



<b>Year</b>	2021-22
<b>Subject</b>	History

	Autumn	Spring	Summer
FS2	<p><b>Understanding the world: Past and Present - ELG</b>                      Talk about the lives of the people around them and their roles in society.                      Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.                      Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
	<p><b><u>Seasons and celebrations</u></b></p> <p><b>Topics</b>                      Children talk about past and present events in their own lives and the lives of their family members.</p> <p>Look at the contrast with the bible story and clothes long ago. Focus on differences of time, not just location. Explain that things look different in Bethlehem because it was long ago.</p> <p>Seasonal changes – walks to the woods.</p> <p>Maths moments – daily songs to develop understanding of time, ordinal numbers, days of the week etc</p> <p>Learning about different celebrations/special days and why we celebrate them – Harvest Festival, remembrance day, Christmas.</p>	<p><b><u>Who are the heroes?</u></b></p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Learn about job roles in society in the past and present.                             <ul style="list-style-type: none"> <li>• Using the theme of Who are the Heroes look at the differences between people, the roles they play, how they help us, and the desirable characteristics in friends and people who contribute to society.</li> </ul> </li> <li>• Read stories that explore heroic behaviour and non-heroic and discuss the contrasts.</li> <li>• Explore and discuss historical artefacts during continuous provision.</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Can talk about things that happened in their own past and things that happened longer ago.</li> <li>• Understand the past through settings, characters and events encountered in class and storytelling.</li> </ul>	<p><b><u>Growing – plants, animals and people</u></b></p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Using plants, animals and environments as a vehicle to explore the differences between where we live and where other people live.</li> <li>• Transition - Talk about changes that are coming in the new year and how this will affect them.</li> <li>• Explore historical objects and sort them between past and present</li> <li>• Create personal timelines to see how you have changed.</li> </ul> <p><b>Key skills</b>                      Talk about past and present events in their own and others' lives</p> <ul style="list-style-type: none"> <li>• They know about similarities and differences between people, families, communities and traditions</li> <li>• Listen to and talk about stories</li> </ul>

**Key skills**

- Observing similarities and differences between people, families, communities and traditions, places, objects and materials.
- Observing/exploring familiar surroundings/ environments,
- Remembers and talks about their own experiences
- Talks about why things happen and how things work
- Talk about past and present events in their own lives and the lives of their family.
- Talk about special events that people in our community celebrate.

**Vocabulary**

*past, now, then, new, recent, and then, before that, afterwards, old, long ago*

- Recognise similarities and differences between things and ways of life at times in the past and now.
- Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding.
- Talk about the roles of significant members of society.

**Vocabulary**

*Artefact, the same as, similar to, identical, like, alike, old, new.*

**Special Events**

Diwali  
Chinese new Year  
Pancake Day  
Easter

- Ask questions and reflect on own experiences and feelings
- They know about similarities and differences between people, families, communities and traditions
- Recognize that a range of technology is used in homes and schools.

**Vocabulary**

*Local, date, order, sequence, occur, list, past, arrange, event, organise, timeline.*

**Special events**

Transition to KS1

Y1

### Changes in our local area

#### **Changes within living memory**

What is the past?

How have things changes in our local area since you/your parents/neighbours/teachers were younger?

#### **Significant historical events, people and places in their own locality**

As a class look at different pictures of local area and their school from the past and present and discuss how they look different. As a class be able to sort pictures to say whether they show the past or the present

#### **Chronological understanding**

Introduce class time lines.

Create personal timelines of their own lives. Children will be able to sort objects and pictures from their local area and school into then and now to show if it is from the past or present. Children will be able to say if objects or pictures happened then or now and explain their thinking.

#### **Organisation and communication**

They will be able to recall some ways in which their local area has changed and is different now it how it has been in the past. Use sources such as maps and photographs to learn about the past.

#### **Concepts**

### The Titanic

#### **Events beyond living memory that are significant nationally or globally.**

The Titanic – why and how it happened, its significance today. To order and recall events of the Titanic.

#### **Chronological understanding**

Create a timeline of the events of the Titanic. Add Titanic to the class timeline and understand how close/far it is to the present day.

#### **Organisation and communication**

Act out events of the Titanic in Mantle of the Expert activity. Write letters and diaries as people on board the Titanic.

Say why people may have acted in the way that they did.

#### **Historical interpretation**

Look at books, videos, photos, pictures and

### The Great Fire of London

#### **Events beyond living memory that are significant nationally or globally.**

Learn the key facts and events of the Great Fire of London and its aftermath.

Visit the emergency services museum to learn about how emergency vehicles have changed.

#### **Chronological understanding**

Order pictures to show the sequence of events that occurred.

Add GFOL to the class timeline and understand how close/far it is to the present day.

Learn about how fire engines have changed from 1666 to today.

#### **Organisation and communication**

Use variety of sources to learn facts of the

### Animals

#### **The lives of significant individuals in the past who have contributed to national and international achievements.**

Learn about the lives of Jane Goodall and David Attenborough. Discuss impact significant people have had in raising awareness of climate change and deforestation.

Use modern day comparison to Greta Thunburg.

#### **Chronological understanding**

Introduce class to timeline of changes to polar ice and forests and place on where the children are in time.

Discuss decades and the idea of past and present.

#### **Organisation and communication**

Record in writing and art

#### **Concepts**

Change, continuity, significance.

#### **Vocabulary**

*most important, best, main, chief, number-one, valuable, essential, environmentalist, conservation*

Change, continuity, sources, chronology, similarity and difference, sequence.

**Vocabulary**

*Similar, difference, local, changes, good, bad, positive, negative, improved, worse, better, more, less.*

artefacts to find out about the Titanic.

**Historical enquiry**

Understand some of the reasons the Titanic sunk. Use P4C sessions to discuss who was to blame, is it ok that women and children left first?

**Concepts**

Significance, causation, sources

**Vocabulary**

*Titanic, captain, Atlantic, cause, because of, and then, result, effect*

GFOF - Watch videos, read accounts, look at pictures etc.

View artefacts on visit to Emergency Services museum.

P4C – circle to discuss why people acted in the way that they did. Use drama to recall facts about what happened.

Children will be able to share facts that they have learned about the great fire of London – record as sentences in book.

**Concepts**

**Empathy, chronology, sources, significance**

**Vocabulary**

*London, diary, River Thames, Samuel Pepys, St Paul's Cathedral, explosion, King Charles II, Pudding Lane*

<p>Y2</p>	<p><b>History of the aeroplane</b></p> <p><b>Events beyond/within living memory.</b> Link to book “Emily-Jane’s aeroplane.” Learn about how aeroplanes were invented and have changed over time.</p> <p><b>Significant individuals</b> Learn about significant inventors who made an impact on the world and how technology has changed over time.</p> <p><b>Chronological understanding</b> Create timelines to show how aeroplanes have changed between when they were invented and now. Use specific dates to progress from Y1.</p> <p><b>Organisation and communication</b> Look at books, artefacts, videos and</p>	<p><b>Victorians</b></p> <p><b>Events beyond living memory.</b> How has life changed for children from Victorian times to today?</p> <p><b>Chronological understanding</b> Children will add to the timeline to chronologically place the Victorian era. Children will be able to identify similarities and differences between their experiences and those of Victorian children</p> <p><b>Organisation and communication</b> Look at books, artefacts, videos and internet sources to find out about life in Victorian times.</p> <p><b>Historical enquiry</b> Compare and contrast life in</p>	<p><b>The Sheffield Flood</b></p> <p><b>Significant historical events, people and places in their own locality.</b> Children will be aware of how a significant historical event has shaped local area. Children will record key dates from the event of the Sheffield flood and compare to the 2007 floods in terms of emergency services response.</p> <p><b>Organisation and communication</b> Children will use drama to act out the main events of the flood. Use historical sources to learn about the past. Give reasons for why people acted the way they did during the floods. Compare with the floods of 2007.</p> <p><b>Historical enquiry</b> P4C – who was to blame for the floods? What were the main causes? Use historical evidence to support their opinions. Which historical sources are the best/give us the best information.</p> <p><b>Concepts</b> Empathy, similar and difference, causation, significance</p> <p><b>Vocabulary</b> Source, eye witness, historical, interpret, chronological, local, Sheffield Flood, Sheffield Waterworks Company, Dale Dyke Dam.</p>	<p><b>Women of Steel</b></p> <p><b>Significant historical events, people and places in their own locality.</b> <b>The lives of significant people who have contributed to national achievements</b> Use local Women of Steel statue as stimulus and discuss its significance. Learn about World War II in relation to other historical events. Learn about the contribution the Women Of Steel made during WWII.</p> <p><b>Historical enquiry</b> Generate questions for the Women of Steel and write a letter to them. Learn about current local Sheffield heroes and compare to them.</p> <p><b>Chronological understanding</b></p>	<p><b>What is an activist?</b></p> <p><b>The lives of significant people.</b> Learn about significant historical activists and compare to present day – Martin Luther King, Rosa Parks, Emily Davidson, Marcus Rashford. Develop an understanding of how race and prejudice played a role in the significance of these people.</p> <p><b>Knowledge and understanding of events, people and history</b> Children will learn about the times that each of these activists lived in and be able to talk</p>
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	<p>internet sources to find out about the history of aeroplanes.</p> <p><b><u>Concepts</u></b> Chronology, progression, significance,</p> <p><b><u>Vocabulary</u></b> Inventor, significance, compare, contrast, development, technology</p>	<p>Victorian times to today. Consider whether the chn would prefer to live then or now?</p> <p><b><u>Concepts</u></b> Change, continuity, similarity and difference.</p> <p><b><u>Vocabulary</u></b> Compare, contrast period of time, historical, sources, Victorian, monarch, queen.</p>		<p>Use timelines to link women of steel to other historical topics throughout the key stage.</p> <p><b><u>Concepts</u></b> Perspective, causation, significance, empathy.</p> <p><b><u>Vocabulary</u></b> share, feeling, view, imagine, see, recognize, understand, picture, Sheffield, significant, World War II, women of steel.</p>	<p>about how things have changed. They will learn about the historical context that the activists were living in to explain why they might have acted in the way they did.</p> <p><b><u>Concepts</u></b> Significance, empathy, perspective.</p> <p><b><u>Vocabulary</u></b> Diversity, prejudice, activist, suffragette, campaigner</p>
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