




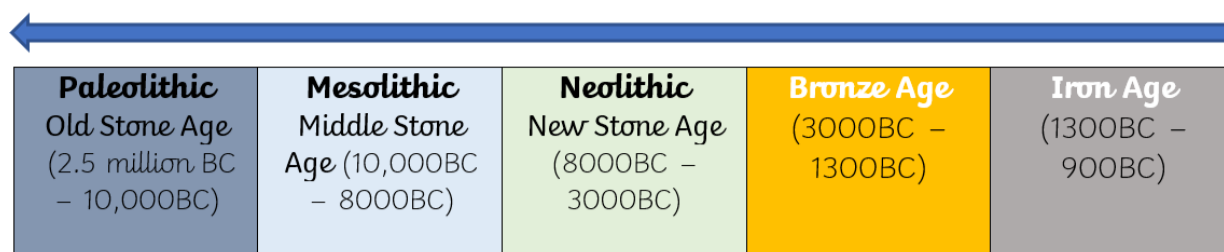


History: Progression and Sequencing of Sticky Knowledge

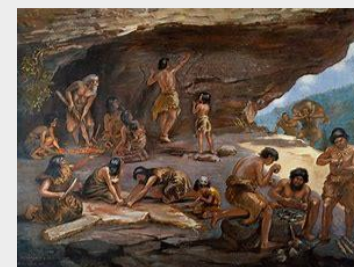
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| <p>Year 1 Marvellous Me!</p> | <p>Everyone starts life as a baby. They grow into a child and then later into an adult.</p> <p>Babies are different to children. They eat different things, need different things and behave differently.</p> <p>The past is any time before now. We were babies in the past. This morning is in the past.</p> <p>The present is now and what happens now.</p> <p>Lots of important things happen when you are a baby and as you grow and change into a child. You learn to walk and talk, you start school in Reception, then later you are in Year 1. In the future, you will be in Year 2 and later in Year 3. You will eventually grow into an adult!</p> <p>Our grandparents were also babies once but a long time ago. Life was very different back then and our grandparents had different toys and clothes.</p> <p>We can learn about the past by looking at photographs and talking to people who were there.</p> |
| <p>Year 1 Were My Grandparents' Toys More Fun Than Mine?</p> | <p>Our grandparents had very different childhoods to our own. Life was very different back then and our grandparents had different toys, clothes and schools.</p> <p>The past is any time before now. We were babies in the past. This morning is in the past. The past is also the time before we were born.</p> <p>The present is now and what happens now.</p> <p>Objects and toys in the past were different. They were made of different things and children played with them in different ways.</p> <p>The objects and toys from our parents' childhoods are different to those of our grandparents.</p> <p>The lives of my grandparents and parents happened before our lives. They were babies and children once.</p> <p>We can learn about the past by looking at photographs and talking to people who were there.</p> |
| <p>Year 2 How Have Famous People Made the World a Better Place?</p> | <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">  </div> <div style="width: 75%;"> <p>Mary Seacole was a nurse. She was born in Jamaica in 1805 but moved to Britain. She learned nursing skills from her mother. Mary wanted to help soldiers wounded in the Crimean War but the government would not let her go. She went anyway and paid for her own ticket. She set up her own hospital called the British Hotel, only two miles from the front. She cared for soldiers there and also travelled to where the fighting was to give medical care. Mary treated soldiers from both sides.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 20%;">  </div> <div style="width: 75%;"> <p>Florence Nightingale was born in Italy in 1820 into a rich family. Nursing was not usually a job for rich women but Florence nursed soldiers in the Crimean War. She was shocked at the poor hygiene in the hospital. Lots of soldiers died from infection rather than their wounds. Florence improved hygiene at the hospital by buying better supplies and making the wards cleaner. She is known as 'The Lady of the Lamp' because she wandered around at night checking on the soldiers with her lamp.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 20%;">  </div> <div style="width: 75%;"> <p>Jane Goodall was born in 1934 in London. Her father bought her a toy chimpanzee called Jubilee, which made Jane want to go to Africa to see real chimpanzees. When she was older, Jane worked in Kenya and Tanzania and studied chimps and chimp behaviour. She noticed they had different personalities and had different feelings, like humans. She made new discoveries about chimpanzees. Jane travels the world, teaching people about chimpanzees and conservation.</p> </div> </div> |
| <p>Year 2 Disaster Strikes!</p> | <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="width: 20%;">  </div> <div style="width: 75%;"> <p>The <u>Sheffield Flood</u> happened in <u>1864</u> and is a <u>significant</u> local disaster. It was caused by a <u>crack</u> in the dam wall of the <u>Dale Dyke Reservoir</u>. On <u>11th March 1864</u>, during the night, the dam wall collapsed and a huge amount of water travelled down the <u>Loxley Valley</u>, destroying everything in its path. More than <u>240 people</u> were killed and more than <u>600 homes</u> destroyed. Afterwards, there was an <u>inquest</u> to work out what had happened and some people received <u>compensation</u> from the water company as the dam had not been built properly.</p> </div> </div> <p>Sheffield suffered another flood on <u>25th June 2007</u>, which was caused by very <u>heavy rain</u>. It affected many of the same areas as the earlier flood but only two people died.</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 20%;">  </div> <div style="width: 75%;"> <p>The <u>Great Fire of London</u> happened in <u>1666</u> and is a <u>significant</u> national disaster. It was caused by a fire in a <u>bakery</u> on <u>Pudding Lane</u>. The fire started on <u>2nd September</u> and lasted until <u>6th September</u>. It spread rapidly between the closely built <u>wooden</u> houses – knocking down houses before the fire could reach them helped <u>control</u> the fire. Only <u>6 people</u> are recorded as dying in the fire though the deaths of poor people were probably not counted. About <u>70,000 homes</u> were destroyed, almost all the homes in London at that time.</p> </div> </div> |

Year 3
Changes Through the
Ages



Humans in the Stone Age

- Used stone to make tools, weapons and utensils
- Lived in caves or simple tents, and later in rectangular houses
- Were hunter-gatherers, who hunted, fished and foraged for food



Humans in the Bronze Age

- Used bronze to make tools, weapons and utensils
- Lived in roundhouses made from timber and wattle and daub, with thatched or turf roofs, often in settlements
- Started to make farms, growing crops and rearing animals (agriculture)



Humans in the Iron Age

- Used iron to make tools, weapons and utensils
- Lived in roundhouses in hillforts, with banks and ditches for protection
- Continued with agriculture

Humans in other parts of the world sometimes lived very similar lives to humans in Britain, but sometimes they were very different.

Year 3
Can We Unwrap the
Egyptians?

The Ancient Egypt civilisation began in 3150BC and ended in 30BC. This was at the same time as the Neolithic, Bronze and Iron Ages in Britain.

The civilisation developed where it did because of the River Nile, which was used for agriculture, transport and trade, in a country which is otherwise desert.



Hatshepsut encouraged trade and sent boats loaded with goods to trade throughout the region. This helped Egypt become richer.

At first, people built their houses out of papyrus and mud. Then, they began making mud and straw bricks and baking them in the sun so they were stronger. Poor people's houses were simple, with very basic furniture. Richer people had two floors and a courtyard, while nobles lived in dazzling white limestone houses.

The Ancient Egyptians were one of the first civilisations to use writing and wrote in hieroglyphics. Later, the hieroglyphs became simpler and were called hieratic or demotic. Hieroglyphics and demotic are written on the Rosetta Stone and it was this discovery that helped historians understand hieroglyphics.

For most of its history, Ancient Egyptians worshipped many gods, who each were responsible for a part of daily life, like Ra (also called Amun and Aten) the sun god and Anubis god of mummification. Akhenaten changed the religion as he said there was only one god, Ra (who he called Aten), and this made people angry. His son, Tutankhamun, undid many of his father's changes.



Pharaohs and nobles were mummified when they died, which was a process of respect designed to help the person survive in the afterlife. The body was cleaned, dried out, wrapped in oil-soaked linen and placed in a sarcophagus, then in a tomb. Mummies were buried with amulets and treasures.

Tutankhamun became pharaoh at 8 or 9 and died at 18. Historians do not agree on how he died – an accident, an illness or murder.

Year 4
Greece is the Word!

Ancient Greece was a civilisation that lasted from approximately 800BC to 146BC in Greece and the Mediterranean.

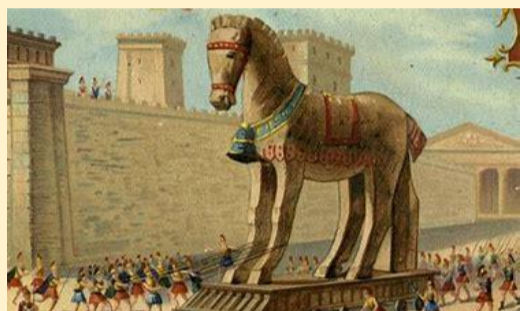
The culture and inventions of Ancient Greece have had a huge impact on the world, even to this day.

The Ancient Greeks formed an empire, through emigration and conquest, that stretched through parts of Africa, Europe and the Middle East.

Gods and goddesses were extremely important in Ancient Greece. Each god or goddess was responsible for certain parts of life and were linked with certain places. The gods and goddesses lived on Mount Olympus and they could behave badly sometimes!

Democracy developed in Ancient Greece through the systems of the Ekklesia, Boule and Dikasteria. Not everyone was allowed to take part in democracy.

The Ancient Olympic Games began in 776BC and were part of an important religious festival to honour Zeus. They happened every 4 years and inspired the modern Olympic Games, though included different events and rules.



Ancient Greece was made up of city-states, Athens and Sparta being two of the most important. Athens was a democratic and creative city-state while Sparta was focussed on obedience and war.

The Trojan War is a legendary war between Ancient Greece and Troy. However, historians disagree about the facts. For Homer in the Iliad, the war lasted 10 years and included gods and demi-gods. Herodotus could not believe the war was fought only over Helen of Troy. Some historians do not believe it even happened.

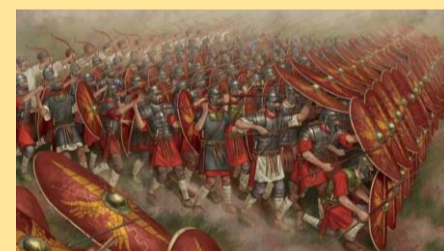
Year 4
Were the Romans Really Rotten For Britain?

At first, the Roman Republic was a network of towns left to rule themselves. Eventually, these were brought under the Roman empire, ruled by an emperor.

The Romans began building an empire from around 300BC and this gradually expanded through Europe and North Africa. It was at its largest in 117AD.

The Roman army was unlike any other army at the time – highly trained, highly organised and very tough.

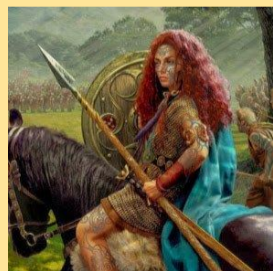
In Britain, the Iron Age started in 800BC. Tribes lived in hillforts, farmed their own food, traded with other tribes – and raided them too!



The Romans were desperate to invade Britain for its resources and because they thought the Celts were helping other tribes fight back against the Romans. For the Romans, Britain was a mysterious and terrifying place that they knew very little about.

Julius Caesar was commander of the Roman army when it tried to invade Britain. They tried twice in 55BC and 54BC but were fought off by the Celts.

In 43AD, Emperor Claudius tried again to invade Britain. The Romans were successful and gradually took over England and Wales. This marked the end of the Iron Age.



Boudicca was the queen of the Iceni tribe. She was badly treated by the Romans and led her people to fight back. They killed tens of thousands of Romans but were eventually defeated at the Battle of Watling Street.

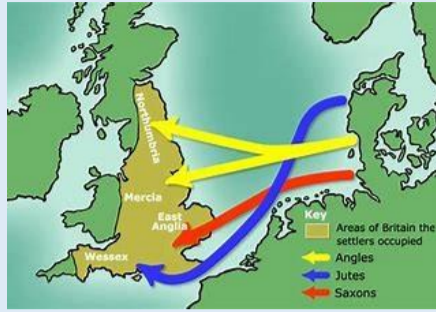
To keep out the Celts in Scotland, the emperor Hadrian ordered that a 73-mile wall be built marking the north-western boundary of the Roman empire.

The Romans changed Britain in many ways – straight roads; new towns, cities, buildings and architecture; changes to religion, the law, language and customs etc. Many of these changes remain today.

The Romans withdrew from Britain in 410AD as Italy was at risk of attack. Because Britain was left undefended, other tribes from Europe began to arrive in Britain. This marks the start of the Anglo-Saxon period.

Year 5
Raids and Resistance

A century is 100 years and, for example, the 8th century means 700-799.



The Romans left Britain in 410AD, leaving Britain vulnerable to invasion from tribes from Germany and Denmark. We call them the Anglo-Saxons.

The Anglo-Saxons were made up of three tribes: the Angles, Saxons and Jutes. The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.

For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.

The Vikings invaded Britain from Scandinavia to trade, find better land and become wealthier. They travelled in longboats.

The Anglo-Saxons and the Vikings fought many battles and seized land from each other. Alfred the Great was an Anglo-Saxon king famous for resisting the Vikings and also making deals with them.



Vikings ruled over a large part of north and east England, called 'Danelaw'.

The Battle of Brunanburh was fought between Athelstan and the kings of Dublin, Scotland and Strathclyde. Athelstan, the grandson of Alfred the Great, united the Anglo-Saxon kingdoms to fight against the Vikings in this extremely bloody battle, and it is when a concept of 'Englishness' was born. Historians do not agree on where the battle happened but some say it was in South Yorkshire.

The Anglo-Saxon and Viking periods ended when the Normans conquered Britain in 1066.

Year 5
Stargazers and
Chocolate Makers

The Maya are a civilisation that developed in what is now Mexico, Guatemala and Belize. The Mayan civilisation began in 2000BC and lasted until the Spanish colonised this area in around 1500AD. The Maya are a living civilisation and there are more than 8 million Maya living in Mesoamerica.

Religion was very important to the Maya and they had many gods, who all had a good and a bad side. The most supreme god was Itzamná, the creator god. Many gods looked after an aspect of life, such as Chac, the rain god and K'inich Ahau the sun god.



The Maya believed that priests could communicate directly with the gods and they observed the moon, stars, sun and planets to divine the future. Priests would perform ceremonies (including sacrifices) to please the gods and Kings were thought to turn into gods after they died. They believed the world was divided into three parts (Heaven, Earth and the Underworld), linked together by a giant world tree.

The Maya created a complex writing system of hieroglyphs. It's made up of signs (logograms) that represent words or ideas such as shield or jaguar and other signs (syllabograms) that represent sounds in the form of single syllables. This writing was recorded in codices, or folding books, but many of these were destroyed.

Their numerical system consisted of dots (1) and lines (5) whereby 2 lines and a dot make 11. The Maya understood the concept of zero.

Merchants drove their human caravans along roads, down rivers and around coasts to trade with fellow Maya and other Mesoamericans. The geography was so varied that they relied on trade to get the things they needed, from maize, fish and salt to stingray spines (used for bloodletting) and valuable stones such as jade and obsidian. Cacao, jade and feathers were used as currency.



The Maya used 'slash and burn', 'terrace' and 'raised field' techniques to grow crops through the year and in all conditions, and they dug cenotes for water. Cacao and corn were especially significant crops.

Around 900AD, the civilisation declined and southern cities were abandoned. Historians and archaeologists do not understand exactly why, though have suggested drought, over-farming, disease, endemic warfare, mistrust of leaders or overpopulation.

Year 6
Sheffield's War

There are many causes that led to the Second World War, including bitterness in Germany about the Treaty of Versailles; Hitler appealing to the German people as a strong leader who wanted to restore pride and land to Germany; and a policy of appeasement from the Allied powers, among others.



Almost every country in the world participated in the war.

Sheffield, as an industrial city, and its surroundings played a major role in the war effort.

Sheffield's munitions factories produced steel for weapons and ammunition; the bouncing bomb was tested at Derwent Reservoir in 1943; a Prisoner of War camp for captured German soldiers was set up at Lodge Moor; and Sheffield received child refugees from the Kindertransport in 1939.

Sheffield also suffered many tragedies during the war. It was badly bombed throughout and especially during the Sheffield Blitz on 12th and 15th December 1940. More than 660 people lost their lives and 3000 homes were destroyed. 'Mi Amigo', an American plane, crash landed in Endcliffe Park in 1944, killing all 10 crew on board.

Children, mothers with young children, blind and disabled people were evacuated from parts of Sheffield to Nottinghamshire and Leicestershire from 1939. Sheffield had very low take up of the scheme with only 15% of eligible people evacuated. In 1944, Sheffield received evacuees from the south of England as bombing intensified there.



Sheffield welcomed some Jewish child refugees from Eastern Europe who arrived on the Kindertransport just before the war began.

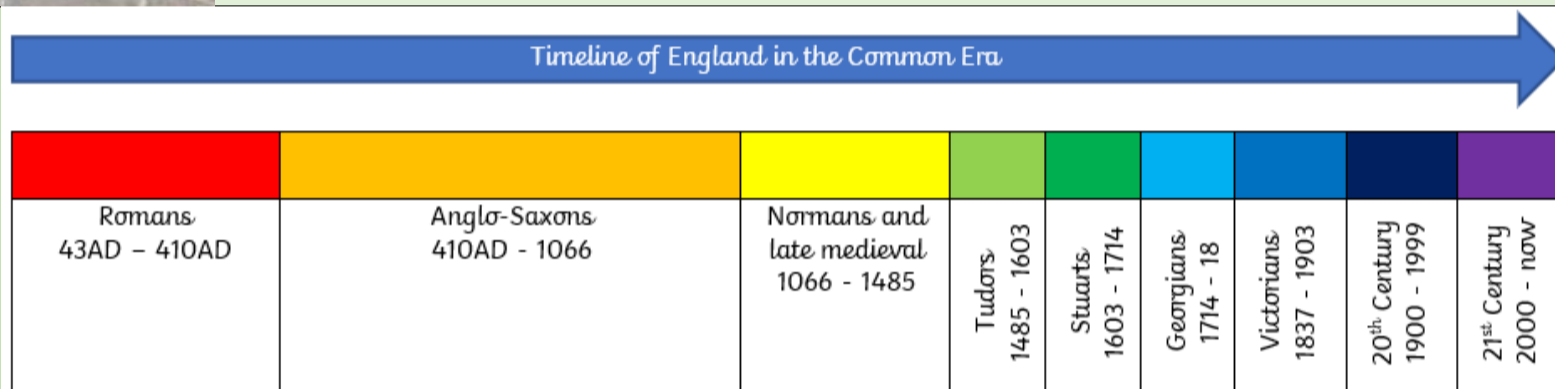
Many women in Sheffield worked in the munitions factories and in other vital services to replace the men who had gone to fight. This is commemorated in the 'Women of Steel' sculpture.

Food was rationed from 1940 to 1954 because of disruption to the food supply chain.

Cities defended themselves against air raids with barrage balloons and blackouts, and families built air raid shelters and carried gas masks.

The King and Queen and Winston Churchill all visited Sheffield in the wake of the Sheffield Blitz.

Year 6
The Court Report



Roman laws were called the Twelve Tables and were written about 450BC. All types of crimes were dealt with, from stealing to murder, and even cleanliness. Legionaries, Roman soldiers, were responsible for finding out the perpetrator of a crime; judges and juries decided if someone was guilty. Punishments were severe and included flogging, amputation or exile. Punishment depended on your status in society – the wealthy could pay to have their punishments reduced, while the punishment for slaves was usually death. The most serious crime was treason, punishable by being thrown to the lions or crucifixion.

The Anglo-Saxons divided men into groups of 10, called 'tithings'. Tithings were responsible for each other's behaviour. If someone else in the village had committed a crime, the whole village was called upon to find them, which was called raising a hue-and-cry. The Anglo-Saxons continued the use of judges and juries and an accused person could bring an oath keeper to give evidence on their behalf. If someone was found guilty, they might have to pay 'wergild', compensation, to a victim. If the jury could not decide whether someone was guilty, they might have to endure a trial by ordeal, such as carrying a glowing hot iron bar.

In 1066, the Normans conquered England. William the Conqueror was ruthless and authoritarian, and introduced many crimes that were new to the English. Freedom of serfs was greatly curtailed and common land was redistributed to the king. Wergild was now paid to William and 'murdrum' meant that if a Norman was killed, all members of the murderer's Hundred would have to pay a huge fine. The Magna Carta, signed in 1215 by King John, formalised many aspects of English law that still exist today, such as proportionate punishments and the right to a fair trial, though did not apply to everyone at the time.

In Tudor times, heresy and treason were extremely serious crimes and punishable by a gruesome death, meant to deter anyone from committing a similar crime. Punishments were often seen as entertainment and hangings, burnings and executions could attract huge crowds. Torture was used to punish people and to extract confessions. Punishments against poor people were very harsh – vagrancy (homelessness) was a crime and beggars could be whipped and hanged.

In Stuart and Georgian times, travelling on quiet roads could be dangerous as highwaymen waited for travellers, stagecoaches and even mail carts to rob. There was no police force so rewards were offered to members of the public to catch highwaymen and they were hung if caught. Highwaymen have enjoyed a more positive reputation as well, as romantic heroes or 'knights of the road' and were frequently portrayed in this way in art and fiction.

Penal transportation has been used throughout British history but was at its height in the 17th and 18th centuries. Robert Peel introduced the police force in London in 1829, called bobbies or peelers, and this spread to other cities from 1839. Under Queen Victoria's rule, many punishments, such as hanging, fell from favour and the prison system was greatly increased. Life in prisons was extremely harsh and prisoners had to perform physical and meaningless tasks, such as picking oakum or twisting the crack. Prisoners had to be silent at all times and were kept isolated from one another.

Crime and punishment in the 20th and 21st centuries have gone through significant change. Modern crimes include conscientious objectors, digital crime such as hacking, leaking data and hate crime. Crimes can be detected using methods such as forensics, finger printing, digital forensics, CCTV and DNA testing and can be punished with parole, community service or electronic tagging. Some large-scale crimes are investigated over many years through inquests and investigations with hundreds of witnesses to get to the truth.