

Year Group	Autumn	Spring	Summer
FS1	Begin to make sense of their own life-story and family's history.		
FS2	Our Past - How I have changed since I was a baby - Past and present in our lives and family members - Similarities and differences - Sequencing our lives and discussing significant events within our lives - Discussing family tree- who is older? Who is the youngest? How are members of your family similar/different? - Families – similarities and differences between each other families within the class - People who help us/are special to us - Immediate environment Key concepts: Change and continuity, chronology Bonfire Night - What happened, why is it a significant event? How do we celebrate Bonfire Night in Britain? - Sequencing the story of Guy Fawkes - Comparing past and present images of celebrations of Bonfire Night	Toys - Toys from the past - what materials were used? How did they work? - Toys from the present - Comparing – similarities and differences - How do toys of the past compare to the toys that we have now? How and why has the same style of toy changed over time? - Naming different types of toys - Sorting toys from past and present. Which toys are no longer made? - Sorting how toys work and how that has changed over time (e.g. battery powered). What is the significance and impact of that? Key concepts: Change and continuity, chronology	Changes How we have changed journey through the year, including significant events through foundation year? What we are looking forward to in Year 1? Key concepts: Changes, chronology
Year 1	How am I making History? Children will begin to understand what history actually is. They will understand what we meant by the 'past' and look into their own past. They will	Photographs from history: what can they tell us about our recent past? Children will build on their understanding of the past by exploring how their local area,	Victorians Children will learn about changes that have happened in the country over the past 200 years. They will learn about Queen Victoria and why she is

begin using timelines and ordering events. Children will then look further into the past and investigate what it was like for children at that point in time. Children will create their own time capsule and predict what they think may change in the future. CONCEPTS Celebrations KNOWLEDGE Understand that history is the past. Know that there are things in the past that are the same/similar to now. Know that there are things in the past that are different to now. SKILLS Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future. VOCABULARY Celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present,	Handsworth, has changed over time. They will use historical photographs — especially aerial images — as evidence to spot clues, ask questions, and identify what has changed and what has stayed the same. They will also use oral history to find out what people remember about the past and consider why it is important to remember local history. By the end of the unit, children will be able to talk about how and why places change and place these changes on a simple timeline. CONCEPTS Local History KNOWLEDGE Know that a photograph can show us what the past looked like Know that an aerial photograph is taken from above and shows the layout of a place Know that places can change over time, and some things can stay the same Know that people can tell us about the past from their own memory Know that we can use photos and memories to find out how Handsworth has changed SKILLS Ask questions about the past using a photograph as evidence Describe what an aerial photograph shows about a place in the past Spot similarities and differences between past and present Listen to what someone remembers about the past and identify what has changed or stayed the same Talk about how and why Handsworth has changed using photos and memories Place aerial photographs on a simple timeline in chronological order.	a significant individual. They will look at toys and talk about ways of determining their age. They will use sources of evidence to find out about Victorian schools and holidays to be able to answer the enquiry question 'Is life better now or in the Victorian times?' CONCEPTS Power (monarchy, government and empire) KNOWLEDGE Know about changes in their own lives, their families lives and others around them Know some differences between how people used to live at different times The time Queen Victoria was queen was called the Victorians. What Victorian schools were like What Victorian holidays were like Know some ways to find out about the past Who Queen Victoria was and that she reigned from 1837-1901 SKILLS Match objects to people of different ages Use common words and phrases relating to the passing of time Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past Find answers to simple questions about the past from sources of information e.g. artefacts Ask simple questions about the past VOCABULARY before, next, after, then, first, old, new, Victorian, period, reign, past, present, Queen, empire,
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	past, remember, significant, similar, time capsule, timeline	VOCABULARY past, present, change, same, different, memory, remember, photograph, aerial photograph, bird's eye view, evidence, clue, question, timeline, Handsworth, road, house, school, park, fields, shops, history, now, then, important, stayed the same, old, new	monarch, cane, blackboard, seaside, rich, crown, significant, source of evidence
Year 2	Explorers Children will develop their understanding of what it means to be an explorer and learn about four significant individuals who travelled across space, land and sea: Helen Sharman, Neil Armstrong, Christopher Columbus, and Ibn Battuta. They will begin by learning about Helen Sharman and her links to Sheffield before comparing her to other explorers across time. Children will build chronological understanding, compare similarities and differences, and use historical sources such as photos, video and maps to find out about the past. They will consider what makes someone significant and why we remember these explorers today. CONCEPTS Exploration Achievements KNOWLEDGE Know that explorers travel to new or unknown places to learn about them Know who Helen Sharman is and that she is from Sheffield Know that Neil Armstrong was the first person to walk on the moon Know that Christopher Columbus sailed across the Atlantic in 1492 Know that Ibn Battuta travelled across Africa and Asia over 700 years ago	Nurses Children will learn about two nurses: Florence Nightingale and Mary Seacole. They will use a variety of sources to find out about their lives and the impact they had. They will compare their experiences and describe similarities and differences. They will finish the topic by explaining which of the three they think is the most significant, backing up their ideas with evidence from historical sources. CONCEPTS Achievements KNOWLEDGE Know some of the key events of the lives of Florence Nightingale, Mary Seacole and Mother Teresa Know what hospitals were like before MS and FN SKILLS Sequence events on a timeline Use a timeline to answer questions Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Use relevant historical vocabulary (according to vocabulary progression document) Explain why a person is significant	Great Fire of London Building on what they have learnt in Y1 about homes, children will learn about what houses were like in 1666 and how this contributed to why the fire spread so quickly and was hard to put out. They will complete a timeline to show the events of the fire and answer questions about it. They will also find out about what happened after the fire and how London was rebuilt. CONCEPTS Civilisation (social and cultural) KNOWLEDGE Know that the GFoL started in Pudding Lane in the bakery of Thomas Farriner Recall the key events of the fire Describe how houses were different to houses today Know why the fire spread quickly and was hard to put out SKILLS Begin to develop a chronological framework (E.g. The GFoL must have happened before the Victorians because the houses were made of wood) Use a timeline to answer questions Recognise why people did things, why events happened and what happened as a result

	Know that we remember explorers because they helped us learn about the world SKILLS Use sources like maps, photos and video to find out about people from the past Place four explorers in the correct order on a simple timeline Compare similarities and differences between explorers' journeys Talk about why explorers are remembered and explain their significance VOCABULARY explorer, travel, journey, voyage, astronaut, map, space, moon, sea, diary, evidence, discovery, past, significant, timeline	Compare pictures or photographs of people or events in the past Discuss how evidence can be interpreted in different ways Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Suggest sources of evidence they could use to find out about the past Ask simple questions about the past VOCABULARY Nurse, Victorian, era, past, war, soldier, Crimea, Scutari, hospital, patient, injuries, achievements, legacy	Identify differences between ways of life at different times Compare pictures or photographs of people or events in the past Discuss how evidence can be interpreted in different ways Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Suggest sources of evidence they could use to find out about the past Ask simple questions about the past VOCABULARY fire, extinguish, bakery, Thomas Farriner, spread, fire hook, timber, wattle and daub, jetty, timeline, chronological order, flammable, Tudor, tar, thatch, coal, oil lamp, firebreak, mayor, King Charles, embers, firefighters, narrow, drought, gunpowder, volunteers, monument, axes, leather buckets, stables, horse and cart
Year 3	Stone Age to Iron Age Children will learn about the aspects of life from the Stone age to the Iron age. They will learn about the similarities and differences between these ages and how the developments of materials improved the lives of these people. CONCEPTS Invasion, settlement and migration KNOWLEDGE The Stone Age included the Palaeolithic, Mesolithic and Neolithic times. Stone Age hunter gatherers developed skills over time which led to a change in housing, farming and settlements.	Local History – Mining and Steel Industry Children will find out about how industry has developed in Sheffield over the past 200 years. They will learn what life was like for those involved in the coal and steel industry and compare it to those in these industries today. They will learn why these developments were significant and how they improved people's lives. CONCEPTS Local History KNOWLEDGE Know about the history of industry in Sheffield and how this has changed. Know about Benjamin Huntsman and why he is significant.	Romans Children will find out about different Roman invasions and why their third attempt was successful. They will find out about the Roman armies and life on Hadrian's wall. They will study Boudicca and evaluate the evidence we have about her. They will find out about the influence that Romans had on the Celtic people and how their lives were affected by the arrival of the Romans. CONCEPTS Achievements Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Trade

	Knowledge of Stonehenge and the link to the Stone Age. SKILLS Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events. Find out about everyday lives of people in time studied. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Use relevant historical vocabulary. Use a range of sources to find out about a period. Observe small details – artefacts, pictures. VOCABULARY Archaeologists, Artefact, Neolithic, B.C., Chronology, Tribal, Hunter, Shelter, Civilization, Settlement, Prey	Know what life was like for people working in the steel industry at different points in time SKILLS Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about everyday lives of people in time studied Compare with our life today Use relevant historical vocabulary Use a range of sources to find out about a period Select and record information relevant to the study Begin to use the library and internet for research VOCABULARY Artefact, Century, Change, Chronology, Continuity, Decade, Discovery, International, Local, Metal-working, Museum, Nation, Past, Present, Primary evidence, Secondary evidence, Yesterday	KNOWLEDGE The Romans attempted to invade twice before they were successful on their third attempt Know when, where and how the Romans invaded Britain Know the features of Roman armour Know the story of Boudicca Know about the lives of Celtic people SKILLS Offer a reasonable explanation for some events Identify key features and events of time studied (army) Choose relevant material to present a picture of one aspect of life in time past Place events from period studied on time line Begin to evaluate the usefulness of different sources answer questions by bringing together knowledge from several sources Ask a variety of questions and suggest ways to find answers Use terms related to the period and begin to date events Why we know so little about this period of history – which sources can we use? Why the Roman Army was so successful in building up the Roman Empire Why they wanted to control the minerals and exports from this country VOCABULARY Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods,
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			baths, citizen, empire, assassination, Latin, etymology, slave, toga
Year 4	Anglo-Saxons and Scots Children will explore what happened in Britain after the Romans left. They will find out why the Anglo-Saxons and Scots came to Britain, where they settled and how they lived. They will compare life in Anglo-Saxon villages to earlier periods, and explore how beliefs changed over time. Using local history, including the Benty Grange helmet found near Sheffield, they will investigate how artefacts help us understand the past. They will finish the unit by learning how Christianity spread and changed life across Britain. CONCEPTS Achievements Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Local History KNOWLEDGE Know when the Romans left and what changed in Britain afterward Know who the Anglo-Saxons and Scots were and where they came from Describe what daily life was like in an Anglo-Saxon village Know that the Benty Grange helmet shows a mix of pagan and Christian beliefs Know that Christianity spread across Britain and changed culture and religion SKILLS Use a timeline to sequence key events Explain why people migrate and what the consequences are	Vikings Children will explore who the Vikings were, where they came from, and why they travelled to Britain. They will learn about Viking longships, raids on monasteries like Lindisfarne, and how the Vikings settled and farmed in parts of Britain known as the Danelaw. The unit will focus on how Viking beliefs, daily life and leadership were different from and similar to those of the Anglo-Saxons. Children will investigate how the conflict between Anglo-Saxons and Vikings led to change, including how King Alfred resisted Viking invasions. They will also learn about the significance of Viking achievements, including exploration, craftsmanship and trade. CONCEPTS Achievements Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) KNOWLEDGE Know who the Vikings were and where they came from Know why the Vikings raided and settled in Britain Know what the Danelaw was and where it was located Describe how Viking daily life, beliefs and homes were similar to and different from Anglo-Saxons Know how King Alfred responded to the Viking threat Know that Vikings were not just raiders – they also farmed, traded and crafted	Ancient Greece Children will learn about the location of Greece and where it fits on a timeline with other civilisations studied. They will look at artefacts, archaeological sites, myths and legends to find out about the lives of the ancient Greeks and will evaluate the importance of different sources of evidence. They will find out about Alexander the Great and decide which his greatest achievements were. They will investigate schools, language, buildings, government and the Olympics and see the impact that the Greeks still have in modern life. CONCEPTS Achievements Power (monarchy, government and empire) Civilisation (social and cultural) KNOWLEDGE Knowledge about the lives of Ancient Greeks: schools, buildings, democracy, language, Olympics Achievements of Alexander the Great Know a range of Greek myths and legends SKILLS Place current study on time line in relation to other studies Begin to evaluate the usefulness of different sources Ask a variety of questions and suggest ways to find answers Use evidence to build up a picture of a past event Use the library and internet for research Use terms related to the period and begin to date events Use evidence to reconstruct life in Greece

	Compare homes and communities across different time periods Use artefacts to make inferences about beliefs and ways of life Explain how significant people or events changed the past VOCABULARY Anglo-Saxon, Scots, migration, settlement, invasion, kingdom, chieftain, longhouse, wattle and daub, monastery, Christianity, belief, conversion, artefact, evidence, Benty Grange helmet	SKILLS Place key Viking events on a timeline and sequence them with the Anglo-Saxon period Use historical sources to infer how Vikings lived and what they believed Explain reasons for Viking raids and migration Compare Anglo-Saxon and Viking leadership, homes and religion Describe how conflict and cultural exchange shaped Britain VOCABULARY Viking, Scandinavia, raid, monastery, Lindisfarne, settlement, longship, Danelaw, invasion, chieftain, pagan, Norse gods, Odin, Valhalla, conversion, King Alfred, treaty, trade, craftsmanship, saga, rune, legacy	Distinguish between different sources – compare different versions of the same story Place events from period studied on time line Look at the evidence available Choose relevant material to present a picture of one aspect of life in time past Identify key features and events of time studied Use relevant historical vocabulary Look for links and effects in time studied Offer a reasonable explanation for some events Closely compare individual aspects of life today with life in the past Answer questions by bringing together knowledge from several sources VOCABULARY ancient, modern, civilisation, citizens, democracy, Athens, Sparta
Year 5	Ancient Egypt Children will find out about the geographical location of Egypt and where it fits in a timeline alongside other periods of study. They will use different sources to investigate why the Nile was important and how it impacted many aspects of Egyptian life. They will learn about what Howard Carter discovered and why it was significant. They will find out about Tutankhamun and speculate on how he died, using evidence to justify their reasons. They will then find out about the Egyptians' religious beliefs by looking at stories, wall paintings, pyramids, mummification and archaeological sites. CONCEPTS Achievements	Mayans Children will find out about the Mayan society by investigating different artefacts and discussing the importance particular objects played in developing knowledge about their culture. They will learn about Mayan glyphs, their number system, religion and food. They will also investigate changes to their society over time and their 'disappearance'. CONCEPTS Power (monarchy, government and empire) Civilisation (social and cultural) KNOWLEDGE Know that there were different periods of the Mayan civilisation:	Migration Children will learn about the different groups of people who have migrated to Britain and the reasons for this. They will learn about their different experiences at different times and depending on the group of people. They will find out about forced migration and the slave trade and what life was like for a slave as well as how the slave trade was abolished. They will investigate how migration has impacted aspects of our culture in Britain today. CONCEPTS Invasion, settlement and Migration KNOWLEDGE Know the reasons that people have moved to Britain and categorise them as push/pull factors

Power (monarchy, government and empire) Civilisation (social and cultural) Trade KNOWLEDGE Know about the religious beliefs of the Egyptians Know the Ancient Egyptian era ran from around 3100 BC / BCE until 30 BC / BCE Know some reason the river Nile was important to the Egyptians SKILLS Place current study on time line in relation to other studies Make comparisons between different times in the past Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Use relevant historical vocabulary (according to vocabulary progression document) Look for links and effects in time studied Find out about beliefs, behaviour and characteristics of people Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Evaluate the usefulness of sources Begin to identify primary and secondary sources Use evidence to build up a picture of a past event in order to answer historical questions Recognise limitations of sources of evidence Select relevant sections of information Use the library and internet for research with increasing confidence VOCABULARY Howard Carter, archaeologist, artefacts, sealed, replica, chamber, excavation, civilization, tomb,	Pre-classic: 2000 BC – AD 250 Classic: AD 250 – AD 950 Post-classic: AD 950 – AD 1539 Contact period: AD 1511–1697 Find out about beliefs, behaviour and characteristics of the Maya Where the Maya lived SKILLS Place current study on timeline in relation to other studies Know and sequence key events of time studied Make comparisons between different times in the past Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Begin to identify primary and secondary sources Use evidence to build up a picture of a past event in order to answer historical questions Select relevant sections of information Use the library and internet for research with increasing confidence VOCABULARY Maya, cacao, maize, ancient, BC, AD, periods, artefacts, rainforest, glyphs, hieroglyphic, Copan, Stelae, Rio Azul vessel, burial, tomb, commodity, Popul Vuh, significance, archaeological, abandonment, Peten area, decline, pre-classic, classic, post-classic, contact period	Describe the experiences of different groups of migrants Know what the slave trade was and the triangular trade Know how slavery was abolished and some of the significant people who contributed to this SKILLS Use relevant terms and period labels Examine causes and results of great events and the impact on people Make comparisons between different times in the past Know and sequence key events of time studied Study different aspects of different people – Eg. differences between men and women Compare accounts of events from different sources Begin to identify primary and secondary sources Select relevant sections of information Compare an aspect of life with the same aspect in another period Use the library and internet for research with increasing confidence VOCABULARY Migrant, immigration, emigration, slavery, plantation, barracoön, Atlantic passage, trade, slave ship, West Africa, America, auction, branding, plantation, resistance, boycott, petition, abolitionists, British Empire Push factors: war, famine, unemployment Pull factors: education, healthcare, wages
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	pharaohs, Tutankhamun, Ancient Egypt, Valley of the Kings, River Nile, Lord Carnarvon, canopic jar, mummification, organs, linen, scarab, Ra, shabti doll, sarcophagus, Arubis, Osiris, Ma'at. Anubis, Hathar, ankh, Book of the Dead, Hall of Death, Ammit		
Year 6	World War II Children will begin this unit by looking at what life was like after WWI and learn about the key events. They will then look at the Geography of the war. They will investigate the roles of different people during the war and how both women and men contributed to the war effort. They will explore the significance of the Blitz and discuss the value of historical fiction as a source of evidence. They will end the unit by exploring events that led to the end of the war as well as the lasting effects of the war. CONCEPTS Achievements Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) KNOWLEDGE Know the key events leading to and during WWII Know the names of key people/countries during the war Know the roles of men and women in the war SKILLS Study different aspects of people – E.g. men and women Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Examine causes and results of great events and the impact on people	Sheffield Flood 1864 Children will look at a timeline of the events of the flood. They will then go on to explore the reasons the flood happened and the areas affected. They will use sources of evidence to analyse and attempt to assign blame. CONCEPTS Local History KNOWLEDGE Know the key events of the Sheffield flood Know about John Gunson and his role in the flood SKILLS Place current study on timeline in relation to other studies and make links Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Pose historical questions then use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account VOCABULARY	Crime and Punishment through the Ages In this crime and punishment unit, children will build on their knowledge of periods in history that they have studied through KS2. Children will explore using different historical disciplinary concepts, how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find out about the development of the police force from the Victorian period right through to the new millennium. CONCEPTS Power (monarchy, government and empire) Civilisation (social and cultural) KNOWLEDGE I know what a crime is. I know what a punishment is. I understand that crime and punishment have changed over time. I can explain the significance of Roman law. I can interpret Anglo-Saxon sources about crime and punishment. I can interpret historical evidence to find out about crime and punishment in the past. I can compare the similarities and differences of crime and punishment across periods of time. SKILLS

	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Confidently use the library and internet for research Recognise primary and secondary sources Suggest omissions and contradictions in historical sources	dam, burst, flood, overflow, Victorians, reservoir, embankment, river, claims, insurance, residents, death, register of birth/death, witness, statement	VOCABULARY crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.
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