

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	<p style="text-align: center;"><u>Discovering History</u></p> <p>Sources & Evidence: Timelines Artifacts Family tree Photographs Must Farm Mary Seacole's book Video of archaeological digs Maps</p> <p>Interpretation: History can be both things that happened a short time ago and a long time ago in the past.</p>		<p style="text-align: center;"><u>Kings, Queens and Leaders</u></p> <p>Sources & Evidence: Photographs/ paintings Timelines of the significant rulers Family tree Artifacts – Crown Jewels Video of coronation Stories of how rulers came to be.</p> <p>Interpretation: Whether a ruler is a good one or not: John I, Henry III, and Charles I were unfair Kings as they wanted lots of power, raised taxes unfairly and treated people poorly. Oliver Cromwell was appointed by parliament but created laws by his puritan religion i.e. no dancing, singing and wearing plain clothes. Charles II, he fled to France for 16 years, and he became King again. What would it be like without a King or Queen? Different views about who people want in charge.</p>		<p style="text-align: center;"><u>Parliament and Prime Ministers</u></p> <p>Sources & Evidence: Photographs/ paintings Timelines of the significant rulers Family tree Videos of elections Story aids – crowns, money, scrolls, flags</p> <p>Interpretation: Unlimited power vs elected power The role of how Parliament influences society now compared to the past.</p>	

	<p style="text-align: center;"><u>Romans in Britain</u></p> <p>Sources & Evidence: Maps of Roman Empire growing Secondary source artworks of Boudicca, Britons and the Romans Video of Roman ruins that still exist today Pictures of remaining Roman buildings and architecture Roman artefacts are still being discovered.</p> <p>Interpretation: When we first introduced the Roman Empire, they invaded countries and killed people for the power. However, they left places better than when they arrived due to their technological innovations. We can now read, have toilets, baths, money and infrastructure/culture (Forum - where people voted for government and posed problems within the town, entertainment, plumbing, sturdy buildings and roads).</p>	<p style="text-align: center;"><u>The Tudors</u></p> <p>Sources & Evidence: Photographs of Tudor reenactments, remade clothing, houses etc. Family tree Portraits of the Tudors and Henry VIII's wives Primary sources – Act of Uniformity, Act of Supremacy, Book of Common Prayer</p> <p>Interpretation: How Tudor royals were perceived by the different religious groups during their rule: Henry VIII was well liked at first, but less so after the reformation and his wives' divorces/executions (consider each wife, Henry's motivations for marrying – wanting a son) Edward VI was liked by Protestants but not Catholics. He made a lot of religious changes for the Protestants but did not include the Catholics in this. Mary I was liked by Catholics and hated by Protestants. She killed a lot of Protestants and earned the nickname 'Bloody Mary' Elizabeth I was generally liked by all and started the Golden Age (theatres - Shakespeare, world discovery – Francis Drake and Walter Raleigh, art)</p>	<p style="text-align: center;"><u>Powerful Voices</u></p> <p>Sources & Evidence: Primary source – Newspaper clipping from outlaw of bus segregation, photographs of bus boycott, photograph of Salt March, Gandhi and Indian Independence Timeline and maps of British Empire Secondary sources - Artwork of British Empire Quotes from Powerful Voices Video of 'I have a dream' speech Map of Pakistan News article of Malala Photographs of Malala Photographs of Magid Magid and quotes from him</p> <p>Interpretation: Gandhi wasn't liked by the British Empire, but he was very important to the people of India. Gandhi helped to make India independent and separate from the British Empire through peaceful protests, with specific focus on the Salt March. Racism was ingrained in American society, but people were starting to realise that it was wrong. Martin Luther King's speech affected this, as well as support for Rosa Parks after she refused to let a white man take her seat on the bus. This led to the Montgomery Bus Boycott and changes to legislation regarding segregation in that area. Changing people's views that education for women was important, specifically in Pakistan where Malala grew up. How her life was affected by her choice to speak out about the difficulties girls in her community faced, and her now global impact ensuring all girls can receive education. Magid Magid was a refugee from Somalia who came to Sheffield and his experiences through childhood left him wanting to go into politics and make a difference for other ethnic minorities in Sheffield. He studied politics and was voted mayor, which allowed him to make an impact on other people's lives through work on climate change and help for refugees and young people.</p>
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Year 3	<p><u>Stone Age to the Iron Age</u> Sources & Evidence: Artefacts found during archaeological excavations. Stone age drawings in caves. Tools and weapons found using different materials. Religious sites showing evidence of belief system. Photos of forts/settlements using the terrain for protection and shelter. Interpretation: Weapons and tools changed and influenced civilisation over a long period of time. Cave drawings tell stories of events before written history. Stonehenge is a site that has disputed history and reasons behind it.</p>	<p><u>Ancient Egypt</u> Sources & Evidence: Wall paintings to show life in Ancient Egypt & gods Artefacts from Tutankhamun's tomb Hieroglyphics – how Egyptians wrote The Book Of The Dead to look at beliefs Interpretation: The strata of society that you were born into would dictate your life opportunities. Life was dependent on the cycle of floods in the River Nile.</p>	<p><u>The Anglo Saxons Scots and the Vikings</u> Sources & Evidence: Religious artefacts and symbols to show change from paganism to Christianity. Anglo-Saxon Chronicle to find out about the first Viking raids. The Bayeux Tapestry to look at events of the Battle Of Hastings Interpretation: Bayeux Tapestry shows the Norman point of view of the Battle Of Hastings</p>	<p><u>Law and Power (1154-1272)</u> Sources & Evidence: Magna Carta to show the changes to laws in England. Interpretation: Laws and rights have changed through the ages. Some of the laws around the world today have their roots in the changes to law in the Middle Ages. The rich and powerful did not give up their rights and laws willingly.</p>	<p><u>The War of the Roses</u> Sources & Evidence: Family tree of Tudors and Lancasters to show the transfer of power. Interpretation: The power structures of England in the Middle Ages were created through relationships, marriages and alliances.</p>
	Year 4	<p><u>Ancient Greece</u> Sources & Evidence: Maps physical and political of the size and spread of Ancient Greece and the size of mountains. Statues that depict events/people in Ancient Greece Paintings of Ancient Greece Monuments- pantheon Pictures of artefacts that show life in Ancient Greece Pottery Interpretation: Alexander the Great – ruthless or ambitious leader? Greek Myths which parts are real, and which are fiction. What is the moral of Greek Myths.</p>	<p><u>Life in Ancient Rome</u> Sources & Evidence: Maps of the size of the Empire across Europe Buildings and monuments still standing in Rome and what that shows about the impact of the Romans. Excavation of Pompeii and artifacts discovered during this time such as jewellery, crockery, houses, mosaics and taverns which show life in Ancient Rome. Pliny the Younger diary for first-hand account of the eruption of Mount Vesuvius including the date and location. Scientific diagrams and videos of the sequence of an eruption. Interpretation: Limited accounts mean that we receive limited perspectives on Roman life.</p>	<p><u>The Rise and Fall of Rome</u> Sources & Evidence: Graphs of the ruling length of emperors Maps to show the decline of the Empire over time Timelines of the main events in the period The Catholic church records of dates and events in Ancient Rome Map that shows the increase of the Roman Empire from the Punic wars. Interpretation: Emperor Constantine claiming to see messages from Christian God prior to the conversion of the Empire.</p>	<p><u>The Stuarts</u> Sources & Evidence: Royal family trees that show why the Crown passed to the Stuarts after the Tudors. Monteaagle letter – Sent during the Gun Powder plot which led to the arrest of the Plotters Grand Remonstrance document. Document that stated the parliament had greater control over decisions in the country Samuel Peyps diary on the fire of London. Visit to Eyam which shows church death records from the plague. Interpretation: Charles II- Merry or vindictive leader. He brought back Christmas, repealed the moral laws however he was not very involved in parliament, placed his father's executor's heads on pikes and he also fled from the plague. Oliver Cromwell – strong leader or tyrant? He repowered the Empire, he ended wars in Spain and France. He reunited the United Kingdom after the civil war. He gave religious freedom. However, he also introduced moral puritan laws. He banned singing, Christmas, theatre, dancing, bear baiting and horse racing. He was also very ruthless with the rebellions in Scotland and Ireland. He also did not work with parliament.</p>

Year 5	<p><u>Baghdad c.900 CE</u> Sources & Evidence:</p> <p>Map of the Islamic Empire.</p> <p>Diagram of the layout of Baghdad.</p> <p>Baghdad Center of Learning key individuals: Al-Khwarizmi (mathematician) Ibn Al-Haytham (optics) Yahya ibn abi Mansur (astronomical) Al-Idrisi (geographical map drawer)</p> <p>Map of the Mongol Empire</p> <p>A traveller, Ibn-Jubayr quote from 1184.</p> <p>A tapestry circa 1430 showing Hülegü's army conducting a siege on Baghdad walls.</p> <p>Interpretation: Some people value knowledge. Other leaders have tried to stop people acquiring knowledge as they see it is threatening to their power.</p>	<p><u>The Early British Empire</u> Sources & Evidence:</p> <p>Video that shows the British Empire.</p> <p>Map of British Empire in late 1500s</p> <p>Map showing the Mughal Empire (16th C – 17th C)</p> <p>Map showing the Indian ports of the East India Trading Company.</p> <p>Explorations and colonisation map</p> <p>Painting of General Wolfe's death.</p> <p>Interpretation: Perspectives on the British Empire now.</p> <p>Fairness/ attitudes</p>	<p><u>The French Revolution</u> Sources & Evidence:</p> <p>Artist's representation of Louis XVI and Marie Antoinette riding a peasant.</p> <p>Image of Napoleon being sent to exiled to Elba.</p> <p>Image of the map battle of Trafalgar (Diagram shows battle happening near Spain)</p> <p>Interpretation: Some societies throughout history are unfair which can cause conditions for revolution. These events abled people like Napoleon eventually obtain power.</p>	<p><u>The Transatlantic Slave Trade</u> Sources & Evidence:</p> <p>Diagram of a slave ship launched from Liverpool in 1781</p> <p>Slave Trade Act – 1788 limited the number of slaves allowed on each transportation ship.</p> <p>Autobiography extract from Olaudah Equiano. Who spoke about what it was like to arrive in the Americas.</p> <p>Ship log from the slave ship 'Unity'</p> <ul style="list-style-type: none"> - Captain Robert Norris. - Quotes from these logs. <p>A map of the transatlantic slave trade with images of what was traded and what was produced.</p> <p>Picture of a slave auction.</p> <p>Video of what happened to prepare slaves for the auctions.</p> <p>Pictures of:</p> <ul style="list-style-type: none"> - plantation conditions. - slave punishments. -slave revolts. <p>Interpretation: Some cities are still benefitting from these profits today e.g. Liverpool, London ports.</p> <p>People were turned into slaves and stripped of their dignity. America needed labourers for their growing economy.</p>	<p><u>The Industrial Revolution</u> Sources & Evidence:</p> <p>There are still sites in Britain from the Industrial Revolution – trip to Abbeydale Industrial Hamlet.</p> <p>Newspaper reports from the time.</p> <p>Interpretation: The Indisutrial Revolution is interpreted based on looking back from current ways of living. It provided wealth to the country but at the cost of lives to the poor at the time.</p>	<p><u>The Victorian Age</u> Sources & Evidence:</p> <p>Images of Queen Victoria and Prince Albert. A video of what Queen Victoria did during her reign.</p> <p>Image of cartoon from newspaper in current time. Showing someone with Cholera.</p> <p>Image of workhouse and workers. Showing poor conditions.</p> <p>Poor Law document. Workhouse and conditions of work house.</p> <p>Interpretation: Comparing conditions of Britian now and then.</p>
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<p>Year 6</p>	<p style="text-align: center;"><u>World War I</u></p> <p>Sources & Evidence:</p> <ol style="list-style-type: none"> 1. Map of World Empires in 1914 2. Historical photographs from WW1 (including weapons and transport and conditions of land, roles in the war). 3. Extract from Amar Singh's diary (Indian soldier fighting for British). 4. Examples of propaganda. <p>Interpretation:</p> <ol style="list-style-type: none"> 1. Where alliances were in the Europe, and how they formed. 2. Feelings that led to actions (e.g. how did Germany feel being surrounded?) 3. What life was like in the war for different people? 	<p style="text-align: center;"><u>The Suffragettes</u></p> <p>Sources & Evidence:</p> <ol style="list-style-type: none"> 1. Reference to Great Reform Act (1832 and 1867). 3. Quote from Queen Victoria 4. Posters about annual meetings. 5. Photographs of events including protests, arrests as well as logos and badges. 6. Pamphlets, newspaper, articles, letters. 7. Propaganda 8. Photographs from WW1. 9. Reference to Representation of the people Act (1918). 10. Reference to Equal Franchise Act (1928). <p>Interpretation:</p> <ol style="list-style-type: none"> 1. Different people's perspectives on women's right to vote. 2. Different approaches to protests. 3. Fairness/attitudes. 	<p style="text-align: center;"><u>The Rise of Hitler and World War II</u></p> <p>Sources & Evidence:</p> <ol style="list-style-type: none"> 1. Map of Europe in 1914 and 1923 2. Examples of propaganda and extract from German newspaper. 3. Treaty of Versailles (reference to conditions of the agreement). 4. Photographs from the time period (people, Kristallnacht) 5. Map to show Germany's election result from 1933. 6. Map of migration of Jewish people from Germany. 7. Photographs of Jewish passports. 8. Diary entry from Klaus Langer (a Jewish person) in 1938 accompanied by picture of the actual diary. <p>Interpretation:</p> <ol style="list-style-type: none"> 1. Changes to land and ownership over time. 2. Discuss what life was like for different people in Nazi Germany. 3. People's feelings in Germany and how were exploited. 	<p style="text-align: center;"><u>World War II and the Holocaust</u></p> <p>Sources & Evidence:</p> <ol style="list-style-type: none"> 1. Neville Chamberlain's radio broadcast (audio). 2. Photographs of aircraft 3. Map of areas in UK that were bombed. 4. Winston Churchill quote. 5. Photographs of coding machines, people and building. 6. Accounts of survivor's stories from the Holocaust. 7. Propaganda from the war effort. <p>Interpretation:</p> <ol style="list-style-type: none"> 1. How attitudes and feelings can lead to events. 2. Recognise people's contributions during the war. 	<p style="text-align: center;"><u>The Cold War</u></p> <p>Sources & Evidence:</p> <ol style="list-style-type: none"> 1. Propaganda 2. Timeline of dates with photographs of events 3. Quote from George Orwell essay "You and the Atomic Bomb". 4. Map of Korea before and after WW2 5. Map of Vietnam before and after war <p>Interpretation:</p> <ol style="list-style-type: none"> 1. How did wars change as a result of WW2 and people not wanting to physically fight anymore? 2. Discussions around whether a proxy war was more/less successful. 	<p style="text-align: center;"><u>The History of Human Rights</u></p> <p>Sources & Evidence:</p> <ol style="list-style-type: none"> 1. Images of events and influential people <p>Interpretation:</p> <ol style="list-style-type: none"> 1. Why we have rights? 2. How have rights changed and how does this impact our lives today?
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