |  |  | <ul style="list-style-type: none"> <li>In previous topics, children have identified and described historically significant people.</li> <li>In previous topics, children have given reasons for – and what the results of a significant historical event.</li> </ul> | <p>Choose relevant material to present a picture of an aspect of life in the period of time studied</p> <p>Ask a variety of questions about the period of time being studied</p> <p>Use the library and internet for research</p> <p>Recall, select and organize historical information</p> <p>Communicate knowledge about the past through using different genres of writing, through drawing, data-handling, drama, role-play and the use of ICT</p> | <ul style="list-style-type: none"> <li>Know that places ending in -thorpe, -thwaite, -toft, -keld, -ness, -by and -kirk are known to be part of settlements during the Viking invasion.</li> <li>King Athelstan was Alfred the Great's grandson and he was the first west Saxon King to effectively rule over the whole of England.</li> <li>Research some of the more famous Vikings, including Erik the Red and Leif Erikson.</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>When and why did the Vikings first invade Britain?</li> <li>What image do we have of the Vikings?</li> <li>Why have the Vikings gained such a negative reputation?</li> <li>Which towns and cities were important to the Vikings?</li> <li>Why did the Vikings target Anglo-Saxon monasteries?</li> <li>How were the daily lives of Anglo-Saxons and Vikings similar?</li> <li>How did the Danelaw impact England?</li> <li>What can we learn about Viking settlements from the study of place endings?</li> <li>Why was King Athelstan significant?</li> <li>How should the Vikings be remembered?</li> </ul> <p><b><u>End Point: Persuasive Writing</u></b></p> <ul style="list-style-type: none"> <li>Non-Chronological Report / Newspaper Report</li> </ul> |  |
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| <p><b>Y5</b><br/><b>The Tudors</b></p> | <p><i>Pupils should be taught:</i></p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <ul style="list-style-type: none"> <li>Throughout the curriculum, there are opportunities for children to gain an understanding of a monarchy and hierarchical society.</li> <li>In previous topics, we have looked at the difference in the life of the rich and poor – such as Victorian times.</li> <li>In Y4, the Anglo-Saxons topic has allowed children to explore the themes of religion and crime and punishment during a different time period.</li> <li>Previously, children will use dates and terms related to the period of history and place significant events on a timeline</li> <li>Describe how the time studied has affected /</li> </ul> | <p>Order significant events, movements and dates on a timeline</p> <p>Use relevant terms and labels for periods of time</p> <p>Make comparisons between different times in the past</p> <p>Know key characters and events in period of time studied.</p> <p>Determine causes and effects of great events and the impact on people using evidence</p> <p>Describe similarities and differences between people, events and artefacts</p> <p>Compare accounts of events from different sources (fact or fiction) and offer reasons for these different version of events</p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Explore and explain how the religious, political, scientific or religious beliefs of a significant individual caused them to behave in such a way.</p> <p>Know how Britain has influenced and has been influenced by the wider world.</p> <p>Begin to recognize primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> | <p><b><u>Specific Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that Henry Tudor defeated Richard III (War of the Roses) to become King of England.</li> <li>Know that the White Rose of York and the Red Rose of Lancaster were joined to create the Tudor Rose.</li> <li>Know that Henry VIII had six wives</li> <li>Know the names and fates of Henry VIII's six wives</li> <li>To discuss the character of King Henry VIII – Hero or Villain? (e.g. he started as good, sensible, reasonable, but later became intolerant, violent and tyrannical).</li> <li>Know that the society in Tudor England was a hierarchical system, with the King at the top.</li> <li>Understand the difference in the life of the rich and poor in society.</li> <li>Know some of the roles in Tudor society (monarch, pope, church, archbishop, bishops, clergymen; noblemen, gentry, yeomen, citizens, labourers, vagrants).</li> <li>Know that crime and punishment in Tudor society was extremely harsh and explore how punishments were different then and now.</li> <li>Know that some reasons Tudors were punished for were treason, blasphemy, spying, murder, witchcraft. To know that there were six Tudor monarchs.</li> </ul> <p><b><u>Key Questions</u></b></p> | <p>Henry Tudor, Richard III, War of the Roses, White Rose of York, Red Rose of Lancaster, Tudor Rose, Henry VIII, Intolerant, Violent, Tyrannical, Society, Hierarchical System, Rich, Poor, Crime and Punishment, Treason, Blasphemy, Spying, Murder, Witchcraft, Monarch Achievements, Reign,</p> |
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|                               |  |  | <p>influenced life today.</p> <ul style="list-style-type: none"> <li>Understand that aspects of the past have been represented and interpreted in different ways to persuade others</li> <li>Construct a detailed profile of a significant individual using a range of historical sources</li> <li>Show an awareness of how people's lives have shaped this nation</li> <li>Use evidence to build up a picture of a past event</li> </ul> | <p>Choose reliable sources of evidence to answer posed questions, realizing that there is often not a single answer to historical questions.</p> <p>Research a topic from the past with increasing confidence, including the use of the library and e-learning.</p> <p>Select and organize information to produce structured work, making appropriate use of dates and terms.</p> <p>Plan and present a self-directed project or research about the studied period</p> <p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p> | <ul style="list-style-type: none"> <li>What happened at the War of the Roses?</li> <li>Why are the Tudors so important to our history?</li> <li>What are the Tudors most famous for?</li> <li>Who was Henry VIII?</li> <li>Did Henry VIII ever get married?</li> <li>What was Henry VIII's greatest achievements as King?</li> <li>How did Henry VIII change over the course of his reign?</li> <li>What was society like in Tudor times?</li> <li>What was crime and punishment like in Tudor society?</li> <li>Were all black Africans that came to Britain slaves? (Case Studies – John Blanke/Five Men of Shama from Teaching Black British History)</li> <li>What does the Tudor period tell us about British people? (Teaching Black British History)</li> </ul> <p><u>End Points: Discussion Piece</u><br/>Henry VIII – Hero or Villain?</p> |  |
| <p><b>Y5 Tomb Raiders</b></p> | <p><i>Pupils should be taught about:</i></p> <p><i>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> | <ul style="list-style-type: none"> <li>Children will have an understanding that this period of time ran alongside other Ancient civilisations such as Ancient Greece, Ancient Rome and the Bronze Age and Iron Age in Britain.</li> <li>In various topics, children will have</li> </ul>  | <p>Order significant events, movements and dates on a timeline</p> <p>Use relevant terms and labels for periods of time</p> <p>Make comparisons between different times in the past</p> <p>Know key characters and events in period of time studied.</p>  | <p><b><u>Specific Knowledge</u></b></p> <ul style="list-style-type: none"> <li>For 3000 years, Ancient Egypt was home to some of the most influential inventions and discoveries in history. The Egyptians developed systems for writing (including hieroglyphics) and mathematics; they used paper (papyrus) and wrote texts on religion, astronomy and medicine. The Egyptians built magnificent buildings, temples and tombs,</li> </ul>   | <p>BC, civilisation, irrigation, silt, hieroglyphics, cartouche, Ra, Amun, Horus, Thoth, Ma'at, Isis, Osiris, Hathor, Anubis, Sekhmet,</p> |

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|  | <p><i>a depth study of Ancient Egypt.</i></p> | <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <p>explored hierarchical systems.</p> <ul style="list-style-type: none"> <li>In Y4, children will have explored how Anglo-Saxons had a belief that there was an afterlife and they were buried with their belongings.</li> <li>In Roman Rule, It's All Greek to Me and Vikings all had their own belief systems about their own Gods.</li> <li>In Y2, children will have a basic geographical understanding of Africa through the Out of Africa unit.</li> <li>In Y3, children will also have explored the importance of the River Nile through the Raging Rivers unit.</li> <li>In Y4, children have studied the Roman Rule and emperors such as Julius Caesar.</li> <li>Construct a detailed profile of a significant individual using a range of historical sources</li> <li>Use evidence to reconstruct life in the period of time studied</li> </ul> | <p>Determine causes and effects of great events and the impact on people using evidence</p> <p>Describe similarities and differences between people, events and artefacts</p> <p>Compare accounts of events from different sources (fact or fiction) and offer reasons for these different version of events</p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Explore and explain how the religious, political, scientific or religious beliefs of a significant individual caused them to behave in such a way.</p> <p>Know how Britain has influenced and has been influenced by the wider world.</p> <p>Begin to recognize primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose reliable sources of evidence to answer posed questions, realizing that there is often not a single answer to historical questions.</p> <p>Research a topic from the past with increasing confidence, including the use of the library and e-learning.</p> <p>Select and organize information to produce</p> | <p>decorating them with pictures, paintings and carvings. The civilisation continued until the death of Cleopatra VII in 30 BC when Egypt fell to the Roman Empire.</p> <ul style="list-style-type: none"> <li>Menes is believed by many to have been the first pharaoh of Ancient Egypt (between 3407 and 3346 BC) – it is said that he became pharaoh so by bringing upper Egypt and lower Egypt together for the first time. He is thought to have even worn both crowns: the white crown of lower Egypt and the red crown of upper Egypt. He built the city of Memphis and made it the capital.</li> <li>Pharaohs were believed to be gods in human form, and so they had power over everything Ramesses II is often considered as the greatest, most powerful Egyptian pharaoh of all – later Egyptians often called him 'The Great Ancestor.' He led the Egyptians into many battles (which were almost always won) and constructed many temples and buildings. His queen, Nefertari, was famed for her beauty.</li> <li>Cleopatra was the last pharaoh of Ancient Egypt, living between 69 BC and 30 BC. After her father's death, the throne was left to 18-year-old Cleopatra and her 10 year old brother, Ptolemy, She quickly became the main ruler. It is believed that then, as ruler, she had all three of her siblings killed.</li> </ul> |  |
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|  |  |  |  | <p>structured work, making appropriate use of dates and terms.</p> <p>Plan and present a self-directed project or research about the studied period</p> <p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p> | <p>She became a close ally of Julius Caesar of Rome and had his baby.</p> <ul style="list-style-type: none"> <li>○ The pharaoh and those that were linked to religion were the most powerful in society. Skilled workers made up the middle classes. Those at the bottom had no power and worked long hours for little return. The pharaoh made peasants farm on the fertile lands. The people of Egypt were able to grow things like wheat, barley, fruit, vegetables, figs and melons.</li> <li>○ The pyramids were built to bury Ancient Egyptian kings and queens. They were designed to be a comfortable place to enjoy the afterlife, and also acted as a display of power and wealth. They were built by peasant farmers who provided labour for the king in return for food, oil and cloth. The building work, which usually took place when farmland was flooded, was overseen by architects and the Vizier (the king's chief minister).</li> <li>○ Hieroglyphics were pictures that Ancient Egyptians used to represent objects, actions, sounds, and ideas. In total, there were more than 700 different hieroglyphics. Some of the pictures stood for whole words. This was one of the first written languages. One of the greatest legacies of ancient Egypt was the invention of papyrus, reed paper.</li> <li>○ Doctors learned about the human body from mummy-makers. They</li> </ul> |  |
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|  |  |  |  |  | <p>set bones and made medicines. Their legacy helped others like the Ancient Greeks to understand the human body, Egyptians even created the first false teeth.</p> <ul style="list-style-type: none"><li>○ Among the many inventions of the ancient Egyptians was the ox-drawn plough and improvements in irrigation. Egyptians also invented the calendar.</li><li>○ The River Nile was central to life in Ancient Egypt; most Egyptians still live along and around it today. It had many uses as it provided silt from annual floods, irrigation, water for drinking and washing, opportunities to fish, ability to trade, mud for making bricks and papyrus plants for making paper. The jobs of many people in ancient Egypt, such as farmers, merchants and builders, relied on the river.</li><li>○ When they died, pharaohs and important or wealthy people in ancient Egypt were mummified. Their organs, with the exception of the heart, were removed. Their body would then be dried in natron salt and wrapped in linen fabric with amulets and a Book of the Dead to take with them in the next life. The mummy would then be put in a sarcophagus (decorated coffin) and placed in a tomb. Ordinary Egyptians were simply buried in the desert.</li><li>○ Some say that Howard Carter found a curse written in hieroglyphs in Tutankhamun's tomb, but hid it to avoid alarming</li></ul> |  |
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|  |  |  |  |  | <p>the workers. However, Lord Carnarvon, who funded the discovery, died within six months of the tomb being opened. Other people involved in the opening of the tomb died in the years following. People say that this evidence suggests that the curse of Tutankhamun's tomb is real.</p> <ul style="list-style-type: none"> <li>○ Shortly after Tutankhamun's tomb was discovered, Lord Carnarvon, who funded the discovery, was bitten by a mosquito. The bite later became infected and he died of blood poisoning. However, Howard Carter and most other people with a link to the project went on to live long lives. People say that this evidence suggests that there is no curse associated with Tutankhamun's tomb.</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>● What were the key inventions and discoveries from the Ancient Egyptian period?</li> <li>● What was the role of the Pharaoh in Ancient Egyptian society?</li> <li>● Who was Cleopatra and why was she significant in Ancient Egyptian civilisation falling under Roman rule?</li> <li>● How was the hierarchical system made up in Ancient Egypt?</li> <li>● What are hieroglyphics?</li> <li>● Why were the pyramids built and what were they used for?</li> <li>● Why was the River Nile central to life in Ancient Egypt?</li> </ul> |  |
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|  |   |  |  |  | <ul style="list-style-type: none"> <li>• What is mummification and why was it done?</li> <li>• How did the process of mummification advance other areas of life?</li> <li>• What was significant about the opening of Tutankhamen's tomb?</li> </ul> <p><i>End Point: Instruction Writing</i><br/>Children are to write instructions about the mummification process.</p>  |  |
| <b>Y5<br/>Crime and<br/>Punishment</b> | <p><i>Pupils should be taught about:</i></p> <p><i>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <p>Through a wide range of topics experienced through school, children have explored the theme of crime and punishment – such as:</p> <ul style="list-style-type: none"> <li>• Y1: In School Days, children looked at punishments for children in school and workhouses.</li> <li>• Y4: In Anglo Saxons, children will have learnt about law and order in this time period – how laws were written and how the King decided on punishments.</li> <li>• Y4: Vikings were known for their barbaric actions.</li> </ul> | <p>Order significant events, movements and dates on a timeline</p> <p>Use relevant terms and labels for periods of time</p> <p>Make comparisons between different times in the past</p> <p>Know key characters and events in period of time studied.</p> <p>Determine causes and effects of great events and the impact on people using evidence</p> <p>Describe similarities and differences between people, events and artefacts</p> <p>Compare an aspect of life across different time periods</p> <p>Compare accounts of events from different sources (fact or fiction) and offer reasons for these different version of events</p> <p>Evaluate sources and identify those that are useful to the task.</p> | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know about crime and punishment in British history and how punishment has changed through the ages – Roman, Anglo-Saxon/Viking, Medieval/Tudor, Early Modern, Victorian, 20<sup>th</sup> and 21<sup>st</sup> Century</li> <li>• The Romans are often remembered for their cruelty. They were well known for their love of blood and gore in their sports such as Gladiator fights and chariot races. They also used many methods of execution, including crucifixion, beheading, strangling, drowning and burying alive. Punishments were designed to deter people away from committing crime and therefore were very harsh.</li> <li>• From age 12, people had to take the 'oath of loyalty', as the Saxon's believed that anyone committing a crime was going against society, and if someone broke the oath, their entire family could be punished. We had a discussion as</li> </ul> | <p>Crime, Punishment, Roman, Anglo-Saxon, Viking, Medieval, Tudor, Early Modern, Victorian, 20<sup>th</sup> Century, 21<sup>st</sup> Century, Cruelty, Gladiator Fights, Chariot Races, Execution, Crucifixion, Deter, Oath of Loyalty, Criminals, Prisons, Fines, Compensation, Wergild, Torture, Widespread, Violence, Heroes,</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>Y5, In Tudor Times, crime and punishment is recognised as extremely harsh and children will have explored how punishments differ from then and now.</li> </ul> <p>Children will have developed their knowledge of timelines and building up a chronology of significant periods of time in our history.</p> <p>Children will have compared different time periods exploring how this has influenced and affected our daily life – offering explanations.</p> <p>Children will have distinguished between different sources and evaluated the usefulness of these sources.</p> <p>Children will have constructed significant individuals of</p> | <p>Explore and explain how the religious, political, scientific or religious beliefs of a significant individual caused them to behave in such a way.</p> <p>Know how Britain has influenced and has been influenced by the wider world.</p> <p>Begin to recognize primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose reliable sources of evidence to answer posed questions, realizing that there is often not a single answer to historical questions.</p> <p>Research a topic from the past with increasing confidence, including the use of the library and e-learning.</p> <p>Select and organize information to produce structured work, making appropriate use of dates and terms.</p> <p>Plan and present a self-directed project or research about the studied period</p> <p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p> | <p>to what the oaths might have said and had a go at writing one for ourselves.</p> <ul style="list-style-type: none"> <li>In Saxon times, there were no prisons. Criminals were punished with fines, executions or by being injured. If you injured or killed someone, you would have to pay the person or their family compensation. This compensation was called wergild. We pretended we had been attacked and hurt, using our multiplication and addition skills we calculated the wergild we would be paid for our injuries.</li> <li>In Medieval times, people believed that the only way to keep order was to make sure that people were scared of the punishments given for crimes, therefore all crimes had harsh punishments - fines, stocks, and torture, mutilations and death were the most common types of punishment. As a class, we discussed which punishment we believed was the worst and if medieval punishments were fair. Then, we focussed on one form of punishment - The Stocks. We researched them then wrote a fact file</li> <li>In Tudor times, there were still no police. Crime – mainly stealing – was widespread, as many poor people could not afford to pay for increasingly expensive food. However, punishments were harsh, in the belief that it would stop others from committing the</li> </ul> | <p>Villains, Penny Dreadfuls, Police Force, Hard Labour, Consequence</p> |
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|  |  |  | <p>certain individuals – showing how they have shaped this nation.</p> <p>Children will have used evidence to build up a picture of the past choosing relevant materials of the time period being studied.</p> |  | <p>same crime. New punishments were created to be even more terrifying than before.</p> <ul style="list-style-type: none"> <li>• Highwaymen were robbers on horseback. They attacked travellers in carriages and worked alone or in small groups. Children should know some of the most famous highwaymen, like Dick Turpin, and explore the concept of where they were heroes or villains.</li> <li>• In the Victorian period, the fear of crime was made worse by books called Penny Dreadfuls containing stories to shock readers with details of horrible crimes. If a child committed a crime, they would receive the same punishment as an adult.</li> <li>• In 1829, Sir Robert Peel introduced the first organised Police force. For the first time in history, prisons became the main form of punishment.</li> <li>• Other forms of punishment included being sent to Australia for hard labour, walking on a treadmill and turning a crank up to 10,000 times a day.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What was Roman legacy of crime and punishment?</li> <li>• How does Anglo-Saxon crime and punishment compare to today and the Romans?</li> <li>• What was crime and punishment like in medieval times?</li> <li>• Were Tudor punishments fair?</li> </ul> |  |
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|                                 |  |  |   |   | <ul style="list-style-type: none"> <li>• Was the Highwayman a hero or a villain?</li> <li>• What did the Victorians introduce to prevent crime?</li> <li>• How has crime and punishment in the past influenced our lives today?</li> </ul> <p><u>Self Directed Project:</u><br/>Is there any period of in history where you think crime &amp; punishment was unfair and why?</p>   |  |
| <p><b>Y6 Ancient Mayans</b></p> | <p><i>Pupils should be taught about:</i></p> <p><i>A non-European society that provides contrasts with British history - Mayan Civilization c. AD900</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <ul style="list-style-type: none"> <li>• In previous year groups, children would have encountered a range of other Ancient Civilizations including Ancient Greece, Ancient Rome and Ancient Egypt.</li> <li>• From experiencing these topics, children will have an understanding of Ancient belief systems such as Ancient Greek Gods.</li> <li>• From experiencing previous topics, there will be an understanding of the inventions</li> </ul> | <p>Place current study on a timeline in relation to other studies</p> <p>Use dates and specialist terms appropriately</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support.</p> <p>Compare beliefs and behaviour of individuals with a different period of time studied</p> <p>Give clear reasons why there may be different accounts of history - linking this with factual understanding of the past.</p> <p>Evaluate evidence to choose the most reliable form</p> <p>Recognise how and why contrasting arguments and interpretations of history have been arrived at</p> <p>Recognise primary and secondary sources</p> | <ul style="list-style-type: none"> <li>• Maya cities had similar layouts to each other. They would have a palace for the ruler, a plaza for the marketplaces and temples, in the form of pyramids.</li> <li>• Maya cities were often found near trade routes and good farmland. <ul style="list-style-type: none"> <li>• Mayans were polytheists, believing in many nature gods or deities.</li> <li>• Priests were considered the most important people in the Maya culture. Warriors, craftsmen and traders were next in the hierarchy. Farmers, workers and slaves were at the bottom of the hierarchy.</li> <li>• Maya merchants traded many goods including salt, cotton, honey and jade. The Maya calendar (Tzolkin) consisted of 260 days and 13 months.</li> <li>• The demise of the Maya civilisation came about</li> </ul> </li> </ul> | <p>Maya, Mayans, Plaza, Ruler, Marketplaces, Temples, Pyramids, Trade Routes, Farmland, Polytheists, Deities, Gods, Priests, Culture, Warriors, Craftsmen, Traders, Farmers, Workers, Slaves, Hierarchy, Civilisation, Deforestation, Land Erosion, Droughts, Merchants,</p> |

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|  |  |  | <p>created in these civilisations.</p> <ul style="list-style-type: none"> <li>From studying the previous topics, children will have an understanding of the hierarchical systems in place.</li> <li>In Geography in Y5, children will have studied South America and The Rainforests and will be able to apply this knowledge to support their acquisition of knowledge in this topic.</li> <li>Through KS2, children should have built up an advanced understanding of chronology.</li> <li>Children will have compared different time periods exploring how this has influenced and affected our daily life – offering explanations.</li> </ul> | <p>Bring knowledge gathered from several sources to create a fluent account of a past event</p> <p>Investigate my own line of enquiry by identifying the appropriate means of finding information out and presenting a fluent account of this knowledge gathering.</p> <p>Select and organize information to produce structured work, making appropriate use of dates and terms.</p> <p>Plan and present a self-directed project or research about the studied period</p> <p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p> | <p>because of a mixture of deforestation, land erosion and drought.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> <li>Why should we study the Maya?</li> <li>Where did the Maya live?</li> <li>How did the Mayan empire grow to be so powerful?</li> <li>What was daily life like in Mayan civilisation?</li> <li>How different was life for the rich and poor citizens of the Maya?</li> <li>What significant developments were made in Mayan society?</li> <li>How was Mayan religion different from European religions?</li> <li>What religious and cultural significance did food have?</li> <li>Why did the Maya end so suddenly?</li> </ul> <p><u>End Point:</u></p> <p>Plan and present a self-directed project or research about the studied period.</p> | <p>Tzolkin, Calendar,</p> |
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|                     |  |  | <ul style="list-style-type: none"> <li>Children will have distinguished between different sources and evaluated the usefulness of these sources.</li> <li>Children will have used evidence to build up a picture of the past choosing relevant materials of the time period being studied.</li> </ul>  |  |   |  |
| <b>World War II</b> | <p><i>Pupils should be taught about:</i></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War II)</i></p> <p><i>A local history study (Effects of World War II on Sheffield)</i></p> | <p><b>Chronological Knowledge and Understanding</b></p> <p><b>Historical Terms</b></p> <p><b>Historical Enquiry</b></p> <p><b>Interpreting Ideas</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <p><b>Significant Events and People</b></p> | <ul style="list-style-type: none"> <li>In Y3 and Y4, children have explored conflicts in previous topics, such as Ancient Greece and Roman Rule.</li> <li>In Y3, children would have learnt about our city's steel production and how this was important to the war effort.</li> <li>In Y3, children would have looked at the location of European countries.</li> <li>In Y5, children have ordered significant</li> </ul> | <p>Place current study on a timeline in relation to other studies</p> <p>Use dates and specialist terms appropriately</p> <p>Sequence up to 10 events on a timeline</p> <p>Know key characters and events in period of time studied.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support.</p> <p>Describe the impact and influence of significant historical figures &amp; events</p> <p>Compare beliefs and behaviour of individuals with a different period of time studied</p> | <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>WWII was a battle between two groups of countries – 'The Allied Powers' and the 'Axis Powers'.</li> <li>The major allied powers were Britain, France, Russia, China and the USA. The major Axis powers were Germany, Italy and Japan.</li> <li>Together with the Nazi party, Hitler wanted Germany to rule Europe. To gain more land and power, on the 1st Sep 1939, German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declare war on Germany - WWII had begun.</li> <li>The intense and sudden bombing of British cities was called the Blitz. Sirens were sounded in the streets to warn civilians that bombers were coming. To escape</li> </ul> | <p>World War II, Allied Powers, Axis Powers, Nazi Party, Hitler, Germany, Europe, Invasion, Poland, Britain, France, Bombing, Blitz, Sirens, Civilians, Air Raid Shelters, Destruction, Factories, Dockyards, Airfields, Home, School,</p> |

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|  |  |  | <p>events, movements and dates on a timeline.</p> <ul style="list-style-type: none"> <li>In Y5, children will have an understanding of key characters and events in period of time studied.</li> <li>In Y5, children will have studied cause and effect of great events and the impact on people using evidence.</li> <li>In Y5, children will describe similarities and differences between people, events and artefacts.</li> <li>In Y5, children will have compared accounts of events from different sources and evaluated sources and identified those that are useful to the task.</li> </ul> | <p>Give clear reasons why there may be different accounts of history - linking this with factual understanding of the past.</p> <p>Evaluate evidence to choose the most reliable form</p> <p>Recognise how and why contrasting arguments and interpretations of history have been arrived at</p> <p>Examine the decisions made by significant historical individuals - considering their options and beliefs - and make a summative judgement about their choices</p> <p>Debate the significance of a historical person, event, discovery or invention in British history.</p> <p>Recognise primary and secondary sources</p> <p>Bring knowledge gathered from several sources to create a fluent account of a past event</p> <p>Investigate my own line of enquiry by identifying the appropriate means of finding information out and presenting a fluent account of this knowledge gathering.</p> <p>Select and organize information to produce structured work, making appropriate use of dates and terms.</p> <p>Plan and present a self-directed project or research about the studied period</p> | <p>the bombs, people went into air raid shelters. Weeks of sustained bombing raids killed thousands of people and destroyed many homes and cities. (Focus on local history – The Sheffield Blitz)</p> <ul style="list-style-type: none"> <li>During the war, German planes dropped bombs on cities in an attempt to destroy factories, dockyards and airfields but homes and schools were also hit. The government decided to evacuate children from the cities where they might be in danger to the countryside where they would be safer. Children who were evacuated were called evacuees. They went to live with other families who looked after them until the war ended.</li> <li>The battle of Britain was the first military campaign fought solely in the air and lasted for months. German air force bombed Britain in an attempt to destroy Britain’s Royal Air Force so they could prepare to invade Britain by sea. However, the Royal Air Force shot down many German planes and stopped Hitler’s planned invasion.</li> <li>During the war, there was a shortage of some foods because ships bringing food to Britain were at risk of sinking by German submarines. Rationing was introduced by 1940 which meant each person could only buy fixed amounts of certain foods each week. Every person was issued with a ration book and they had to</li> </ul> | <p>Evacuation, Evacuees, Military Campaigns, Royal Air Force, Rationing, Ration Book, Coupon, Dig for Victory, Propaganda, Morale, Anne Frank, German Jew, Persecuted, Transported, Concentration Camp, Amsterdam, Pearl Harbour, Atomic Bomb, Hiroshima,</p> |
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|  |  |  |  | <p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p> | <p>hand over their coupon and money when they went shopping. Many foods were rationed, including butter, bacon, sugar, meat, cheese and milk but some were not. People were encouraged to grow their own vegetables through the 'Dig for Victory' campaign.</p> <ul style="list-style-type: none"> <li>• Both the allies and the axis powers used propaganda posters to boost the moral at people at home and those fighting. It was also used to decrease the moral of the enemy.</li> <li>• Anne Frank was a German Jew who wrote a diary about her experiences during the war. When the Nazis gained control over Germany, Jews were persecuted and transported to concentration camps so Anne moved with her family to Amsterdam in the Netherlands. When the Germans then invaded the Netherlands, Anne and her family went into hiding in a concealed room in her father's work building. Her diary tells her story while in hiding.</li> <li>• The USA didn't join the war until 1941 when Japan attacked the US - at the naval base at Pearl Harbour in Hawaii.</li> <li>• The atomic bomb dropped by the US on Hiroshima was known as 'Little Boy' and is the only nuclear weapon used in battle. It ended the war.</li> </ul> <p><b><u>Key Questions</u></b></p> <ul style="list-style-type: none"> <li>• <b>What were some of the causes of World War II?</b></li> </ul> |  |
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|  |  |  |  |  | <ul style="list-style-type: none"> <li>• Did Britain have to go to war?</li> <li>• What was the Battle of Britain and why was this battle significant?</li> <li>• How did Sheffield contribute to the war and what was the result of this?</li> <li>• Why was it necessary for children to be evacuated?</li> <li>• Why was it so difficult to be sure of what life was like on the home front?</li> <li>• What was a rationing book?</li> <li>• Were the lives of local children during World War II similar to those of children in Europe?</li> <li>• Why did the United States join the war?</li> <li>• What significant events led to the ending of the second World War?</li> <li>• What was life like in Britain during and after WWII? (Teaching British Black History)</li> <li>• Why did people from around the world fight for or with Britain? (Case Study – Noor Inayat Khan from Teaching Black British History)</li> </ul> <p><u>End Point:</u><br/>Plan and present a self-directed project or research about the studied period.</p> |  |
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