

History- Whole School Overview



In history we build upon the learning in KS1 and by the end of year 6 we aim for all pupils to have studied a broad and progressive history curriculum, which inspires and motivates them to question and discuss the past and the wider world. We focus on a range of key concepts, skills, knowledge & vocabulary, which ensures pupils have the necessary understanding to embrace the KS3 curriculum. We endeavour to teach pupils to think critically, ask questions, weigh evidence, sift arguments, and develop perspective and judgement.

Previous Learning from KS1		
Historical Events	Historical People	
The Titanic The Great Fire of London The Sheffield Floods Dobcroft Infant school being built Introduction of Fire engines Invention of aeroplane The Victorian Era	Jane Goodall Samuel Pepys King Charles II Queen Victoria Martin Luther King Rosa Parks	
Year 3		
	Autumn	Spring
Historical period of study	<p>Changes in Britain from the Stone Age to the Iron Age <i>By the end of this unit of work children will be able to explain how the introduction of metal impacted upon people's lives in Britain</i></p>	<p>Ancient Greece <i>By the end of this unit of work children will be able to describe elements of Greek life and the impact some of The Ancient Greek achievements (architecture, government, sport, theatre) have had on the modern Western World today</i></p>
Link to school values.	<p>Together we are problem solvers <i>Children will examine how people lived without modern tools we have now and how the invention of new tools changed the way that people lived and worked.</i></p>	<p>Together we are kind <i>Children will look at how democracy allowed more people to have a say in the running of their country, and will see how modern democracy is kinder and fairer.</i></p>
Concepts	<p>Community and culture Exploration and invention</p>	<p>Community and culture Exploration and invention Hierarchy and power</p>
Key vocabulary	B.C. A.D. Era Metal	Architecture Art Achievements Civilisation

	<p>Prehistoric Settlement Hunter gatherer Tools Impact Archaeology Discovery Evidence Progress Communication Peasantry Chronological Artefact Before After</p>	<p>Democracy Diversity Citizen Government Social class Equality Religion Myth Nation Olympics Legacy Decade Century</p>
<p>Recall (vocabulary & knowledge)</p>	<p>Old New Before After Past Present Recount changes in my own life over time. Recall how to put events in order on a time line (including Titanic, Sheffield floods, Great Fire of London)</p>	<p>BC AD Era Impact Recall time period of the stone age to iron age Hunter and gatherer Archaeology Artefact Pre-historic Historical evidence Recall the impact of the introduction of metal recall how stone age people communicated & why (cave paintings) recall why people acted as they did including Martin Luther King, Rosa Parks, Jane Goodall</p>
<p>Investigating and interpreting the past</p>	<p>Handle artefacts (bone, jewellery, stones) and use photographs (Skara Brae, Stone Henge) to learn about how Stone Age people lived to include cave paintings, jewellery, hunting & gathering, communities/villages, religion</p> <p>Use photographs & images from museums eg the British museum google view to learn about the Bronze Age from real artefacts on display</p> <p>Use photographs & images from museums to learn about the Iron Age</p>	<p>Handle evidence & artefacts and know the past is represented in different ways- specifically: images from Greek vases, reproduction Greek vases, current photographs of original existing Greek architecture-eg Parthenon, Epidaurus, Olympia, Greek myths, Greek texts/language</p> <p>Use this evidence to find out about life in Ancient Greece (specifically religion, entertainment, government, architecture, religion, sport, language).</p> <p>Use this historical evidence to stimulate asking questions such as: What was it like for people? What happened?</p>

	<p>Use the above evidence to ask questions and find answers to questions about the past such as:</p> <p>What was it like for people? What happened? How long ago? What was the impact of these changes? How was it different to today? How did things change? Specifically focussing upon how people’s lives changed between the Stone Age and the Iron Age – food (hunting and gathering), houses, jobs, communication, religion</p>	<p>How long ago? What was the impact of these ways of life (language, sport, government, architecture, religion) or achievements for the World today?</p>
Communicating historically	<ul style="list-style-type: none"> • Use and recall the historical vocabulary above within the concept of describing the changes in Britain from the Stone Age to the Iron age: Eg. ‘After the introduction of metal, people were able to ...’ • Show an understanding of the historical concept of: change over time. Explain the progress that was made from the Stone Age to the Iron Age and why. 	<ul style="list-style-type: none"> • Use and recall the historical vocabulary above within the concept of Ancient Greece Eg ‘One of the legacies of Greek culture is the Olympic Games, which still happen today....’ • Show an understanding of the historical concept of: civilisation, democracy and legacy
Understanding chronology (for each unit all pupils will complete 2 timelines)	<ul style="list-style-type: none"> • Recount changes that have occurred in their own lives (through pictures & words on a timeline using years (dates)) • Complete their whole school timeline adding this period of history and the events from KS1 • Place dates and events in order (including BC & AD) on a pre-drawn timeline with dates for a the Stone Age to the end of the Iron Age- including: <ol style="list-style-type: none"> 1. Start of Stone / Bronze / Iron Ages 2. Introduction of metal 3. First copper mines are dug 4. Introduction of metal tools 5. Cave Paintings (Stone Age) 6. Hill forts (Iron age) 7. Farming improvements (Bronze Age) 	<ul style="list-style-type: none"> • Complete their whole school timeline adding this period of history and the events from KS1, the following periods : Stone Age, Bronze Age & Iron Age • Place events, artefacts & dates in order on a pre-drawn time line of Ancient Greece to the present day. Include: <ol style="list-style-type: none"> 1. Start of Ancient Greece 2. Present year 3. When they were born 4. The first Olympics and the last Olympics 5. Building of the Parthenon 6. Building of a specific Greek Theatre 7. First example of democracy
Building an overview of world history	<ul style="list-style-type: none"> • Describe why people acted as they did because of the introduction of metal in people’s lives; including houses, farming, hunting and gathering, jobs, travel, clothing, living, protection from invasions. 	<ul style="list-style-type: none"> • Describe the historical event of an Olympic event (eg chariot racing) through their own written narrative • Describe in detail a chosen Greek God from the past and what they meant to the people of that era. • Recognise that there are reasons why people in the past acted as they did (specifically why was democracy created as a system, the impact of Greece’s geography upon Greek life).



Year 4

	Autumn	Spring Summer
Historical period of study	<p>The Roman Empire and its impact on Britain <i>By the end of this unit children will be able to describe why the Romans invaded Britain and how this changed people's lives in Britain</i></p>	<p>Britain's Settlement by the Anglo-Saxons & Scots and the Viking & Anglo Saxon Struggle for the Kingdom of England (To the time Edward the Confessor) <i>By the end of this unit, children will be able to explain why these groups of people settled in Britain and describe and understand the struggle for power of the Kingdom up to 1066.</i></p>
Link to school values	<p>Together we embrace difference <i>Children will look at the life of existing tribes in Britain and examine how their lives changed when the Romans brought new inventions to our shores.</i></p>	<p>Together we are problem solvers <i>When learning about the struggle for power, children will examine the conundrums faced by the different groups of people wanting to settle in Britain.</i></p>
Concepts	<p>Community and culture Exploration and invention Hierarchy and power Conflict and resolution</p>	<p>Community and culture Exploration and invention Hierarchy and power Conflict and resolution</p>
Key vocabulary	<p>Resistance Protection Invade Occupation Source Empire Expansion Military Culture Conquest Civilisation Achievement and legacy Diversity Progress</p>	<p>Pagan Warrior peasant Kingdom surrender Primary source Secondary source Religion Scandinavia Monarchy Trade Settlement Peasantry Resistance Invade Conquest</p>
Recall (vocabulary & knowledge)	<p>BC & AD Era Decade Century Historical evidence Chronological Democracy architecture archaeology</p>	<p>Civilisation Diversity Empire Expansion The Celts BC, AD, Era, Decade, Century Artefact Source Chronological</p>

	<p>change Artefacts</p> <p>Recall dates of Ancient Greece including the Olympics Recall elements of legacy of Ancient Greece (theatre, architecture & democracy) Recall who were Samuel Pepys, Queen Victoria and Charles II (KS1) Artefact</p>	<p>The Romans</p> <p>Recall the order of the periods of history of the: stone age, bronze age, iron age, ancient Greece, Roman Empire, KS1 events</p> <p>Recall how the Roman period of history ended in Britain Recall the impact of the Roman Empire upon life in Britain</p>
<p>Investigating and interpreting the past</p>	<p>Use evidence of archaeological remains (websites of museums eg Roman Baths in Bath, images of Hadrian's wall, villas, mosaic tiles...) to ask questions and find answers to questions about the past. Specifically:</p> <ul style="list-style-type: none"> • What do we know? How did they...?-Suggest suitable sources of evidence (Hadrian's wall remains, other Roman remains/buildings) for historical enquiry into the power of the Roman army at this time • Why did they invade/come here? Describe causes of Romans invading Britain • What was the impact?-Describe the impact (consequences) upon the Celts of the Romans invading Britain • What actually happened?- Describe 2 different accounts of the event of the Romans invading Britain (Claudius & Boudicca) explaining some of the reasons the accounts may differ because of the evidence, the viewpoint & outcome 	<p>Use primary evidence of real artefacts in museums or pictures (sutton hoo mask, viking boat, reproduction houses) , to ask questions and find answers to questions about the past. Specifically about the Anglo Saxons and Vikings:</p> <ul style="list-style-type: none"> • Who were they? • Why did they invade/settle? • How did they invade/settle (raids and battles)? • Where did they come from (map work)? • How did they live their lives (homes/villages)? • Use descriptions of Viking battles and invasions to find out about the struggle for the kingdom of England • Suggest causes and consequences of the Viking invasions including the reign of Edward the Confessor
<p>Communicating historically</p>	<ul style="list-style-type: none"> • Use and recall the historical vocabulary above in the context of the Roman invasion of Britain. <i>Eg Claudius invaded Britain in order to expand their empire....</i> • Show an understanding of the historical concept of: invasion and resistance, empire & expansion 	<ul style="list-style-type: none"> • Use and recall the historical vocabulary above in the context of the struggle for the kingdom of England. <i>Eg The Vikings were warriors who came from Scandinavia.....</i> • Show an understanding of the historical concept of: fall of an empire, settlement and kingdom
<p>Understanding chronology</p> <p><i>(for each unit all pupils will complete 2 timelines)</i></p>	<ul style="list-style-type: none"> • Complete their whole school timeline adding this period of history, KS1 events, the following periods: stone age, bronze age, iron age, ancient Greece • Produce a timeline of dates & events in order (including BC & AD) on a given blank timeline time line for the period of the Romans in Britain. Include the following: <ol style="list-style-type: none"> 1. End of the Ancient Greek period 2. Start of the Roman Empire in Europe 3. Roman invasions of Britain (Caesar) 4. Roman invasion of Britain (Claudius) 5. Building of Hadrian's Wall 6. Boudicca's Revolt 7. Roman withdrawal from Britain 	<ul style="list-style-type: none"> • Complete their whole school timeline adding this period of history, KS1 events and the following periods: stone age, bronze age, iron age, Ancient Greece, Romans in Britain • Place historical figures and events on a time line with dates they have drawn themselves including: <ul style="list-style-type: none"> • Romans leaving Britain • creation of Kingdoms • Anglo-Saxon control • Viking raids begin • Alfred & Guthrum make a treaty • Edward (the confessor) becomes King • Battle of Hastings

Building an overview of world history	<ul style="list-style-type: none"> Describe the social diversity of Roman life through the eyes of a Roman soldier (eg different positions/ranks) Describe similarities and differences between Iron Age (Celtic) settlements and Roman towns 	<ul style="list-style-type: none"> Describe the religious diversity of past society (Anglo Saxons & Vikings compare) Describe the characteristic features of a past society, specifically agreeing or disagreeing with the statement 'The Vikings were just brutal savages who did no good'.
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Year 5		
	Autumn	Spring
Historical period of study	<p>A Non-European Society the provides a contrast with British History-Ancient Maya</p> <p><i>By the end of this unit of work, the children will be able to describe and explain a non-European society and contrast it with British History, including beliefs, food, society and architecture.</i></p>	<p>The Achievements of the Earliest civilisations- Ancient Egypt</p> <p><i>By the end of this unit of work, children will be able to describe and explain significant achievements of the Ancient Egyptians including hieroglyphs, mummification, large scale constructions, river usage and ship building as an example of an Ancient Civilisation.</i></p>
Link to school values	<p>Together we embrace difference</p> <p><i>Children look at the difference between European ancient civilisations and Ancient Maya.</i></p>	<p>Together we try our best</p> <p><i>Children will look at the advances made during the Ancient Egyptian era.</i></p>
Concepts	<p>Community and culture Exploration and invention Hierarchy and power Conflict and resolution</p>	<p>Community and culture Exploration and invention Hierarchy and power</p>
Key vocabulary	<p>Sacrifice Hieroglyphs Mesoamerica Cacao Maize Society Pyramid Architecture Civilisation Spirituality Monarchy Tools Progress Achievement Discovery Invade</p>	<p>Mummification Construction Pharaoh Irrigation Civilisation Diversity Spirituality Kingdom Social Class Achievement Legacy Ancient Pyramid Hieroglyphs</p>

	Conquest	
Recall	<p>B.C. A.D. Art Archaeology Communication Settlement Legacy Chronological Primary Source Secondary Source Invade Conquest Evidence Artefact Key Stone Age to Iron age dates (Year 3) Recall all of the dates of periods of history studied so far including KS1 Myths</p>	<p>B.C A.D. Architecture Art Primary source Secondary Source Evidence Artefact Democracy Chronology Recall key achievements of other ancient civilisations of Ancient Greece, Maya (democracy, construction, religion) What life was like in Roman and Anglo Saxon in Britain (homes, religions, construction, farming, food) Recall the key concept of the Bronze Age and link it to the Ancient Egyptians- what evidence do we have to know Ancient Egypt was during the Bronze Age?</p>
Investigating and interpreting the past	<p>Use ask questions and find answers to questions about the past including:</p> <ul style="list-style-type: none"> • What part of the world did the Mayans originate from? Mesoamerica <p>What did the Mayans believe in and how does that contrast with European Beliefs (Romans) at the same time? What were the similarities and differences between the daily lives of someone living in the Mayan civilisation compared to Roman / Anglo Saxon civilisations in Europe around the same time? (Food / architecture / clothing).</p> <p>To use evidence (pictures of primary evidence) to give clues as to how Mayan people lived.</p> <p>Use more than one source of evidence (photographs, videos, etc) for historical enquiry in order to gain a more accurate understanding of what life was like in Tikal</p>	<p>To ask questions and find answers to questions about the past including: How did they build the pyramids? Why was the River Nile important? What was a pharaoh? What is mummification and why did they do it? Who else was in the world at the time? How were their civilizations similar? What were the major achievements of the Egyptians and how do these achievements impact on us today? Why were the ancient Egyptians important? To use evidence including photographs of Tutankhamun’s tomb, photographs of the pyramids and the sphinx, videos of Tutankhamun’s tomb, maps of the River Nile and other early civilisations, photographs of the Rosetta stone, to answer the above questions.</p> <ul style="list-style-type: none"> • Children suggesting suitable sources of evidence for historical enquiries (see key questions above). • Use more than one source of evidence (photographs, videos and first-hand accounts) for historical enquiry in order to gain a more accurate understanding of the discovery of Tutankhamun’s tomb.
Communicating historically	<ul style="list-style-type: none"> • Use and recall the historical vocabulary above within the concept of comparing life in a non-European society with British societies (Romans and Anglo Saxons) of a similar period of history. <i>Eg. ‘Due to the beliefs the Mayan’s held, they……. This is in contrast to ………</i> 	<ul style="list-style-type: none"> • Use and recall the historical vocabulary above within the concept of describing the achievements of the Ancient Egyptians as an early civilisation: <i>Eg. ‘Due to the fact that the Egyptians used levers and ramps, they were able to …’</i> • Show an understanding of the historical concept of: civilisation and achievement.

Understanding chronology	<p>Complete their whole school timeline adding this period of history.</p> <p>Children to produce their own timeline of dates (2000BC – 900AD) and place the following events in chronological order on their timeline. Timeline to include 2 periods of history (Ancient Maya and the Romans in Britain):</p> <ul style="list-style-type: none"> - Start of the Mayan Civilisation - Farming and trade is first established - First pyramids are built - Mayan writing is developed - Tikal becomes the first great Mayan city - Construction ceases in Tikal beginning its decline - Tikal is abandoned - Spanish conquer the Mayans - Roman invasion of Britain (Claudius) - Building of Hadrian's Wall - Boudicca's Revolt - Roman withdrawal from Britain 	<ul style="list-style-type: none"> •Complete their whole school timeline adding this period of history •Children to produce their own timeline of dates (3100BC – 600BC) and place the following events in chronological order on their timeline. Timeline to include 2 periods of history (Ancient Egypt and the Stone Age): - Start of the Egyptian civilisation - First pyramids built - Sphinx built - First use of hieroglyphs - Reign of Tutankhamun - Alexander the Great conquered Egypt Start of Stone / Bronze / Iron Ages Introduction of metal First copper mines are dug Introduction of metal tools Cave Paintings (Stone Age) Hill forts (Iron age) Farming improvements (Bronze Age)
Building an overview of world history	<ul style="list-style-type: none"> • Describe the Mayan society (beliefs, food, clothing, society and architecture) and compare to the society created by the Romans in Britain by comparing life in Tikal (Ancient Maya) to life in Bath (Roman Britain). • Suggest causes and consequences of some of the main events and changes in history. What caused the end of the Maya Civilisation and what was the consequence of that? 	<ul style="list-style-type: none"> • Understand & explain why contrasting arguments about & interpretations of the past have been constructed through focussing on common Egyptian misconceptions (myth busting) • Analyse different interpretations of the past – how did Tutankhamun die? • To gain an overview of when and where the first civilizations appeared.



	Autumn	Summer
Historical period of study	<p style="text-align: center;">The Battle of Britain (aspect of British history post 1066)</p> <p><i>By the end of this unit of work, the children will be able to explain why the Battle of Britain was a significant turning point in British history.</i></p>	<p style="text-align: center;">Industrialisation of Sheffield (Local history study)</p> <p><i>By the end of this unit of work, children will be able to describe, explain and give reasons for the growth of Sheffield during the industrial revolution (1750 – 1900)</i></p>
Link to school values	<p style="text-align: center;">Together we are safe</p> <p><i>Children will get an understanding of what WWII life was like for children and how war impacted life in Britain.</i></p>	<p style="text-align: center;">Together we try our best</p> <p><i>Children will see the role of our community in the industrial revolution and how this changed life in Sheffield.</i></p>
Concepts	<p style="text-align: center;">Exploration and invention Hierarchy and power Conflict and resolution</p>	<p style="text-align: center;">Community and culture Exploration and invention Hierarchy and power</p>

Key vocabulary	<p>War and Peace Innovation Alliance Allies Influence Propaganda Oppression Law Treaty Liberation Tactics Parliament Nation Achievements Government Military Resistance Society</p>	<p>Industrialisation Revolution Urbanisation Engine Transportation Steam Steel Mining Child Labour Cholera Public health Evidence Peasantry Social class Society Government Law Oppression</p>
Recall		<p>Primary Source Secondary Source B.C A.D Era Decade Century Discovery Tools Nation Poverty Recall of how ancient civilisations grew for comparison (Egypt, Maya, Greece, Roman Empire) Recall for comparison of how the introduction of metal impacted on people's lives in the Stone Age to Iron Age period.</p>
Investigating and interpreting the past	<p>To ask questions and find answers to questions about the past including: Why was the Battle of Britain so important? How was the Battle of Britain fought? Why did the Battle of Britain mark a turning point in the war? Which inventions / innovations helped Britain win the Battle of Britain? Who were the significant people involved in Britain's victory in the Battle of Britain? How did the Battle of Britain affect the lives of people living in Britain?</p>	<p>To ask questions and find answers to questions about the past including: What was the industrial revolution? Why was Sheffield important to the industrial revolution? What were working / living conditions like for people (including children) working in the steel industry in Sheffield? How did the steel making industry contribute to the growth and expansion of the city?</p>

	<p>To use primary evidence (photographs, recounts and diary entries, old newspaper articles) to give clues as what life was like in World War 2 and how the Battle of Britain shaped the war.</p> <p>Use secondary evidence to research into the key events that led up to and including the Battle of Britain.</p>	<p>Who were the significant people involved in Sheffield's steel industry? (Benjamin Huntsman, Henry Bessemer, Thomas Boulsover, Edwin Chadwick, John Snow) What other key factors of the time contributed to the growth of the city? (improved transport links, e.g rail, canal, invention of machinery, coal power) Population changes in Sheffield between 1750-1900</p> <p>To use primary evidence (photographs, recounts and diary entries, old newspaper articles) to give clues as what life was like in Sheffield 1750 – 1900.</p> <p>Use secondary evidence to research into the industrialisation and growth of Sheffield 1750-1900.</p>
<p>Communicating historically</p>	<ul style="list-style-type: none"> • Use and recall the historical vocabulary above within the concept of describing the significance of the Battle of Britain Eg. 'Due to the fact that <p>Show an understanding of the historical concept of: Resistance, democracy and alliances</p> <p>Chronology (BC / AD) Evidence (primary source / secondary source) Resistance Democracy</p>	<ul style="list-style-type: none"> • Use and recall the historical vocabulary above within the concept of describing the significance of the industrialisation of Sheffield. <i>E.g. Due to the industrialisation of the city of Sheffield, a large number of people moved to the city as there were jobs in the steel industry.</i> <p>Show an understanding of the historical concept of: Growth and Expansion, People and Changes in the past.</p>
<p>Understanding chronology</p>	<ul style="list-style-type: none"> • To identify how historical events cause and effect later events and represent this along a timeline <ul style="list-style-type: none"> - Include other key events of 20th century British history - 1st world war - 1st manned plane flight - Queen Elizabeth coroneted - England win football world cup - Internet invented 	<ul style="list-style-type: none"> • To identify how historical events cause and effect later events and represent this along a timeline <ul style="list-style-type: none"> - James Watt patents the steam engine - Benjamin Huntsman invents the crucible method of making steel - 1st railroad in England - Sheffield Canal opened - 1st steel and cutlery factory opens in Sheffield - Sheffield cholera outbreak - Henry Bessemer's converter was invented which made steel.
<p>Building an overview of world history</p>	<p>Use and recall the historical vocabulary above within the context of explaining why the Battle of Britain was a significant turning point in British history Eg. 'As a result of the invention of the spitfire ...'</p> <p>Show an understanding of the substantive historical concept of: <i>significant turning points in British history.</i></p>	<p>Use and recall the historical vocabulary above within the concept of the industrialisation of the city of Sheffield</p> <p>E.g. 'As a result of the opening of the Sheffield canal, steel was able to be transported more easily around the country.'</p>