



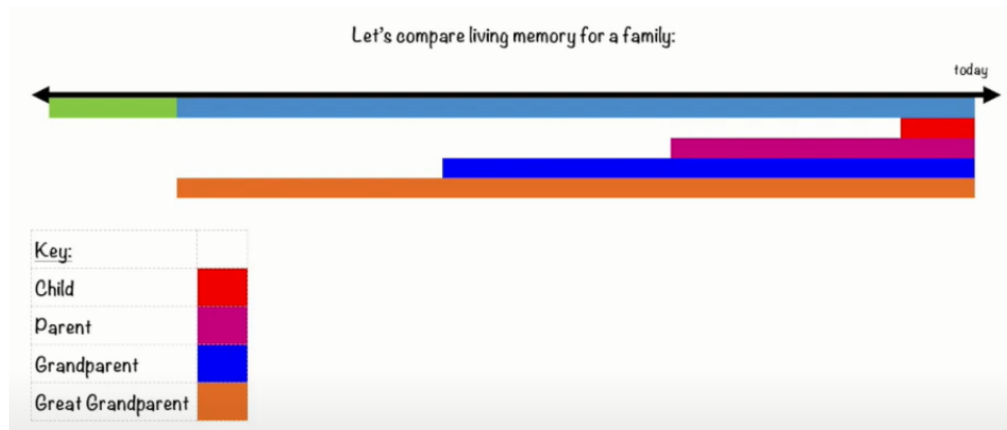
History Passport- EYFS to Reception



Time Periods in British History

Changes and events within Living Memory

From the 20th to the 21st Century



We can sort these things into 'then' and 'now':

family photos



toys



transport



farming equipment





History Passport- EYFS to Reception



Vocabulary

then

now

old

new

before

after

how

why

what

when

who

Past

had

did

went

made

saw

Present

have

do

go

make

see

Future

will have

will do

will go

will make

will see

Knowledge

I can sort family photos, toys, transport and farming equipment into 'then' and 'now'.

I can explain how I know if something is old or new.

I can talk about what is happening in photographs of my family, transport and farms.

I can talk about how toys, transport and farms have changed over time.

Skills

I can answer 'how' and 'why' questions about things that have happened to me.

I can answer 'how' and 'why' questions about stories.

I can sort artefacts into 'then' and 'now'.

I can use past, present and future tense when I talk about changes and events.

I can use past, present and future tense when I re-tell a story.

I can make up my own stories.

I can explain things that have happened or are going to happen.

I can talk about what is happening in pictures and photographs.

I can talk about things that have happened to me and my family members.



History Passport– Year 1



Time Periods in World History

The Dinosaur Era

252 million years ago to about **66 million years ago**



Significant Events

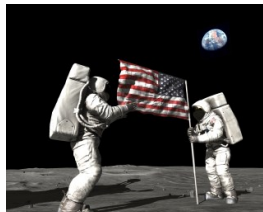
The Great Fire of London

2nd September 1666



The Moon Landing

July 20th 1969



First British person in space

May 18th 1991



Significant People

Samuel Pepys



Mary Anning



Helen Sharman





History Passport– Year 1



Vocabulary

Chronology

a long time ago

recently

when my parents/carers were
children

years

past, present, future

Historical Enquiry and Interpretation

artefacts

archaeology

archaeologist



Topic Specific

Moon Zoom!: spacesuit, moon, astronaut, Apollo 11, Saturn V, Eagle, rocket, launch, fuel

Bright Lights, Big City: The Great Fire of London, Pudding Lane, baker, bakery, River Thames, Samuel Pepys, diary, city

Dinosaur Planet: Prehistoric, discovery, explorer, palaeontologist, fossil, dinosaur, bones, extinct, eggs, reptile

Knowledge

I can put the events of the Great Fire of London in order.

I can make a time-line to show how animals changed during the Dinosaur Era.

I can make a time-line to show when space travel was invented, and how it has got better over time.

I can use artefacts, pictures and stories to learn more about significant events and people.

I can describe significant events including: The Great Fire of London, the moon landing and the first British person in space. I can begin to explain why they happened, and how they changed the world.

I can describe significant people including: Mary Anning and Helen Sharman. I can explain why they were important, and how they changed the world.

Skills

I can place events and artefacts in order on a time-line.

I can recount changes that have happened in my own life-time.

I can explore artefacts and pictures from the past through looking and touching.

I can use artefacts, pictures and stories to ask questions and find out answers about the past.

I can find and explore different ways to show the past, such as time-lines, computers, acting, photos, drawing and stories.

I can use stories to tell the difference between fact and fiction.

I can describe historical events and important people from the past.



History Passport– Year 2



Time Periods in British History

The Medieval Period

476AD—1453AD



The Georgian Period

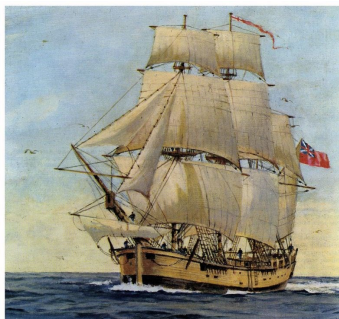
1714-1837



Significant Events

Captain Cook's First Voyage

1768-1771



The Gun-powder Plot

5th November 1605



Significant People

William Peveril



Captain Cook



Guy Fawkes





History Passport– Year 2



Vocabulary

Chronology

decade
century
time-period
dates

Historical Enquiry and Interpretation

primary source
secondary source
artefacts
archaeology
archaeologist

Topic Specific

Coastline: Georgian, captain, sailor, ship, voyage, Endeavour, New Zealand, Great Barrier Reef, discovery, scurvy

Towers, Tunnels and Turrets: church, monarchy, king/queen, nobles, knights, freemen, peasants, court, Christianity, castle, turret, tunnel, tower, moat, draw-bridge

Knowledge

I can make a time-line to show when castles were first built and how they changed over time.

I can order the important events in Captain Cook's life.

I can use primary and secondary sources to learn more about significant people and events.

I can describe significant events including: Captain Cook's discoveries and the gun-powder plot. I can begin to explain why they happened, and how they changed the world.

I can describe significant people including: Robin Hood, Captain Cook and Guy Fawkes. I can explain why their lives were important, and how they changed the world.

I can describe the lives of the different people who lived inside medieval castles.

I can describe the lives of sailors on board Captain Cook's ship, the Endeavour.

Skills

I can label time lines with words or phrases and dates.

I can explore primary and secondary sources through looking and touching.

I can use primary and secondary sources to ask and answers questions about the past.

I can find out and talk about the different ways in which history is shown.

I can use sources to compare how people lived in the past with how we live today.

I can describe historical events and significant people from the past.

I can understand that there are reasons why people in the past acted as they did.



History Passport– Year 3



Time Periods in British History

The Stone Age

500,000 BC to 3000 BC



The Bronze Age

around 3000 BC to 1000BC



The Iron Age

around 1000 BC to 100BC



Time Periods in World History

The Ancient Greeks

1200BC to 600AD



Significant Events

The Trojan War

1260 BC – 1180 BC



The discovery of bronze

Around 3500BC



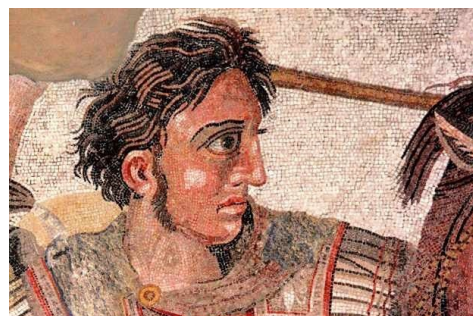
The discovery of iron

Around 3000BC



Significant People

Alexander the Great





History Passport– Year 3



Vocabulary

Chronology

era

chronology

century (eg. 17th century, 18th century and so on)

AD

BC

Historical Enquiry and Interpretation

primary evidence

secondary evidence

reliable

unreliable

Topic Specific

Gods and Mortals: Gods/ goddesses, ancient civilisation, myths, legends, architecture, philosophy, democracy

Tribal Tales: cave painting, fire, spear, fur pelt, axe, Celts, hillforts, roundhouses, shield, swords, armour

Knowledge

I can make a time-line to show how Britain changed from the Stone Age to the Iron Age.

I can order the great achievements of the Ancient Greeks on a time-line.

I can research and describe significant events including: the first Olympic games, and the discovery of bronze and iron. I can explain in depth the reasons why they occurred, and the impact they had.

I can research and describe Greek philosophers. I can explain their significance, and the impact their lives had on society.

I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the Stone Age, Bronze Age, Iron Age and Ancient Greece.

I can compare the lives of men, women and children during the Stone Age, Bronze Age, Iron Age and Ancient Greece with the lives of modern people, and people from other time periods.

Skills

I can place events, artefacts and people on a time line using dates.

I can understand the idea of change over time, and show this on a time line.

I can use dates and terms to describe events.

I can use and evaluate a range of primary and secondary sources to ask questions and find answers to questions about the past.

I can choose suitable sources of evidence and make sure I am using more than one source in order to get a more accurate picture of the time-period.

I can find similarities and differences between different periods of time.

I can begin to give reasons for and results of the main events and changes in the time-period.

I can identify different ways in which the past is represented and interpreted.

I can describe the features of the time-period being studied, including ideas, beliefs, attitudes and experiences of men, women and children.



History Passport– Year 4



Time Periods in British History

Roman Britain

43AD to 410AD



Anglo-Saxons

410AD to 1066



The Vikings

793AD to 1066



Time Periods in World History

Colonial America

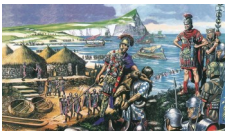
1492– 1763



Significant Events

Roman Invasion of Britain

AD 43



Boudicca's Rebellion

AD 61



Anglo-Saxon Settlement of Britain

410 AD



Viking Invasion of Britain

793 AD



Significant People

Cartimandua



Christopher Columbus



Chief Seattle





History Passport– Year 4



Vocabulary

Chronology

era

chronology

century (eg. 17th century, 18th century and so on)

AD

BC

Historical Enquiry and Interpretation

primary evidence

secondary evidence

reliable

unreliable

Topic Specific

I am a Warrior! : colony, conquest, empire, emperor, democracy, invasion, legion, slave, gladiator, villa, aqueducts, sewer system, bath, strigil

Traders and Raiders: settler, heresy, immigrant, migration, long-house, long-boat, runes, drinking horn

Road-trip USA: settler, immigrant, migration, Native American, European, totem pole, canoe, tipi

Knowledge

I can make a time-line to show how the Roman Empire expanded and decreased over time.

I can make a time-line to show who invaded Britain over time.

I can research and describe significant events specifically the Roman invasion of Britain, Boudicca's rebellion, the Anglo-Saxon settlement of Britain, and the Viking invasion of Britain. I can explain in depth the reasons why they occurred, and how they changed Britain.

I can research and describe significant people specifically Cartimandua, Christopher Columbus and Chief Seattle. I can explain their significance, and the impact their lives had on the people of Britain and America.

I can describe the ideas, beliefs, attitudes and experiences of men, women and children during Roman, Anglo-Saxon, Viking times.

I can compare the lives of men, women and children during Roman, Anglo-Saxon and Viking times with the lives of people today and the lives of people in other time periods.

I can compare the lives of Native Americans and European settlers.

Skills

I can give a broad over-view of historical periods studied so far.

I can place events, artefacts and people on a time line using dates.

I can understand the idea of change over time, and show this on a time line.

I can use dates and terms to describe events.

I can use and evaluate a range of primary and secondary sources to ask questions and find answers to questions about the past.

I can choose suitable sources of evidence and make sure I am using more than one source in order to get a more accurate picture of the time-period.

I can find similarities and differences between different periods of time.

I can begin to give reasons for and results of the main events and changes in the time-period.

I can identify different ways in which the past is represented and interpreted.

I can describe the features of the time-period being studied, including ideas, beliefs, attitudes and experiences of men, women and children.



History Passport– Year 5



Time Periods in British History

The Tudors

22nd August 1485– 24th March 1603



Time Periods in World History

The Ancient Egyptians

3100BC to 30BC



The Maya

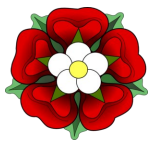
2000BC to 900AD



Significant Events

Establishment of the C of E

3rd November 1534



Beheading of Mary Queen of Scots

February 8th 1587



Spanish Armada

May 1588



Discovery of Tutankhamun's Tomb

4th November 1922



Significant People

King Henry VIII



Mary Queen of Scots



Queen Elizabeth I





History Passport– Year 5



Vocabulary

Chronology

continuity
change
legacy
causation

Historical Enquiry and Interpretation

significance
interpretation
biased
unbiased

Topic Specific

Pharaohs: pyramid, tomb, mummy, embalming, hieroglyphs, papyrus, the Nile, sarcophagus, dynasty, civilisation, excavation, Nubians

The Mayans: Mesoamerican, cacao, codex, glyphs, astrology, observatory, calendar, Maya, temple, Sacred Year, Vague Year, Itzamna, chacs

Off with her head: Pope, torture, traitor, treason, aristocracy, beheading, Empire, Church of England, imprisonment, trial, divorce, Protestant, execution

Knowledge

I can give a broad over-view of British history.

I can give a broad over-view of how religion in Britain has changed over time.

I can order the significant events of Tudor, Ancient Egyptian and of the Mayan period.

I can research and describe significant events specifically the establishment of the Church of England, the beheading of Mary Queen of Scots, the Spanish Armada and the discovery of Tutankhamun's tomb. I can explain in depth the reasons why they occurred, and the impact they had.

I can research and describe significant people specifically Henry VIII, Mary Queen of Scots, Elizabeth I and Cleopatra. I can explain their significance in depth, and the impact their lives had on society.

I can describe the ideas, beliefs, attitudes and experiences of men, women and children during the Tudor, Ancient Egyptian and the Mayan period.

I can compare the lives of men, women and children during the Tudor, Ancient Egyptian and the Mayan period with the lives of people today and the lives of people in other time periods.

Skills

I can give a broad over-view of historical periods studied so far.

I can use relevant dates and terms related to the passing of time.

I can identify periods of rapid change in history and contrast them with times of relatively little change.

I can understand the concepts of continuity and change over time, and represent them on a time line.

I can use and evaluate historical sources to form testable hypotheses about the past.

I can understand that no single source of evidence gives the full answer to questions about the past, and narrow down my lines of enquiry.

I can describe past societies and periods in greater depth, and begin to make links between them.

I can identify and describe reasons why historical events occurred, and what changes happened as a result.

I can show some understanding that parts of the past have been represented and interpreted in different ways.

I can show an awareness of the concept of propaganda, and that historians should interrogate the reliability of sources.

I can describe the features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

I can compare two different time-periods and use evidence to support and explain why a change took place.



History Passport– Year 6



Time Periods in British History

The Victorians

20th June 1837– 22nd
January 1902



World War II

1st September 1939–
2nd September 1945



Significant Events

The Industrial Revolution

1760– 1830



The Sheffield Flood

11th March 1864



The Educational Reform Act 1888



Equal Franchise Act

1928



World War II



Sheffield Blitz

December 1940

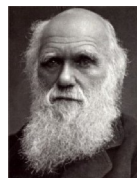


Significant People

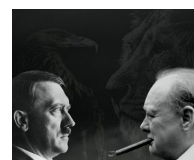
Queen Victoria



Charles Darwin



Leaders of WW2





History Passport– Year 6



Vocabulary

Chronology

continuity
change
legacy
causation

Historical Enquiry and Interpretation

significance
interpretation
biased
unbiased

Topic Specific

Darwin's Delights: natural selection, evolution, species, fossil, theory, Origin of Species

A Child's War: Nazis, allies, evacuee, Blitz, swastika, Anderson shelter, ration book, Spit fire, gestapo, gas mask

Revolution: chimney sweep, railway, mining, factory, steam engine, industry, revolt, republic, rebellion,

Knowledge

I can give a broad over-view of British history.

I can give a broad over-view of how the role of women in Britain has changed over time.

I can order the significant events of WW2, and of the Victorian period.

I can research and describe significant events specifically the Sheffield Flood, the Sheffield Blitz, the Holocaust, and the Industrial Revolution. I can explain in depth the reasons why they occurred, and the impact they had.

I can research and describe significant people specifically Queen Victoria, Charles Darwin and WW2 leaders. I can explain their significance in depth, and the impact their lives had on society.

I can show an awareness of the purpose and the impact of propaganda during WW2.

I can describe the ideas, beliefs, attitudes and experiences of men, women and children during the Victorian period and WW2.

I can compare the lives of men, women and children during the Victorian period and WW2, with the lives of people today and the lives of people in other time periods.

Skills

I can give a broad over-view of historical periods studied so far.

I can use relevant dates and terms related to the passing of time.

I can identify periods of rapid change in history and contrast them with times of relatively little change.

I can understand the concepts of continuity and change over time, and represent them on a time line.

I can use and evaluate historical sources to form testable hypotheses about the past.

I can understand that no single source of evidence gives the full answer to questions about the past, and narrow down my lines of enquiry.

I can describe past societies and periods in greater depth, and begin to make links between them.

I can identify and describe reasons why historical events occurred, and what changes happened as a result.

I can show some understanding that parts of the past have been represented and interpreted in different ways.

I can show an awareness of the concept of propaganda, and that historians should interrogate the reliability of sources.

I can describe the features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

I can compare two different time-periods and use evidence to support and explain why a change took place.