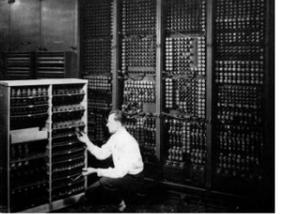


## Cycle 4 – Creating a Better World

	Foundation Stage	1	2	3	4	5	6
							
Topic	<p><b>2FEL:</b> Sequencing</p> <p><b>Nursery:</b> The passing of time and sequencing</p> <p><b>Reception:</b> How I have grown? Events in lifetime.</p>	<p><b>The History of Women’s Right to Vote</b></p>	<p><b>The History of Plastic</b></p>	<p><b>The History of Medicine and Disease</b></p>	<p><b>The History of Black Civil Rights</b></p>	<p><b>The History of the Olympic Games</b></p>	<p><b>The History of Computing</b></p>
National Curriculum		<p><b>History:</b></p> <p>Events beyond living memory that are significant nationally or globally</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Skills: world and country maps (British Empire and rule of law)</li> <li>Human Geography: economic activity</li> </ul>	<p><b>History:</b></p> <p>Changes within living memory which show aspects of change in national life.</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Skills: world and country maps (trade routes)</li> <li>Physical Geography: pollution of the rivers, oceans and seas</li> <li>Human Geography: economic activity, trade links</li> </ul>	<p><b>History:</b></p> <p>A study or aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Skills: world and country maps (plague and pandemics)</li> <li>Human Geography: population and contact, types of settlement (cities and towns)</li> </ul>	<p><b>History:</b></p> <p>A study or aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Skills: world and country maps (slave trade triangle)</li> <li>Human Geography: settlement and land use, trade links, distribution of natural resources.</li> </ul>	<p><b>History:</b></p> <p>A study or aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Skills: world and country maps (Olympic participants now, and origin in Greece)</li> <li>Human Geography: land use, economic activity.</li> </ul>	<p><b>History:</b></p> <p>A study or aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Skills: world and country maps (digital coverage, globalisation)</li> <li>Human Geography: economic activity</li> </ul>
Core Questions		<ul style="list-style-type: none"> <li>What was the suffragette movement?</li> <li>Who was involved and why?</li> <li>How was the group formed? And what was their impact on other people? <b>(Cause and consequence)</b></li> </ul>	<ul style="list-style-type: none"> <li>What is plastic?</li> <li>Where did they come from? Why? And what was the impact on materials already used?<b>(Cause and consequence)</b></li> <li>How were materials used (pre-plastic) similar and</li> </ul>	<ul style="list-style-type: none"> <li>What is medicine? What was early medicine?</li> <li>Where did it come from? Why? And what was the impact on the humans who first used it? <b>(Cause and consequence)</b></li> <li>How was early medicine different and similar to</li> </ul>	<ul style="list-style-type: none"> <li>What were/are (black) civil rights?</li> <li>Where did they come from? Why? And what was the impact on those already here? <b>(Cause and consequence)</b></li> </ul>	<ul style="list-style-type: none"> <li>Who were the Ancient Greeks (the Olympians)?</li> <li>Where did they come from? <b>(Cause and consequence)</b></li> <li>How was the Ancient Olympics similar and</li> </ul>	<ul style="list-style-type: none"> <li>What are computers?</li> <li>Where did they come from? Why?</li> <li>What has been the impact of computing on the world? (and on systems that already existed)</li> </ul>

		<ul style="list-style-type: none"> <li>• How was the voting system different to today? <b>(Similarity and difference)</b></li> <li>• What changed during this time, and what stayed the same? <b>(cause and consequence, time, change and continuity)</b></li> <li>• Did it reach a solution? If so what? <b>(Cause and consequence)</b></li> <li>• Are there suffragettes in the world today? If so why? <b>(Time, change and continuity)</b></li> <li>• What is the legacy of the suffragettes? <b>(significance)</b></li> <li>• How do we know? (sources) <b>(evidence and interpretation)</b></li> </ul>	<p>different to today? <b>(Similarity and difference)</b></p> <ul style="list-style-type: none"> <li>• How has our use of plastic grown and developed over time? <b>(cause and consequence, time, change and continuity)</b></li> <li>• Do we still use plastic? If so why? <b>(change and continuity)</b></li> <li>• What have we used instead of plastic? <b>(Time, change and continuity)</b></li> <li>• What changed through the invention of plastic era? <b>(Time, change and continuity)</b></li> <li>• What is the legacy of the use of plastic? <b>(significance)</b></li> <li>• How do we know? (sources) <b>(evidence and interpretation)</b></li> </ul>	<p>medicine used today? <b>(Similarity and difference)</b></p> <ul style="list-style-type: none"> <li>• How did the use of medicine grow and develop? <b>(cause and consequence, time, change and continuity)</b></li> <li>• Did we stop using some types of medicine? Why? <b>(Cause and consequence, change and continuity)</b></li> <li>• What have been the major changes in medicine in history? What continued the same? <b>(Time, change and continuity)</b></li> <li>• What is the legacy of the key points in medicine history? Or lasting achievements? <b>(significance)</b></li> <li>• How do we know? (sources) <b>(evidence and interpretation)</b></li> </ul>	<ul style="list-style-type: none"> <li>• How were the rights of black people similar and different to those in Tudor Britain, the 18C, Victorian times and today? <b>(Similarity and difference)</b></li> <li>• How did the civil rights movement develop and grow? <b>(cause and consequence, time, change and continuity)</b></li> <li>• Did it reach dissolution? If so – why? <b>(Cause and consequence)</b></li> <li>• Why did people move from the West Coast of Africa? <b>(Time, change and continuity)</b></li> <li>• Did they return? If so – why? <b>(Time, change and continuity)</b></li> <li>• What changed through the trade triangle era? <b>(Time, change and continuity)</b></li> <li>• What is the legacy of the black civil rights movement? Or lasting achievements? <b>(significance)</b></li> <li>• How do we know? (sources) <b>(evidence and interpretation)</b></li> </ul>	<p>different to the Modern Olympic Games? <b>(Similarity and difference)</b></p> <ul style="list-style-type: none"> <li>• Why did the Olympic Games start? <b>(Time, change and continuity)</b></li> <li>• Did it finish? If so – why? <b>(Time, change and continuity)</b></li> <li>• What changed between the Ancient and Modern games? <b>(Time, change and continuity)</b></li> <li>• What is the legacy? Or lasting achievements of the Ancient Olympians? <b>(significance)</b></li> <li>• How do we know? (sources) <b>(evidence and interpretation)</b></li> </ul>	<p><b>(Cause and consequence)</b></p> <ul style="list-style-type: none"> <li>• How were the earliest computers (and systems) similar and different to today? <b>(Similarity and difference)</b></li> <li>• Why did computers originate? <b>(Time, change and continuity)</b></li> <li>• Did computing end? If so – why? <b>(Time, change and continuity)</b></li> <li>• What changed through the dot.com era? What continued the same? <b>(Time, change and continuity)</b></li> <li>• What is the legacy of the key computing pioneers? Or lasting achievements? <b>(significance)</b></li> <li>• How do we know? (sources) <b>(evidence and interpretation)</b></li> </ul>
<p><b>Concept Domains</b></p>		<p>Hierarchy and Power:</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Empire</li> <li>• Equality</li> <li>• Government</li> <li>• Law</li> <li>• Oppression</li> <li>• Politics</li> </ul> <p>Community and culture:</p>	<p>Exploration and Invention:</p> <ul style="list-style-type: none"> <li>• Discovery</li> <li>• Tools</li> <li>• Progress</li> </ul> <p>Community and Culture:</p> <ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Daily life</li> <li>• Economy</li> <li>• Trade</li> </ul>	<p>Conflict and Disaster</p> <ul style="list-style-type: none"> <li>• Plague</li> </ul> <p>Exploration and Invention</p> <ul style="list-style-type: none"> <li>• Discovery</li> <li>• Progress</li> <li>• Tools</li> </ul> <p>Community and Culture</p> <ul style="list-style-type: none"> <li>• Daily life</li> <li>• Civilisation</li> </ul>	<p>Hierarchy and Power:</p> <ul style="list-style-type: none"> <li>• Country</li> <li>• Democracy</li> <li>• Empire</li> <li>• Equality</li> <li>• Government</li> <li>• Law</li> <li>• Oppression</li> <li>• Parliament</li> <li>• Politics</li> <li>• Slavery</li> <li>• Poverty</li> </ul>	<p>Community and Culture:</p> <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Art</li> <li>• Civilisation</li> <li>• Daily life</li> <li>• Economy</li> <li>• Inspiration</li> <li>• Leisure</li> <li>• Myth</li> <li>• Nation</li> </ul>	<p>Exploration and Invention</p> <ul style="list-style-type: none"> <li>• Progress</li> <li>• Tools</li> <li>• Discovery</li> </ul> <p>Hierarchy and Power:</p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Government</li> <li>• Law</li> <li>• Prejudice</li> </ul>

		<ul style="list-style-type: none"> <li>• Daily life</li> <li>• Communications</li> <li>• Economy</li> </ul>		<ul style="list-style-type: none"> <li>• Economy</li> </ul> <p>Hierarchy and Power</p> <ul style="list-style-type: none"> <li>• Peasantry</li> <li>• oppression</li> </ul>	<ul style="list-style-type: none"> <li>• Tyranny</li> </ul> <p>Community and Culture</p> <ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Daily life</li> <li>• Economy</li> <li>• Settlement</li> <li>• Trade</li> </ul> <p>Exploration and Invention</p> <ul style="list-style-type: none"> <li>• Migration</li> <li>• Discovery</li> </ul> <p>Conflict and disaster</p> <ul style="list-style-type: none"> <li>• Conquest</li> <li>• Liberation</li> <li>• Surrender</li> </ul>	<p>Hierarchy and Power:</p> <ul style="list-style-type: none"> <li>• Country</li> <li>• Government</li> <li>• Law</li> <li>• Parliament</li> <li>• Slavery</li> </ul>	<p>Community and Culture:</p> <ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Daily life</li> <li>• Economy</li> <li>• Inspiration</li> <li>• Leisure</li> <li>•</li> </ul>
<p>Compare and contrast with...</p> 		<p><b>Local and National:</b> Today (cultural, economic, social)</p> <p><b>National and International:</b> Year 1: Nurses from History and the role of women during the Victorian era.</p>	<p><b>Local and National:</b> Today (cultural, economic, political, social)</p> <p><b>National and International:</b> Year 2: Queens of England (Invention, exploration and globalization)</p>	<p><b>Local and National:</b> Today (cultural, social)</p> <p><b>International:</b> Year 3 Ancient Egyptian Civilisation and ancient medicine</p> <p>Year 2: Nurses in History and reforms to medical care.</p>	<p><b>Local and National:</b> Today (cultural, economic, social, political)</p> <p><b>International:</b> Year 2 Queens of England (exploration and the early slave trade during Elizabethan/Victorian era/expansion of empire)</p>	<p><b>Local and National:</b> Today (cultural, economic, social, political)</p> <p><b>International:</b> Year 4: The Ancient Greeks (Olympia)</p>	<p><b>Local and National:</b> Today (cultural, economic, social, political, military, social)</p> <p><b>International:</b> Year 6 WW2 and the role of women (barriers to role)</p> <p>Year 3-5 Ancient civilisations and the earliest computers</p>
<p><b>Grand Narratives versus Local Stories</b></p>		<p><b>Grand Narrative:</b> the rights of women and the right to democratic vote</p> <p><b>Local Stories:</b> Sheffield Suffrage groups</p>	<p><b>Grand Narrative:</b> The invention of plastic, globalization and the over-use of single use leading to global plastic pollution</p> <p><b>Local Stories:</b> use of plastic in Sheffield and initiatives against over use.</p>	<p><b>Grand Narrative:</b> The development of medicine through history.</p> <p><b>Local Stories:</b> First hand experiences of family members of the healthcare system (Victorian – now)</p>	<p><b>Grand Narrative:</b> The slave trade and civil rights movements.</p> <p><b>Local stories:</b> First-hand accounts of black people in Sheffield who succeeded despite barriers.</p>	<p><b>Grand Narrative:</b> The global Olympic Games and its birth in ancient Greece.</p> <p><b>Local stories:</b> Olympic athletes and stakeholders today</p>	<p><b>Grand Narrative:</b> The growth of technology</p> <p><b>Local Stories:</b> Key pioneers in computing</p>

<p><b>Knowledge of Chronology</b></p>		<p>Pupils can:</p> <p>Sort old (past) and new (present) objects and sources.</p> <p>Sequence events about their own life, and family members' lives.</p>	<p>Pupils can:</p> <p>Sequence a set of events or artifacts into chronological order and give reasons for their order.</p>	<p>Pupils can:</p> <p>Make comparisons between different historical periods explaining things that have changed, and things that have stayed the same.</p>	<p>Pupils can:</p> <p>Place a specific event on a timeline by a decade.</p> <p>Begin to sequence the British and world historical periods and events they have learned about.</p>	<p>Pupils can:</p> <p>Construct, or draw, a timeline with different time periods and say where a period of history fits on it.</p> <p>Sequence, and begin to plot with more accuracy, the British and world historical periods and events they have learned about, including previous accumulated knowledge.</p>	<p>Pupils can:</p> <p>Plot, with accuracy, the British and world historical periods and events they have learned about, including previous accumulated knowledge.</p>
<p><b>Choosing Historical Sources and artefacts</b></p>		<p><b>Use the</b> resources website <a href="https://www.suffrageresources.org.uk/">https://www.suffrageresources.org.uk/</a></p> <p>here you can sign up for the suffragettes database – details of over 3000 people who campaigned, plus many other resources.</p>	<p><a href="https://www.sciencemuseum.org.uk/objects-and-stories/chemistry/age-plastic-parkesine-pollution">https://www.sciencemuseum.org.uk/objects-and-stories/chemistry/age-plastic-parkesine-pollution</a></p>	<p>Thackray Museum of medicine in Leeds: use the online collection and information.</p> <p><a href="https://thackraymuseum.co.uk/">https://thackraymuseum.co.uk/</a></p>	<p><a href="https://www.liverpoolmuseums.org.uk/international-slavery-museum">https://www.liverpoolmuseums.org.uk/international-slavery-museum</a></p> <p><a href="https://www.civilrightsmuseum.org/">https://www.civilrightsmuseum.org/</a></p>	<p><a href="https://olympics.com/ioc/the-olympic-foundation-for-culture-and-heritage">https://olympics.com/ioc/the-olympic-foundation-for-culture-and-heritage</a></p>	<p><a href="https://bletchleypark.org.uk/">https://bletchleypark.org.uk/</a></p>
<p><b>Using Historical Sources and artefacts</b></p>		<p>Pupils can:</p> <p>Put objects in order of age and give reasons for their order</p> <p>Ask and answer questions about old and new objects.</p>	<p>Pupils can:</p> <p>Sequence artefacts closer together in time, and describe their similarities and differences.</p> <p>Use a source to ask and answer who, why, what, where and how questions</p> <p>Say which source they think is the most useful to find out about the past.</p> <p>Explain why eye witness accounts may differ about the same events.</p>	<p>Pupils can:</p> <p>Distinguish between sources and prioritise their usefulness</p>	<p>Pupils can:</p> <p>Use research about the past to work out how historically accurate events and people have been represented.</p> <p>Look at two versions of an event and say how they differ.</p>	<p>Pupils can</p> <p>Routinely check the accuracy of the source against their own knowledge.</p> <p>Suggest why a particular historical source may present an event in a different light, depending on the creator or author</p>	<p>Pupils can:</p> <p>Understand bias and propaganda and the reasons why sources like this can be more or less reliable.</p> <p>Suggest why there may be different interpretations of events</p>
<p>Pupils can:</p> <p>Use several artefacts to piece together information to answer an investigation question.</p>							

					Say why one source is more useful than another to learn about the past and give specific reasons why.
<p><b>The history of the world in 100 objects (The British Museum)</b></p> <p><a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a></p>					

## Historical Vocabulary

	2FEL	Nur	Rec	1	2	3	4	5	6
				<b>The History of Women's Right to Vote</b>	<b>The History of Plastic</b>	<b>The History of Medicine and Disease</b>	<b>The History of Black Civil Rights</b>	<b>The History of the Olympic Games</b>	<b>The History of Computing</b>
<b>Chronological words and phrases</b>	<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 Roman 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..
<b>Historical and abstract language</b>				Oppression Rights Equality Democracy	Progress Inventions Ethical sustainable	Disease Pandemic Epidemic Plague	Discrimination Oppression Prejudice Segregation Empire  expansion dissolution  legacy	Similarity and Difference  Cause and Consequence  Competition	Primary evidence Secondary sources artefact  Change continuity cause consequence  Significance Impact  similarity difference

<b>Tier 3</b>				Arson Behavior Campaign Election Fair Government Hunger strike laws Parliament Petition Protest Suffrage Suffragettes Vote WFL Women's Freedom League	Biodegradable Conserve Degrade Donate Litter Plastic Pollution Reclaim Recycle Reduce Removable Restore Reuse Single-use Sustainable	4 humours Anti-biotics Apothecary Bacteria Doctor Germs Hippocrates Hospitals Infection Medicine Surgery Treatments Vaccines	Agreement Appeal Boycott Force Harass Provoke Rights Sharecropper Slave Trade Trade triangle Violate Workers	Accomplishments Achievements Ancient Athlete Chariot Compete Competitors Event Global Greeks Olympia Outlaw Pagan Physique Slavery	Abacus Analogue Binary Calculator Calculus Computer Counting Digital Logic Technology
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