

EYFS

EYFS Knowledge:

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the National Curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following areas of learning:

- Understanding the World.

History			
Three- and Four- Year Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1		How we live	Economy and Trade	Culture and art	Legacy	Historical Figures
Year 1 + 2	Great Firsts Transport (2022, 2024) (Autumn Term) Extended Learning Opportunity: Transport Museum	How has transport changed over time? e.g. First Car First Train First Flight Exploring Space	How have changes in transport impacted people's daily lives (e.g. journey lengths, holidays, supermarkets)?		How do developments in transport affect our modern-day life?	Who were the Wright Brothers? (Flight) What did George Stevenson invent? (Rocket) Why is Henry Ford important? (Car) Where did Neil Armstrong go? (Astronaut)
	Great Fire of London (2022, 2024) (Summer Term) Extended Learning Opportunity: Our city	What were homes, houses made of, and what did they look like before the Great Fire of London? What were rich and poor homes like in Stuart London? How did housing change after the Great Fire of London?	What were the consequences of the Great Fire of London (including the financial effect of the fire)?	How do we know what happened during the Great Fire of London? (paintings and Samuel Pepys's diary)? How was London rebuilt after the Fire (architecture of Christopher Wren)?	What changed after the Great Fire of London? (The formation of the London Fire Brigade)	Who were Charles II (King), Samuel Pepys (Diary writer), Thomas Farriner (Baker), Lord Mayor Sir Thomas Bloodworth, Christopher Wren (architect) and why were they important?
	Toys through Time (2023, 2025) (Autumn Term)	How did children/ people used to spend leisure time? How have toys changed over time?	What toys were popular with my grandparents, parents and today? How has how toys are made changed over time? (e.g. mass market and handmade, materials. Shops, markets, internet)	What were toys made from? How did they work? (Sorting and comparing toys)	How has people's free time changed over time? (e.g. exercise and leisure, freedom to move around) How has the Government influenced our childhoods? (e.g. free school meals, adverts, living/ working conditions)	Who was William Hamley and why is he famous? (Hamleys) Who was Ole Kirk Kristiansen and what did they invent? (Lego)
	The History of My Local Area – Firth Park/ Sheffield Lane Top (2023, 2025) (Summer Term)	Who created Firth Park? How do people use Firth Park?	What shops are near school, Sheffield Lane Top, in Firth Park and the surrounding area?		How do people get to Firth Park? (e.g. Tram links) Why is Firth Park important today?	Who was Mark Firth and why is he important to our local area? Where did and why did Queen Elizabeth II visit in our local area?

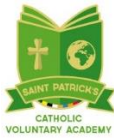
KS2		Chronology	How we live, Society + Settlements	Religion	Economy and Trade <i>(including Military Might)</i>	Culture and art	Legacy	Important Historical Figures
Year 3 + 4	Ancient Greece (2022, 2024) Autumn Term History Rocks	Can you place the Ancient Greeks in chronological order? Where do the Ancient Greeks fit in?	When did the Ancient Greeks exist and what is their story? What were the similarities and differences between Ancient Greek cities and settlements?	What did the Ancient Greeks believe in? (Different gods, worshipped in cults linked to certain areas favouring certain gods)	What was the impact of the Ancient Greeks on the Western World?	What was the Greek Culture like? What was Alexander the Great's role in spreading Greek culture?	What were the achievements of the Ancient Greeks? (Olympics)	Alexander the Great. Homer (Author and scholar) Pythagoras (Maths) Greek Philosophers
	Ancient Egypt (2022c, 2024) Summer Term History Rocks	Can you place the Ancient Egyptians in chronological order? Where do the Ancient Egyptians fit in?	When did the Ancient Egyptians exist and what is their story? What were the similarities and differences between the earliest civilisations and why were they significant?	Was religion significant in Ancient Egypt?	What was Ancient Egyptian society like? (Slaves and peasants)	How did the Ancient Egyptian record in writing? Hieroglyphics What did the Ancient Egyptians value? Cats	What were the achievements of the Ancient Egyptians?	Who was Tutankhamun? (entirely complete tomb)
	Pre-History Stone age to Iron age (2023, 2025) History Rocks	Can you place the time of 'Stone Age and Iron Age' in chronological order? When was the time of the Stone Age and Iron Age?	When and where was the Palaeolithic Age? When and where was the Mesolithic Age? When and where was the Neolithic Age? How did these people live? Why did they live as they did?	How did the settlements and beliefs change from the Stone Age to Iron Age?	How was life changed by the materials used and created? (Stone, Copper, Bronze, Iron)	What is the legacy of the Stone Age to Iron Age? (Cave Painting, Stone Pots, Bronze sculptures, prehistoric colour pallet)	What were the major achievements of each age?	Who was the Lindow Man and why was he important? (preserved body in bog)
	Romans (Local History Roman Ridge Winco Bank) (2023, 2025)	Can you place the Romans in chronological order? Where do the Romans fit in? Who were the Romans?	What is an Empire? How did the Roman Empire affect life in Britain? Why did the Romans want to invade Britain? Did the Celts welcome the Romans? Why were the Romans successful in their missions? (Roman Army Formation)	How did beliefs in the Roman Empire affect Britain? What gods and goddess did they believe in? (polytheism)	Were the native people of Britain happy with the Roman Empire? How did the Romans transport people and goods? What were Roman roads, buildings and aqueducts for?	Values, beliefs and legends. What types of entertainment did Romans enjoy? (Gladiators, Amphitheatres)	What impact did the Roman achievements have on Britain, what were the lasting effects? (Hadrian's Wall) How did Roman ideas about housing impact Britain? (Clifton Park Museum)	Who was Julius Caesar and what role did he play? (Roman leader) Who was Boudicca and why was she important? (Ancient British queen)

KS2		Chronology	How we live, Society + Settlements	Religion	Economy and Trade <i>(including Military Might)</i>	Culture and art	Legacy	Important Historical Figures
Year 4 + 5	Mayans c. 900 (Yearly) <i>(Contrasting with Vikings)</i>	Who were the Ancient Maya and how do they fit into History?	What did Maya society look like? How did the Maya live?	What was the role of the priest in Mayan society? What were the Mayan gods and beliefs?	What did the Maya eat and drink? How was food grown, distributed and eaten?	What were the beliefs of the Mayan people? What were the similarities and differences between Mayan and Viking beliefs?	What were the Mayan achievements? Can we compare the achievements of the Maya to the achievements of the Vikings?	Who were John Lloyd Stephens and Frederick Catherwood? (American explorer who rediscovered the Maya society) (English explorer who made detailed drawings of the ruins)
	Victorian Sheffield J. G Graves– (Yearly) <i>Local History</i>	When was the Victorian Period? What were some of the key dates in the Victorian era of the British Empire?	What was life like in Victorian Sheffield? What were the different elements of Victorian society?	What were the beliefs of JG Graves and how did his beliefs affect his life choices? (Christian beliefs, shops and giving)	What were the key elements which caused Sheffield to grow? How did the British Empire grow during Victorian Britain? Industry and growth	What decisions were made and why were they made to improve the working environment and health?	What were the lasting affects of the Victorian empire?	Who was Queen Victoria? Who was John George Graves? What did he achieve?

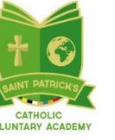
KS2		Chronology	How we live, Society + Settlements	Religion	Economy and Trade <i>(including Military Might)</i>	Culture and art	Legacy	Important Historical Figures
Year 5 + 6	The earliest Ancient Civilisations <i>(Ancient Sumer, Ancient Egyptian, Indus Valley, Shang Dynasty)</i> (2022, 2024)	Can you place the time of the Ancient civilisations in chronological order? (Ancient Sumer, Ancient Egypt, Indus Valley and Shang Dynasty)	What is a Civilisation? What makes a successful civilisation? Where were the Ancient Civilisations located? (Along Rivers)	What role did Religion and Religious Leaders play in each of the Ancient Civilisations?	What kinds of jobs did the Ancient Sumerians, Ancient Egyptians, people of the Indus Valley and people of the Shang Dynasty have?	How Did the Egyptians enjoy Themselves? (board games) What did the people of the Indus Valley enjoy? (modern Chess)	What were the individual achievements of the Ancient Civilisations? What impact did the Ancient Civilisations have on our modern world?	Who were the leaders, key and influential people in each of the time periods? Ancient Sumer: Eannatum of Ur, Gilgamesh, Ur-Nammu, Sargon the Great Ancient Egyptians: King Narmer, Cleopatra VII- and Tutankhamun Indus Valley: No records Shang Dynasty: Cheng Tang, Fu Hao, Di Xin, Sima Qian
	Sheffield Steel (Local History) (2022, 2024)	What is the history of Sheffield, from 1066 (Sheffield key dates)	How has Sheffield developed as a city? Why was all the industry in the Eastend of Sheffield?	How has religion shaped Sheffield? (Buildings of faith within the city, Cathedral, Mosque, Synagogue, Chapel etc).	How did Sheffield earn the name 'Steel City'? Why are the Blades called the Blades? How were children used within the work force?	What activities were enjoyed? How was recreation time spent in Sheffield? How has this changed over time?	Why was Sheffield's industry important? What was its legacy? (School age increase, housing, key buildings and land use including Meadowhall and the Crucible)	Who was JG Graves and why was he important? (watch maker) Who was Harry Brearley and why was he important? (Stainless steel)
	WWII, Sheffield and the Blitz (2023, 2025)	When was World War II? What were the key events leading up to World War II and now to present day?	How did the Second World War impact on life in Sheffield? (refer to key events in Germany that led to WWII) What was the Blitz and where did the name come from?	How did religious beliefs affect behaviour? How did religious or radical beliefs affect others?	How did the British people's lives change during WWII? (e.g. Rationing and the Black Market, Dig for Victory, propaganda)	What role did music have? Popular music Did people listen to the Radio? Were there TVs? (no TV) Broadcasts for information.	How was Sheffield changed because of the Blitz? Buildings and land use? How did Sheffield's population change?	Who was Adolf Hitler and what role did he play in the Blitz? Who was Winston Churchill and what role did he play in the Blitz?
	Anglo-Saxons and Vikings (2023, 2025)	When was the Anglo Saxon and Viking periods in history? How are these two times linked?	What did the Anglo Saxon and Scot settlements look like? What did the Viking settlements look like? What did the kingdoms look like and what were they called? What were the different roles in Viking society? What were the social structures? (Including laws and justice)	What were the religious beliefs of the Anglo Saxons and Scots? (Pagan) How did these beliefs change? What were the Viking beliefs? How did these beliefs influence the way Vikings lived and died?	What type of food did the Anglo Saxons and Vikings eat and drink? How was this grown, made and traded? How did trade affect the way of life and decisions made? (Invasion and settlement)	What values were important to the Anglo-Saxons? What was the importance of the burial at Sutton Hoo? What did the Anglo Saxons, Scots and Vikings enjoy? What objects did they make? (Compare and contrast Culture and Art)	How do we know about life in Anglo-Saxon times? How is life in Anglo-Saxon Britain similar and different to life today? What do Viking artefacts tell us about Viking life? What do the remains of the Repton Warrior tell us about the Viking invasion of Britain (Derby Museum)?	Why was Edward the Confessor important? (King, death 1066) Who was Alfred the Great? Who was Guthrum?

Assessment framework - History

By the end of Y2, children can:	Working at ARE	Working at Greater Depth (Above ARE)
	<p>How we live:</p> <ul style="list-style-type: none"> - identify and talk about how transportation has changed over time - explain how and why London was different in the 17th century - discuss what homes in 17th Century London were made from - compare rich and poor homes in Stuart London - to understand how the Great Fire of London changed how and where homes were built. - talk about how children and people's free time has changed through history. - to explore how toys have changed over time - explore who created Firth Park. - explore how people use Firth Park. 	<p>How we live:</p> <ul style="list-style-type: none"> - explain how changes in transport over time affect how we live and the opportunities we are able to experience. - can explain how and why London was different in the 17th century in a variety of different ways. - explain how the Great Fire of London had longer lasting consequences (how homes were built, as well as the formation of the London Fire Brigade) - reflect on why the use of leisure time has changed over time. - find additional information about Firth Park, the land use around our local area and explain possible choices made around land use.
	<p>Economy and trade:</p> <ul style="list-style-type: none"> - explore how changes in transport affected people's daily lives. - talk about the impact of the Great Fire of London. - explore how the manufacture of popular toys has changed over time. - compare how toys were made, bought and chosen over time. - explore land use around our local area. - identify how and why land is used in a certain way in the local area. 	<p>Economy and trade:</p> <ul style="list-style-type: none"> - talk about how the manufacture of toys has changed over time, suggesting reasons why. - suggest reasons why toys have changed over time. - talk about changes in land use over time, suggesting reasons why.
	<p>Culture and art:</p> <ul style="list-style-type: none"> - talk about how the recording of the Great Fire of London (Samuel Pepys's diary and paintings). - explain what made Christopher Wren's architecture significant. - explore what toys past and present were made from. - investigate how popular toys past and present are made (looking at materials and mechanisms). 	<p>Culture and art:</p> <ul style="list-style-type: none"> - explain how the recording of the Great Fire of London helps us to understand the event.
	<p>Legacy</p> <ul style="list-style-type: none"> - talk about how developments in transport affect our modern-day life. - explain and order the key events of the Great Fire of London. - explain how the Great Fire of London led to the formation of the London Fire Brigade. - explore how children and young people's freedoms have changed over time (e.g. physical freedom, virtual freedom). - discuss the importance of different important historical figures. - identify and talk about changes in the local area, offering suggestions why. 	<p>Legacy</p> <ul style="list-style-type: none"> - consider how modern-day life may have differed without the developments in transport. - consider how transportation may change in the future. - can explain and order the key events of the Great Fire of London in detail. - explore and explain the five ways the Great Fire changed London. - explain how changes in transport have led to changes in childhood experiences (e.g. the rise of cars and children's freedom)
	<p>Historical Interpretations: KS1 History National Curriculum: Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> - start to compare two versions of a past event; - observe and use pictures, photographs and artefacts to find out about the past; - start to use stories or accounts to distinguish between fact and fiction; - explain that there are different types of evidence and sources that can be used to help represent the past. 	
	<p>Historical Investigations: KS1 History National Curriculum: Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - choose and select evidence and say how it can be used to find out about the past. 	
	<p>Chronological Understanding: KS1 History National Curriculum: Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit in with a chronological framework.</p> <ul style="list-style-type: none"> - sequence artefacts and events that are close together in time; - order dates from earliest to latest on simple timelines; - sequence pictures from different periods; - describe memories and changes that have happened in their own lives; - use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	
	<p>Knowledge and Understanding of Events, People and Changes in the Past: KS1 History National Curriculum: Children should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> - recognise some similarities and differences between the past and present; - identify similarities and differences between ways of life in different periods; - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. 	



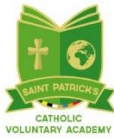
St Patrick's Catholic Voluntary Academy History Content and Concept Subject Organiser:



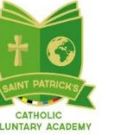
Presenting, Organising and Communicating: KS1 History National Curriculum: Children should use a wide vocabulary of everyday historical terms.

- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;
- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past;
- use drama/ role play to communicate their knowledge about the past.

<p>By the end of Y4, children can:</p> <p>(also see by the end of Year 4 /5)</p>	Working at ARE	Working at Greater Depth (Above ARE)
	<p>Chronology:</p> <ul style="list-style-type: none"> - place the Ancient Greeks in chronological order. - investigate carefully and place the Ancient Egyptian time period in chronological order. - place the time of 'Stone Age and Iron Age' in chronological order. - place the Roman and Romano British history into chronological order. 	<p>Chronology:</p> <ul style="list-style-type: none"> - explain where the Ancient Greeks fit chronologically in. - explain where the Ancient Egyptians fit chronologically in. - talk about when the time of the Stone Age and Iron Age was. - talk about where the Romans fit chronologically in.
	<p>How we live, Society + Settlements:</p> <ul style="list-style-type: none"> - explain when and where the Ancient Greeks existed, explaining their achievement and influence on the Western world. - explain how the Ancient Greeks lived. - compare and contrast the similarities and differences between Ancient Greek city-states and settlements. - explain when and where the Ancient Egyptians existed including the main elements of Ancient Egyptian society. - compare and contrast some of the similarities and differences between the earliest civilisations, including the Ancient Egyptians and why were they significant? - explain when and where the Palaeolithic Age was and how people lived. - explain when and where the Mesolithic Age was and how people lived. - explain when and where the Neolithic Age was and how people lived. - explore and identify the difference between human and non-human history. - explain in their own words what an empire is referring to the key features of an empire. - talk about when and where the Romans lived. - explain how the Roman Empire affected life in Britain. - identify Rome's changing power and reasons for why the Romans wanted to invade Britain. - talk about how the Celts and Romans interacted. - draw their own conclusion with evidence about whether the Romans successful and why? 	<p>How we live, Society + Settlements:</p> <ul style="list-style-type: none"> - begin to make connections between land use and how civilisations develop because of the opportunities and resources around them. - clearly compare and contrast, offering suggestions using evidence to explain the similarities and differences between Ancient Greek cities and settlements. - clearly compare and contrast, offering suggestions using evidence to explain the similarities and differences between the earliest civilisations and, including the Ancient Egyptian cities and settlements. - explore, identify, compare and discuss why they lived as they did? - explain what an empire is, giving examples of successful empires. - talk about how the Celts and Romans interacted suggesting reasons for their behaviours. - draw their own conclusion with evidence about whether the Romans successful in their missions with reference to the Roman Army Formation, for example.
	<p>Religion:</p> <ul style="list-style-type: none"> - explain to others how the Ancient Greeks worshipped and what the Ancient Greeks believed in. - draw conclusions about whether religion was significant in Ancient Egypt, explaining what the beliefs were and why they changed. - explain how the beliefs changed as the settlements changed from the Stone Age to the Iron Age. - identify how the beliefs and Roman religion impacted upon Britain. - explain which gods and goddesses the Romans believed in and their significance. 	<p>Religion:</p> <ul style="list-style-type: none"> - explain in detail the different gods which the Ancient Greeks believed in and how these gods were worshipped. - use the term polytheism with understanding.
	<p>Economy and Trade (including Military Might):</p> <ul style="list-style-type: none"> - talk about the achievements of the Greeks and the impact of the Ancient Greeks on the Western World. - discuss what Ancient Egyptian society was like and how this affected those within in. - explain the crucial role of trade in Ancient Egypt's rise in power. - explain how life changed in the Pre-Historic Stone Age through to Iron Age. - explore how the Britons or 'Celts' felt about the invasion of the Britain by the Romans. - explain why the Roman army was successful e.g. how the Romans transported people and goods. - identify, list and explain some of the Roman strengths e.g. Roman roads, buildings and aqueducts. 	<p>Economy and Trade (including Military Might):</p> <ul style="list-style-type: none"> - talk about the materials used and why their properties made them popular or suitable, including how this shaped history.
<p>Culture and Art:</p> <ul style="list-style-type: none"> - explain to others what the Greek culture and art was like. - discuss how the Ancient Egyptians recorded in written marks (Hieroglyphics) - explore and explain the significance of cats and how the Ancient Egyptians valued these animals. - discuss what the legacy is of the Stone Age and how this changed through time to the Iron Age. - explain some of the values, beliefs and legends of the Romans. - explore and share some of the entertainment which the Romans enjoyed. - identify similarities and differences between the Greek and Roman cultures. 	<p>Culture and Art:</p> <ul style="list-style-type: none"> - explore and explain what Alexander the Great's role was in spreading Greek culture. - explain the significance of the cat as a vessel which the gods chose to inhabit. - talk about the importance of each material and how the material was used, created and became popular from the Stone Age through to the Iron Age. - explore and understand how the Ancient Egyptian's class e.g. upper class, middle class or lower class affected the entertainment and enjoyed activities which they were enabled to do. 	

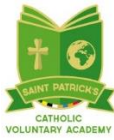


St Patrick's Catholic Voluntary Academy History Content and Concept Subject Organiser:



	<p>Legacy:</p> <ul style="list-style-type: none"> - identify and discuss what the achievements of the Ancient Greeks were. - identify and discuss what the significant achievements of the Ancient Egyptians were. - explore and talk about why sources of evidence around the Ancient Egyptians can be problematic. - identify and discuss the achievements of each age from the Stone Age through to the Iron Age, with an understanding that types of sources of information can be primary and interpretive. - identify what impact the Roman achievements had on Britain using key evidence. 	<p>Legacy:</p> <ul style="list-style-type: none"> - Explain how Roman ideas impacted on British housing. - make judgements upon the legacy a time period left upon Britain, using evidence to justify their opinion.
	<p>Important Historical Figures:</p> <ul style="list-style-type: none"> - explain the significance of Alexander the Great was and why he was important. - talk about Homer, Pythagoras and other Greek Philosophers. - explain who Tutankhamun was and the significance of his empty tomb. - share their learning about the Lindow Man and explain his importance. - explain who Julius Caesar was and why he was important. - explain who Boudicca was and why she was important. 	<p>Important Historical Figures:</p> <ul style="list-style-type: none"> - Explain the importance of a figure and how they impacted upon our modern life. - identify and suggest what makes an effective warrior-leaders (e.g. Boudicca, Julius Caesar). - consider why Julius Caesar becoming Dictator for Life could be regarded as positive or negative.

By the end of Y4/Y5, children can:	Working at ARE	Working at Greater Depth (Above ARE)
	<p>Chronology:</p> <ul style="list-style-type: none"> - place the Ancient Maya in chronological order, explaining their place in History and why their civilisation came to an end. - identify when the Victorian Period was and place this in chronological order, explaining why the period ended. - identify, order and explain some of the key dates in the Victorian era of the British Empire? 	<p>Chronology:</p> <ul style="list-style-type: none"> - explain where the Ancient Maya fit chronologically in. - explain where the Victorian Period fits chronologically in.
	<p>How we live, Society + Settlements:</p> <ul style="list-style-type: none"> - explain to others how the Mayan society was structured. - describe how the Maya lived. - explore and explain what life was like in Victorian Sheffield. - describe and explain some of the different elements of Victorian society. - identify some similarities and differences between the empires studied so far in comparison to Victorian Britain. 	<p>How we live, Society + Settlements:</p> <ul style="list-style-type: none"> - explain how the Maya lived giving evidence, including from archaeological remains and explaining reasons for this way of living. - compare and contrast societal structures of the Maya and the Vikings. - explain how people lived during the Victorian period, explaining reasons for this way of living.
	<p>Religion:</p> <ul style="list-style-type: none"> - explain what the role of the priest was in Mayan society? - explain what some of the Mayan beliefs were. - name and describe some of the different Mayan gods. - describe some of the believes and Victorian values which were held in Victorian Britain and shaped the British Empire. - talk about some of JG Graves' beliefs and how these affected his life choices. 	<p>Religion:</p> <ul style="list-style-type: none"> - explain the significant and role of the priest in the Mayan society. - compare and contrast the housing of the Maya and Vikings. - compare and contrast aspects of the Maya and Viking religious beliefs. - identify what the traditionally held Victorian believes and values were, giving examples of them, making connections between the upholding of these views and choices made by significant people.
	<p>Economy and Trade (including Military Might):</p> <ul style="list-style-type: none"> - explain how food was grown, distributed, prepared and eaten in Mayan society. - talk about what the Maya ate and drank. - explain what the key elements which played their part in enabling Sheffield to grow and thrive during the Victorian period. - explore how Sheffield grew during the Victorian period, and how the British Empire grew during Victorian Britain. 	<p>Economy and Trade (including Military Might):</p> <ul style="list-style-type: none"> - talk about what the Maya ate and drank, explaining how this was affected by where the Maya lived and the reason why the Maya were eating or drinking e.g. seasonal or religious reasons. - compare and contrast the food and collection methods of the Maya and Vikings.
	<p>Culture and Art:</p> <ul style="list-style-type: none"> - explain to others what the beliefs of the Mayan people were and how they lived their lives due to these beliefs. - talk about Victorian culture and art, including Victorian architecture, painting and sculpting. 	<p>Culture and Art:</p> <ul style="list-style-type: none"> - make connections between the similarities and differences between Mayan and Viking beliefs. - make connections between advances in living conditions and travel during Victorian Britain and how these impacted on Victorian leisure time.
	<p>Legacy:</p> <ul style="list-style-type: none"> - explain some of the Mayan achievements in their own words. - explain, identify and talk about some of the long-lasting effects and impact of the Victorian empire? - identify how the British Empire changed Victorian houses. 	<p>Legacy:</p> <ul style="list-style-type: none"> - use information sources, drawing conclusions about what the achievements of the Maya were and why. - make connections and comparisons between the achievements of the Maya and the achievements of the Vikings. - begin to explore how historians views have changed over time.
	<p>Important Historical Figures:</p> <ul style="list-style-type: none"> - Who were John Lloyd Stephens and Frederick Catherwood, what did they do and why were they important? - Who was Queen Victoria? - What role did Queen Victoria play in the Victorian era? - Who was John George Graves, what did he do, what did he achieve and why was he important? 	<p>Important Historical Figures:</p> <ul style="list-style-type: none"> - explain the importance of a figure and how they impacted upon our modern life.
	<p>Historical Interpretations: LKS2 History National Curriculum: Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> - look at more than two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	
	<p>Historical Investigations: LKS2 History National Curriculum: Children should regularly address and sometimes devise, historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; 	



St Patrick's Catholic Voluntary Academy History Content and Concept Subject Organiser:



	<ul style="list-style-type: none"> - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research.
	<p>Chronological Understanding: LKS2 History National Curriculum: Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided to BC (Before Christ) and AD (Anno Domini).
	<p>Knowledge and Understanding of Events, People and Changes in the Past: LKS2 History National Curriculum: Children should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> - note key changes over a period of time and be able to give reasons for those changes; - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied.
	<p>Presenting, Organising and Communicating: LKS2 History National Curriculum: Children should develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> - use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; - present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. - start to present ideas based on their own research about a studied period.

By the end of Y6, children can:	Working at ARE	Working at Greater Depth (Above ARE)
	<p>Chronology:</p> <ul style="list-style-type: none"> - place the time of the Ancient civilisations in chronological order, Ancient Sumer, Ancient Egypt, Indus Valley and Shang Dynasty, giving reasons for the ending of these civilisations. - place key Sheffield dates in chronological order from 1066. - place the Anglo Saxon and Viking periods in chronological order. - explain how the Anglo Saxons and Vikings are linked, including identifying the causes and effects that brought about the end of the Anglo Saxon and Viking Britain. - identify when World War II began, placing key events in chronological order from the beginning to the end of the war. 	<p>Chronology:</p> <ul style="list-style-type: none"> - identify the key events leading up to World War II and now present day.
	<p>How we live, Society + Settlements:</p> <ul style="list-style-type: none"> - explain what a Civilisation is, in their own words. - identify what makes a successful civilisation? - explore where the Ancient Civilisations were located, identifying the common natural feature which linked them all e.g. along Rivers. - explore how Sheffield developed as a city and why. - explain how Sheffield resources were extracted and used and how this helped it to develop its' renowned cutlery industry. - understand that the industry of Sheffield was in the Eastend of Sheffield and why. - explain the key features of the Anglo Saxon and Scot settlements, identifying the struggles of Britain after Roman occupation. - identify the main features of the relationship between the Anglo Saxons and Vikings. - explain the continuity and change in British society after the Anglo Saxon and Viking time period. - explain what did the Viking settlements looked like. - talk about the Viking kingdoms – explaining what they looked like and what they were called. - identify and explain what the different roles in Viking society were. - talk about what the social structures of Viking society were. - explain Viking law and justice. - explain how World War II impacted on life in Sheffield. - explain what the Blitz was, the effects of the Blitz and where the name come from. 	<p>How we live, Society + Settlements:</p> <ul style="list-style-type: none"> - explain how technological advances made during the Shang Dynasty changed society. - explain how Sheffield's natural resources make it an attractive place to live and trade. - make comparisons between the Anglo Saxon, Scot and Viking settlements. - compare and contrast the characteristics of two different types of invaders in British history. - explain how key events in Germany, affected and impacted on life in Sheffield.
	<p>Religion:</p> <ul style="list-style-type: none"> - explore what the role of religion and religious leaders played in each of the Ancient Civilisations. - discuss how religion and religious buildings have shaped Sheffield e.g. within the city, Cathedral, Mosque, Synagogue, Chapel and so on. - explore what the religious beliefs of the Anglo Saxons and Scots were. - talk about how these beliefs changed. - explore what the religious beliefs of the Vikings were. - talk about how the Viking beliefs influenced their behaviour and the way Vikings lived and died? - explore how the religious beliefs and opinions of a leader can affect their behaviour and treatment of others. 	<p>Religion:</p> <ul style="list-style-type: none"> - use the term 'radical' and 'radicalisation' as they explain how the religious beliefs and opinions of a leader or group of people can affect others, locally, nationally and globally.

	<p>Economy and Trade (including Military Might):</p> <ul style="list-style-type: none"> - explore and talk about what type of jobs the Ancient Sumerians did and why. - explore and talk about what type of jobs the Ancient Egyptians did and why. - explore and talk about what type of jobs the people of the Indus Valley did and why. - explore and talk about what type of jobs the people of the Shang Dynasty did and why. - explain to others why Sheffield earned the name 'Steel City?' - explain to others the impact Sheffield steel had, for example why the Blades are called the Blades. - explore how children were used within the work force including how this has changed over time. - explore and explain the type of foods the Anglo Saxons ate and drank. - explore and explain the type of foods the Viking ate and drank. - research and discuss how the Anglo Saxons and Vikings grew, made and traded their produce. - explore how British people's lives changed during WWII, including rationing, the Black Market and Dig for Victory, propaganda. 	<p>Economy and Trade (including Military Might):</p> <ul style="list-style-type: none"> - explain whether they thought the Romans or the Vikings were the most effective invaders. - explain to others how trade affected the way of life and influenced the decisions made during Viking times.
	<p>Culture and Art:</p> <ul style="list-style-type: none"> - explore what activities and pastimes the Ancient Sumerians did to enjoy themselves. - explore what activities and pastimes the Ancient Egyptians did to enjoy themselves. - explore what activities and pastimes the people of the Indus Valley did to enjoy themselves. - explore what activities and pastimes the people of the Shang Dynasty did to enjoy themselves. - explore what activities and pastimes have been enjoyed in Sheffield over the ages. - explore how recreation time was spent in Sheffield and how this has changed over time. - share what the Anglo-Saxons valued. - talk about what the importance of the burial at Sutton Hoo was. - explore what activities and pastimes the Anglo Saxons, Scots and Vikings enjoyed. - explore what objects were made by the Anglo Saxons, Scots and Vikings. - explore popular music and the role it played in World War II, including how people listened to announcements. 	<p>Culture and Art:</p> <ul style="list-style-type: none"> - make comparisons and connections between the activities and pastimes which were popular in the earliest Ancient Civilisations. - give reasons for how activities, past times and recreation time has changed over time. - make comparisons and connections between the activities and pastimes which were popular during the Anglo Saxon, Scot and Viking time period.
	<p>Legacy:</p> <ul style="list-style-type: none"> - explain what the individual achievements were of the Ancient Sumerians. - explain what the individual achievements were of the Ancient Egyptians. - explain what the individual achievements were of the people of the Indus Valley. - explain what the individual achievements were of the people of the Shang Dynasty. - explore that impact the Ancient Civilisations had on our modern world – what was their legacy? - explore and understand why Sheffield's industry was important. - explain what the legacy of Sheffield's success is e.g. schools, houses, key buildings and land use including Meadowhall and the Crucible. - share how we know about life in Anglo-Saxon times and what their legacy is. - make comparisons, drawing similarities and differences between life in Anglo-Saxon Britain past and today. - explore and explain what Viking artefacts tell us about Viking life and the conclusions we can draw from them. - discuss what the remains of the Repton Warrior tell us about the Viking invasion of Britain. - explore, explain and describe how Sheffield changed because of the Blitz. - investigate how Sheffield has changed over time since WWII to present day including population change and land use/ repurposing. 	<p>Legacy:</p> <ul style="list-style-type: none"> - compare and contrast the different and varied achievements of the Ancient Civilisations. - use evidence to offer a personal opinion about which achievement of the Ancient Civilisation was most important and why.
	<p>Important Historical Figures:</p> <ul style="list-style-type: none"> - explain during the time of the Ancient Sumerian, who were the leaders, key and influential people. - explain during the time of the Ancient Egyptians, who were the leaders, key and influential people. - explain during the time of the people of the Indus Valley, who were the leaders, key and influential people. - explain during the time of the people of the Shang Dynasty, who were the leaders, key and influential people. explain who JG Graves was and why was he important. - explain who Harry Brearley was and why was he important. - explain who Edward the Confessor was and why he was important. - explain who Alfred the Great was and why was he important (Anglo Saxon King). - explain who Guthrum was and what he achieved. - explain who Adolf Hitler was and what role he played in WWII and the Blitz. - explain who Winston Churchill was and what role he played in WWII and the Blitz. 	<p>Important Historical Figures:</p> <ul style="list-style-type: none"> - Explain the importance of a figure in more detail and how they impacted upon our modern life. - Identify and suggest what makes an effective warrior-leaders (e.g. Alfred the Great, Boudicca, Julius Caesar, Guthrum and so on).
	<p>Historical Interpretations: KS2 History National Curriculum: Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the differences between primary and secondary evidence and the impact of this on reliability; 	



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- show an awareness of the concept of propaganda;
- know that people in the past represent events or ideas in a way that may be to persuade others;
- begin to evaluate the usefulness of different sources.

Historical Investigations: KS2 History National Curriculum: Children should regularly address and sometimes devise, historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

- recognise when they are using primary and secondary sources of information to investigate the past;
- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
- select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding: KS2 History National Curriculum: Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

- order an increasing number of significant events, movements and dates in a timeline using dates accurately;
- accurately use dates and terms to describe historical events;
- understand and describe in some detail the main changes to an aspect in a period in history;
- understand how some historical events/ periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events, People and Changes in the Past: KS2 History National Curriculum: Children should note connections, contrasts and trends over time.

- identify and note connections, contrasts and trends over time in the everyday lives of people;
- use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
- examine causes and results of great events and the impact these had on people;
- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Organising and Communicating: KS2 History National Curriculum: Children should develop the appropriate use of historical terms.

- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;
- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports;
- plan and present a self-directed project or research about the studied period.