



HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Possible Trips & Visits
<b>Y1</b>	<p>Changes within living memory</p> <p><b>Sheffield through the times</b></p> <ul style="list-style-type: none"> <li>Chronological understanding</li> <li>Range and depth of historical knowledge</li> <li>Historical enquiry</li> </ul> <p>Organisation: Discussion</p>	<p>Events beyond living memory are significant nationally or globally</p> <p><b>Gunpowder plot</b></p> <ul style="list-style-type: none"> <li>Chronological understanding</li> <li>Range and depth of historical knowledge</li> <li>Interpretations of history</li> <li>Historical enquiry</li> </ul> <p>Organisation: Drama / role play, writing</p>			<p>Lives of significant individuals used to compare life in different periods.</p> <p><b>Nelson Mandela</b></p> <ul style="list-style-type: none"> <li>Chronological Understanding</li> <li>Range and depth of historical knowledge</li> </ul> <p>Organisation: Discussion</p>	<p>Changes within living memory, <b>How we change and dress babies / toddlers and other significant changes in the household.</b></p> <ul style="list-style-type: none"> <li>Chronological understanding</li> </ul> <p>Organisation: Drama / role play, writing</p>	Western Park, Sheffield section.
<b>Y2</b>		<p>Events beyond living that are significant nationally or globally.</p> <p><b>Great fire of London</b></p> <ul style="list-style-type: none"> <li>Chronological understanding</li> <li>Range and depth of historical knowledge</li> <li>Interpretations of history</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT</p>		<p>Lives of significant individuals used to compare life in different periods.</p> <p><b>Rosa Parks</b></p>	<p>Significant historical events peoples and places In their own locality.</p> <p><b>Castles- Local in-depth study</b></p> <p>Significant individuals</p> <p><b>Mary Queen of Scotts</b></p> <ul style="list-style-type: none"> <li>Historical enquiry</li> <li>Chronological understanding</li> <li>Range and depth of historical knowledge</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT</p>		Manor Lodge
<b>Y3</b>		<p><b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>➤ Julius Caesar’s attempted invasion in 55-54 BC</li> <li>➤ the Roman Empire by AD 42 and the power of its army</li> <li>➤ British resistance, for example, Boudica</li> <li>➤ Romanisation of Britain.</li> </ul>			<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms,</li> </ul>	<p><i>A Local history Study</i></p> <p><b>The effects of World war II and of the blitz on Sheffield.</b></p> <ul style="list-style-type: none"> <li>➤ Chronological Understanding</li> <li>➤ Range and depth of historical knowledge.</li> <li>➤ Interpretations of history</li> <li>➤ Historical enquiry</li> </ul>	Eden Camp Western Park Museum.



		<p><b>Roman Empire</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history.</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT</p>			<p>farming, art and culture</p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT</p>	<p>Organisation: Discussion, Drama, writing, ICT</p>	
<b>Y4</b>	<p>The achievements of the earliest civilizations, including an overview of where and when the first civilizations appeared and a depth study</p> <p><b>Ancient Egypt.</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history.</li> </ul>		<p>A local history study</p> <p><b>Abbeydale Industrial Hamlet and the history of crucible steel</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> </ul>	<p>A local history study</p> <p><b>The Sheffield Floods of 1864 and 2007: A comparative study of effects and impact on the city.</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> </ul>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> <li>➤ Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire;</li> <li>➤ Scots invasions from Ireland to north Britain (now Scotland);</li> <li>➤ Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>➤ Anglo-Saxon art and culture</li> <li>➤ Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history</li> </ul>		<p>Abbeydale Industrial Hamlet</p> <p>Weston Park Museum;</p> <p>River Don walk</p>



<p><b>Y5</b></p>			<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Significant explorers of the world. Shackleton and Amundsen and Scott.</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT, diagrams.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> <li>➤ Viking raids and invasion</li> <li>➤ Resistance by Alfred the Great and Athelstan, first king of England.</li> <li>➤ Further Viking invasions and Danegeld.</li> <li>➤ Anglo-Saxon laws and justice.</li> <li>➤ Edward the Confessor and his death in 1066.</li> </ul> <p><b>Viking and Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT, life cycles.</p>	<p>A non-European society that provides contrasts with British history.</p> <p><b>Mayan civilization c. AD 900;</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of Interpretations of history</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT, diagrams</p> <p>Organisation: Discussion, writing, ICT</p>	<p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Medicine through the ages.</b></p> <p><b>The Bubonic Plague - Eyam.</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT, life cycle, diagrams.</p>	<p>Visit to Eyam</p> <p>Weston Park museum</p>
<p><b>Y6</b></p>	<p>Local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Social history – crime and punishment</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of</li> </ul>		<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world</p> <p>The legacy of Greek culture and sport on later periods in British history.</p> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> </ul>			<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Global exploration</b> (linked to sailing) <b>Christopher Columbus and Sir Francis Drake.</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding.</li> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> </ul>	<p>Visit to Greno woods</p>



	<p>historical knowledge</p> <ul style="list-style-type: none"> <li>• Interpretations of history</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT.</p>		<ul style="list-style-type: none"> <li>• Historical Enquiry</li> <li>• Range and depth of historical knowledge</li> <li>• Interpretations of history</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT, diagrams.</p>			<ul style="list-style-type: none"> <li>• Interpretations of history</li> </ul> <p>Organisation: Discussion, Drama, writing, ICT, diagrams.</p>	
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Key: ***Bold and italic*** = content

- Bullet points = progression skills
- Sub objectives from National Curriculum