

Cycle 1 – Who Runs the World?

Equality: Gender

	Foundation Stage	1	2	3	4	5	6
							
Topic	<p>2FEL: My family and sequencing</p> <p>Nursery: Family history</p> <p>Reception: Old and New</p>	Florence Nightingale	Queens of England (Exploration and Invention)	Ancient Egypt and Cleopatra	Ancient Greece Women of Sparta	Mayan female Rulers	WW2 ‘Sheffield Women of Steel’
National Curriculum	Refer to Early Years Planning	<p>History:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Geography:</p> <ul style="list-style-type: none"> (KS1) Skills: world maps Human Geography: (KS2) land use. 	<p>History:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Geography:</p> <ul style="list-style-type: none"> (KS1) Skills: world maps Human Geography: (KS2) land use, trade links, economic activity (the British Empire) 	<p>History:</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt.</p> <p>Geography:</p> <ul style="list-style-type: none"> Skills: world and country maps Human Geography: land use, trade links, economic activity. Physical Geography: Rivers (The Nile) 	<p>History:</p> <p>A study of Greek life and achievements and their influence on the western world</p> <p>Geography:</p> <ul style="list-style-type: none"> Skills: world and country maps Human Geography: land use, trade links, economic activity, distribution of natural resources. 	<p>History:</p> <p>A non-European society that provides contrasts with British history – A study of Mayan civilization c. AD 900.</p> <p>Geography:</p> <ul style="list-style-type: none"> Skills: world and country maps Human Geography: settlement and land use, economic activity, distribution of natural resources. 	<p>History:</p> <p>A local history study. An aspect of history dating from a period beyond 1066 that is significant in the locality of Sheffield.</p> <p>Geography:</p> <ul style="list-style-type: none"> Skills: world and country maps Human Geography: land use, trade links, economic activity (the expansion and dissolution of the British Empire) the distribution of natural resources (rationing)
Core Questions		<ul style="list-style-type: none"> Who were the Nurses from History? Where did they come from? Why? And what was the impact on those already there? (Cause and consequence) 	<ul style="list-style-type: none"> Who were the Queens of England? How did they come to power? Why? And what was the impact on those already in power or those who had just left? (Cause and consequence) 	<ul style="list-style-type: none"> Who were the Ancient Egyptians? Where did they come from? Why? And what was the impact on those already there? (Cause and consequence) 	<ul style="list-style-type: none"> Who were the Ancient Greeks? Where did they come from? Why? And what was the impact on those already there? (Cause and consequence) 	<ul style="list-style-type: none"> Who were the Mayans? Where did they come from? Why? And what was the impact on those already there? (Cause and consequence) 	<ul style="list-style-type: none"> Who were the Women of Steel? Where did they come from? Why? And what was the impact on those already there? (Cause and consequence)

		<ul style="list-style-type: none"> • How were the Nurses from history and their situation similar and different to nursing today? (Similarity and difference) • Why did they work where they did? (Time, change and continuity) • Did they leave? If so – why? (Time, change and continuity) • What changed through the early nursing era? What continued the same? (Time, change and continuity) • What is the legacy of the nurses from history? Or lasting achievements? (significance) • How do we know? (sources) (evidence and interpretation) 	<ul style="list-style-type: none"> • How were the Queens of the past similar and different to the Queen today? (Similarity and difference) • Why did they work as the monarch? (Time, change and continuity) • Did they leave the monarchy? If so – why? (Time, change and continuity) • How did the British Empire develop and grow during the reign of each Queen? (cause and consequence, time, change and continuity) • Did it reach dissolution? If so – why? (Cause and consequence) • What changed through the reign of each queen? What continued the same? (Time, change and continuity) • What is the legacy of each Queen of England? Or lasting achievements? (significance) • How do we know? (sources) (evidence and interpretation) 	<ul style="list-style-type: none"> • How was the Ancient Egyptian civilisation, and the Egyptians themselves, similar and different to today, and Ancient Britain? (Similarity and difference) • Why did they live there? (Time, change and continuity) • Did they leave? If so – why? (Time, change and continuity) • How did their empire develop and grow? (cause and consequence, time, change and continuity) • Did it reach dissolution? If so – why? (Cause and consequence) • What changed through the Ancient Egyptian era? What continued the same? (Time, change and continuity) • What is their legacy? Or lasting achievements? (significance) <p>How do we know? (sources) (evidence and interpretation)</p>	<ul style="list-style-type: none"> • How was the Greek civilisation, and the Greeks themselves, similar and different to Ancient Egypt? (Similarity and difference) • Why did they live there? (Time, change and continuity) • Did they leave? If so – why? (Time, change and continuity) • How did their empire develop and grow? (cause and consequence, time, change and continuity) • Did it reach dissolution? If so – why? (Cause and consequence) • What changed through the Ancient Greek era? What continued the same? (Time, change and continuity) • What is their legacy? Or lasting achievements? (significance) • How do we know? (sources) (evidence and interpretation) 	<ul style="list-style-type: none"> • How was the Mayan civilisation, and the Mayans themselves, similar and different to today, and the Ancient Greek and Roman civilisations? (Similarity and difference) • Why did they live there? (Time, change and continuity) • Did they leave? If so – why? (Time, change and continuity) • How did their empire develop and grow? (cause and consequence, time, change and continuity) • Did it reach dissolution? If so – why? (Cause and consequence) • What changed through the Ancient Mayan era? What continued the same? (Time, change and continuity) • What is their legacy? Or lasting achievements? (significance) • How do we know? (sources) (evidence and interpretation) 	<ul style="list-style-type: none"> • How were the Women of Steel and their situation similar and different to women today? (Similarity and difference) • Why did they work and live in Sheffield? (Time, change and continuity) • Did they leave? If so – why? (Time, change and continuity) • How did the British Empire develop and grow? (cause and consequence, time, change and continuity) • Did it reach dissolution? If so – why? (Cause and consequence) • What changed through the WW2 era? What continued the same? (Time, change and continuity) • What is the legacy of WW2 and the Women of Steel? Or lasting achievements? (significance) • How do we know? (sources) (evidence and interpretation)
<p align="center">Concept Domains</p>		<p>Community and Culture:</p> <ul style="list-style-type: none"> • Daily life <p>Exploration and Invention</p> <ul style="list-style-type: none"> • Discovery • Progress 	<p>Community and Culture</p> <ul style="list-style-type: none"> • Civilisation • Daily life • Economy • Nation • Trade 	<p>Community and Culture:</p> <ul style="list-style-type: none"> • Architecture • Art • Civilisation • Daily life • Economy • Inspiration 	<p>Community and Culture:</p> <ul style="list-style-type: none"> • Architecture • Art • Civilisation • Daily life • Economy • Inspiration 	<p>Community and Culture:</p> <ul style="list-style-type: none"> • Architecture • Art • Civilisation • Daily life • Economy • Inspiration 	<p>Community and Culture:</p> <ul style="list-style-type: none"> • Civilisation • Daily life • Economy • Inspiration • Leisure • Nation

		<ul style="list-style-type: none"> Tools <p>Conflict and Disaster:</p> <ul style="list-style-type: none"> Military Peace Surrender War <p>Hierarchy and Power</p> <ul style="list-style-type: none"> Country Empire Democracy Equality Government Law Monarchy Parliament Politics Poverty Protection 	<p>Exploration and Invention</p> <ul style="list-style-type: none"> Discovery Migration Navigation Progress Tools <p>Hierarchy and Power</p> <ul style="list-style-type: none"> Country Democracy Empire Equality Government Law Monarchy Parliament Peasantry Politics Slavery Tyranny 	<ul style="list-style-type: none"> Leisure Myth Nation Religion Settlement Trade <p>Hierarchy and Power:</p> <ul style="list-style-type: none"> Country Democracy Empire Equality Government Law Monarchy Parliament Peasantry Politics Slavery Poverty tyranny 	<ul style="list-style-type: none"> Leisure Myth Nation Religion Settlement Story Trade <p>Hierarchy and Power:</p> <ul style="list-style-type: none"> Country Democracy Empire Equality Government Law Monarchy Parliament Peasantry Politics Slavery Poverty Tyranny <p>Conflict and Disaster</p> <ul style="list-style-type: none"> Military Peace Surrender War <p>Exploration and Invention:</p> <ul style="list-style-type: none"> Discovery Progress Tools Navigation 	<ul style="list-style-type: none"> Leisure Myth Nation Religion Settlement Story Trade <p>Hierarchy and Power:</p> <ul style="list-style-type: none"> Country Democracy Empire Equality Government Law Monarchy Parliament Peasantry Politics Slavery Poverty Tyranny <p>Exploration and Invention</p> <ul style="list-style-type: none"> Discovery Navigation Progress Tools 	<ul style="list-style-type: none"> Trade <p>Hierarchy and Power:</p> <ul style="list-style-type: none"> Country Democracy Empire Equality Government Law Monarchy Parliament Politics Poverty Tyranny <p>Exploration and Invention</p> <ul style="list-style-type: none"> Migration Tools <p>Conflict and Disaster:</p> <ul style="list-style-type: none"> Conquest Liberation Military Occupation Peace Surrender Treaty War
<p>Compare and contrast with...</p> 		<p>Local and National:</p> <p>Today (cultural, economic, social) Covid 19 Pandemic (own knowledge and experience)</p> <p>EYFS: Roles and responsibilities of people in the community</p>	<p>Local and National:</p> <p>Today (cultural, economic, political, social) Year 1: Seaside through the ages.</p> <p>National and International:</p> <p>Year 1: Nurses from History in Victoria's reign.</p>	<p>Local and National:</p> <p>Today (cultural, social, political, economic)</p> <p>International:</p> <p>Year 2: Queens (leaders) of England and their impact around the world.</p>	<p>Local and National:</p> <p>Today (cultural, economic, social, political)</p> <p>International:</p> <p>Year 3 Ancient Egypt (cultural, economic, social, political, religious)</p>	<p>Local and National:</p> <p>Today (cultural, economic, social, political)</p> <p>International: Year 4: Ancient Greece.</p> <p>Year 3: Ancient Egypt.</p>	<p>Local and National:</p> <p>Today (cultural, economic, social, political, military, social)</p> <p>International:</p> <p>Year 2: Queens of England - Year 2: Reign of Elizabeth II (and her father) and Empire.</p>

		And... An understanding of 'past' and 'present'.	Year 1: The Suffrage movement around the world in Victoria's reign		Year 3: The Stone Age – earliest communities.		Year 2: post-war Britain and the housing projects
Grand Narratives versus Local Stories		Grand Narrative: The history of healthcare and nursing Local Stories: a patient during each time period	Grand Narrative: The British Monarchy over time Local Stories: An explorer during each monarch's reign	Grand Narrative: Ancient Civilisations across the world Local Stories: Cleopatra and Nefertiti	Grand Narrative: Ancient Civilisations across the world Local Stories: A Spartan woman compared with an ancient Greek woman	Grand Narrative: Ancient Civilisations across the world Local Stories: Lady Six-sky	Grand Narrative: World War II Local Stories: The women of Sheffield and their role in the war effort.
Knowledge of Chronology		Pupils can: Sort old (past) and new (present) objects and sources. Sequence events about their own life, and family members' lives.	Pupils can: Sequence a set of events or artifacts into chronological order and give reasons for their order.	Pupils can: Make comparisons between different historical periods explaining things that have changed, and things that have stayed the same.	Pupils can: Place a specific event on a timeline by a decade. Begin to sequence the British and world historical periods and events they have learned about.	Pupils can: Construct, or draw, a timeline with different time periods and say where a period of history fits on it. Sequence, and begin to plot with more accuracy, the British and world historical periods and events they have learned about, including previous accumulated knowledge. Begin to talk fluently about when British historical periods happened using chronological vocabulary, and which world historical events happened at the same time.	Pupils can: Plot, with accuracy, the British and world historical periods and events they have learned about, including previous accumulated knowledge. Talk fluently about when British historical periods happened using chronological vocabulary, and which world historical events happened at the same time.

Historical Vocabulary

	2FEL	Nur	Rec	1	2	3	4	5	6
				Florence Nightingale	Queens of England	Ancient Egypt and Cleopatra	Ancient Greece and women of Sparta	Mayan female Rulers and Civilisation	WW2 'Sheffield Women of Steel'
Chronological words and phrases	<i>Understands some talk about immediate past and future:</i> before later soon	<i>Understand and consolidate use of everyday language related to time</i> before later soon tomorrow	<i>All previous, plus:</i> Last week Next week Yesterday Before I was born When my ___ (Dad) was a little boy...	<i>All previous, plus:</i> ___ years ago A long time a ago In the past Long ago Many years ago In modern times	<i>All previous, plus:</i> Before... After... In 1867 Recently In the last ...	<i>All previous, plus:</i> During (the time of...) Since...	<i>All previous, plus:</i> Between ___ and ___ Just after... Just before...	<i>All previous, plus:</i> Throughout the (Mayan period) Towards the end of (the Mayan Empire) Around... ___AD ___BC The turn of the Century	<i>All previous, plus:</i> Pre-1066, ... Preceding the... Following the... Around the time of... At a similar time..
Historical and abstract language				Decade Century Victorian Post-war Oral History Same Different Change Continuing Industrial Revolution	Decade Century Millenium Nation National Empire Parliament Monarchy Line of Succession Inherit Role responsibility similarity difference change continuity	artefact archaeology Millennium discovery Ancient Civilisation Similarity and Difference cause effect Impact legacy	Empower Empire (Greek) ancient Civilisation Artefact Primary source Secondary source Diversity Peasantry Parliament Trade The Bronze Age Similarity and Difference Continuity Change	Pre Classic Period Classic Period Post Classic Period Peasantry Parliament Similarity and Difference Cause and Consequence	Empire (British) Explorers Local Primary evidence Secondary sources artefact Causation Change continuity cause consequence Significance Impact similarity

					Sovereignty		Cause and consequence Expansion Impact legacy		difference Conscription Evacuation
Tier 3				Cleaning Courage Doctor Germs Hospitals Hygiene Infection Medical Medicine Nurse Sanitation Sterile	Buckingham Palace Commoner Coronation Crown Family Tree Heir to the throne Highness Majesty Orb Pageant Reign Scepter Throne Tudor Victorian Windsor	After life Amulet Burial Canopic Jars Cedar Tree Delta Dynasty Egyptologist Hieroglyphics Inundation Obelisk Osiris Papyrus Pharaoh Pyramids Queen Nefertiti River Nile Rosetta Stone Sarcophagus Sphinx	Acropolis Aegean Sea Agora Alphabet Assembly Barraks Bronze Age Chiton City States Democracy Dynasty Gods/Goddesses Gymnasium Judges (archons) Mediteranean Monarchy Myths/Legends Oligarchy Olympics Orator Parthanon Peninsula Scholar Slaves (helots or serfs) Spartans Strigel	Ahau (the Main King) Cacao Central America City State Codex Crime Glyph Goddesses Gods Government Haab Calendar King Lords Nobel Priests Punishment Pyramid Quetzal Sacrifice Stela Tikal Yucatan Peninsula	Air raid Allies Armistice Battle of Britain Black out Chancellor Collaboration D-Day Dictator Dunkirk Enemies Factories Propaganda Rationing Resistance Steel Works Strategy Trade Unions VE Day War Effort World War Two

Historical Artefacts and Sources

		Florence Nightingale	Queens of England	Ancient Egypt and Cleopatra	Ancient Greece and women of Sparta	Mayan female Rulers and Civilisation	WW2 'Sheffield Women of Steel'
Using Historical Sources and artefacts		Pupils can: Put objects in order of age and give reasons for their order Ask and answer questions about old and new objects. Explain how and why objects were different in the past? Use the words ' past ' and ' present ' correctly?	Pupils can: Sequence artefacts closer together in time, and describe their similarities and differences. Use a source to ask and answer who, why, what, where and how questions Say which source they think is the most useful to find out about the past. Explain why eye witness accounts may differ about the same events.	Pupils can: Distinguish between sources and prioritise their usefulness	Pupils can: Use research about the past to work out how historically accurate events and people have been represented. Look at two versions of an event and say how they differ.	Pupils can Routinely check the accuracy of the source against their own knowledge. Suggest why a particular historical source may present an event in a different light, depending on the creator or author .	Pupils can: Understand bias and propaganda and the reasons why sources like this can be more or less reliable. Suggest why there may be different interpretations of events
		Pupils can: Use several artefacts to piece together information to answer an investigation question. Say why one source is more useful than another to learn about the past and give specific reasons why.					
Choosing Historical Sources and artefacts		<ul style="list-style-type: none"> • Florence Nightingale's letters • Photographs • Paintings Eye witness testimonies	Royal Portraits Eye witness accounts	The Rosetta Stone 1922 Lord Canarvan discovery of the tomb.	https://archive.artic.edu/cleo/index.html	Use the sources from Frederick Catherwood's discovery of the Mayan Empire	Eye witness testimonies Letters Photographs Work records (Sheffield Archives)

The history of the world in 100 objects (The British Museum)

<http://teachinghistory100.org/>