

Concepts and Content Organiser- History

KS1		Invasion	Government	Rich and Poor lives	Comparisons Over Time	The Wider World	Important Historical Figures	Diverse voices
Y1/2	Childhood through the ages		How have Government changed childhood? (NHS, free school meals, education, adverts, working conditions in Victorian times vs minimum age to work)	What life is like for me (hobbies, school, toys etc.) How life was different for my grandparents How life was different 100 years ago	How childhood has changed over time	How has the development of technology changed childhood? Do children have more freedom now or in the past?		
	The Great Unknown (Journeys)		How did CC get the money to fund his trip? Why did they fund it? What treasure did he bring back with him?		How people are interested in moving 'off the map'.	CC as master navigator: journeys before America. Route of the first voyage and first settlement on Hispaniola. Was CC's journey a good thing? NA life before space: test pilot Why was NA chosen to be an astronaut? NA and Apollo 11 Support staff: inc. mission controllers and mathematicians	Christopher Columbus, King Ferdinand and Queen Isabella of Spain Neil Armstrong, Buzz Aldrin, Michael Collins, NASA support staff, inc. Katherine Johnson	To understand the role of Katherine Johnson and Mary Jackson in the Apollo Programme
	London's Burning- Great Fire of London		Charles II's role in taking over control of Lord Mayor's troops	Different Stuart homes for rich and poor people. How poor people's homes were treated How London was rebuilt	Timeline of the Fire- how it started and spread How the Fire was recorded- Samuel Pepys		Charles II, Samuel Pepys, Christopher Wren	
	Home Sweet Home- My local area		Who are my representatives? (local councillors / MPs) School Council	Park Hill How Wybourn came to be. Comparing life in the lodge with life in Wybourn. Who lived here 500 years ago?	Memories about how Wybourn and Sheffield have changed within living memory		Members of my family- parents, grandparents etc.	

KS2		Invasion	Government	Rich and Poor lives	Comparisons Over Time	The Wider World	Important Historical Figures	Diverse voices
Y3/4	Raiders and Traders- Vikings	Raid of Lindisfarne Capture of Repton Design of the longship The Anglo-Saxon fight back- King Alfred and the Battle of Edington	The 'Thing' as a decision making body/early parliament Lawspeakers and oral tradition	Different levels of Viking society- Kings, Carls, Jarls and Thralls What life was like as a Viking thrall.		The Vikings as makers and traders- how artefacts tell us about Viking life	Alfred the Great, Guthrum	
	Veni, Vidi, Vici- Romans	Roman Invasion of Britain Professional Roman Army compared to Ancient Briton tribes Roman Army formations Boudicca's Revolt	Julius Caesar as Dictator for Life. Assassination of Julius Caesar- Hero or Villain?		How did life change before and after the Roman invasion? How were the lives of Ancient Britons and Romans different?		Julius Caesar, Boudicca	To understand the movement of people around the Roman Empire. To understand what historical evidence tells us about 'Ivory Bangle woman'.
	We Built this City on...- Sheffield study and Iron Age	The siting of Wincobank Hill Fort- geographical advantages		Life in the Brigantes Tribe	Comparing place names in Sheffield to different time periods	Extraction and development of iron during the Iron Age Sheffield's resources: coal, iron and the impact this had on its growth as a city Development of how cutlery is made	Harry Brearley- stainless steel	
	Shang Dynasty (1600-1046BC)	Battle of Mingtiao Development of battle tactics	Jie or Tang: who was the better leader? Tang: how did he keep the people happy?	How Shang society was divided into levels Life of prisoner of war How people were treated differently when they died (royal graves: tomb of Fu Ho)	Development of agriculture around the Yellow River (e.g. how did the landscape change?)	Development of solar-based calendars Development of bronze casting Development of writing	Tang of Shang King Di Xin Jie of Xia Yi Yin	
Y5/6	The Mayans c. 900		Society and religion: role of the priest Mayan kings (city rulers)	Different jobs in Mayan society, e.g warriors, nobles, doctors, teachers, farmers	Why did the Mayans fall? Where are the Mayans today?	Mayans in traders Mayans as expert farmers: calendars, agricultural techniques Mayan cities- temples, palaces and plazas		
	WWII	Nazi invasion of Europe: union with Austria, invasion of Czechoslovakia and Poland. Blitzkreig (Norway, Belgium, Holland and France) Battle of Britain (Operation Sealion) D-Day Landings	Adolf Hitler: Rise of Nazi party British government: increased role in people's lives (propaganda, Dig for Victory, rationing etc.)	Rationing and the Black Market Life of the Home Front- Sheffield Blitz Evacuation	Key events and timeline	Holocaust Influence of war on Europe Allied / axis and occupied territories Immigration: evacuation	Anne Frank, Neville Chamberlain, Winston Churchill, Adolf Hitler, Noor Inayat Khan	- To understand the role of SOE in gathering enemy intelligence - To identify the personal qualities of SOE operatives
	Trials and Tribulations- Local history	Conflict between Catholic Scotland and Protestant England	Politics and religion: Catholic V protestant Elizabeth I's reign in danger: - Rising of the North 1569 - Papal excommunication 1570		Timeline of monarchs		Elizabeth I, Mary, Queen of Scots Pope Pius V Shah Murad III Al-Annuri (Moroccan Ambassador)	To understand why Elizabeth I's reign was vulnerable To understand why Elizabeth traded the Moroccan dynasty and Ottoman Empire
	Ancient Greece 490BC-350BC	Spartans: professional army Peloponnesian war	Beginning of democracy City states: Athens (A general assembly of men), Sparta (2 kings, elected officials and a council)	Roles of different people in society Role of women in Greek society Religion and beliefs	Comparing Ancient and Modern Olympics	What have the Ancient Greeks done for us? Language, Olympics, marathon, democracy, mathematicians	Homer Greek mathematicians: e.g. Pythagoras, Greek philosophers	

	Acquire	Apply (challenge)
By the end of Y2, children can:	Invasion Government <ul style="list-style-type: none"> - Understand how Charles II's took over control of the Lord Mayor's troops. - Know how the journeys of Christopher Columbus were funded. - Know the different treasure that Columbus brought back and the effect this had on exploration of 'The New World'. - Give examples how the government has had an impact on childhood (e.g. formation of the NHS, 1870 Education Act, making schooling the responsibility of the Crown through school boards). - Give examples of who their local representatives are, including school council, local councillors or MP) 	Invasion Government <ul style="list-style-type: none"> - Understand why Charles II's took over control of the Lord Mayor's troops. - Explain why Isabella and Ferdinand of Spain decided to fund Columbus's expedition. - Explain what Isabella and Ferdinand gained from Columbus's expedition. - Explain why governments have made laws that affect childhood (e.g. British government worried about the number of children who couldn't read or write).
	Rich and Poor Lives <ul style="list-style-type: none"> - Give examples of how childhood was different for their grandparents and during Victorian times. - Give examples of how childhood was different for rich and poorer people in these periods. - Compare different Stuart-era homes for rich and poor people. - Know how poor people's homes were treated during the Great Fire of London. - Give examples of how London was rebuilt after the Great Fire of London. - Describe how the Wybourn estate came to be. 	Rich and Poor Lives <ul style="list-style-type: none"> - Make comparisons between childhood experiences in different time periods. - Explain why the Great Fire of London spread so quickly. - Compare what life was like in Wybourn in different periods (e.g. life living in the Manor Lodge and life living in Park Hill Flats when it was first built).
	Comparisons over time <ul style="list-style-type: none"> - Know how toys have changed over time – materials/advances in technology. - Understand how people are interested in moving 'beyond the edge of the map'. - Explain the timeline of the Great Fire of London - Explain memories about how Wybourn and Sheffield have changed within living memory. 	Comparisons over time <ul style="list-style-type: none"> -
	The Wider World <ul style="list-style-type: none"> - Know how toys have changed over time – materials/advances in technology. - Explain how Columbus and Armstrong prepared before they embarked on their voyage. - Show the route Columbus and Armstrong took to Hispaniola/The Moon. - Understand how Armstrong's voyage was supported by others, including Katherine Johnson. 	The Wider World <ul style="list-style-type: none"> - Explain the impact of the advances in technology on childhood. - Can discuss, 'Do children have more freedom now or in the past?' - Explain why Columbus and Armstrong were chosen to take their voyage.
	Diverse Voices <ul style="list-style-type: none"> - To understand the role of Katherine Johnson and Mary Jackson in the Apollo Programme 	

	Acquire	Apply (challenge)
By the end of Y4, children can:	Invasion <ul style="list-style-type: none"> - understand why Viking raids were successful, including the design of the longship - can explain the difference between the Viking raid of Lindisfarne and the invasion of Repton. - can explain why the Roman army was effective. - know why Boudicca revolted against Roman invasion. - compare the Vikings and Romans as invading forces. - explain why Wincobank Hill Fort is an effective defensive location. - describe the events of the Battle of Mingtiao 	Invasion <ul style="list-style-type: none"> - can explain whether they thought the Romans or the Vikings were the most effective invaders. - can give a personal opinion about whether the raid of Lindisfarne or the invasion of Repton was more effective. - can identify what makes an effective warrior-leader (e.g. Alfred the Great, Boudicca, Julius Caesar, Guthrum) - explain why Tang was successful at the Battle of Mingtiao - compare Tang of Shang with Alfred the Great
	Government <ul style="list-style-type: none"> - understand how decisions can be made by an individual or within a group. - can explain how the Vikings made laws through coming together in a 'Thing'. - understand how (in Viking times) lawspeakers remembered and passed on the law orally. - can explain why Julius Caesar was assassinated. 	Government <ul style="list-style-type: none"> - can explain why Julius Caesar becoming Dictator for Life could be seen as a positive or a negative. - can explain the consequences of the assassination of Julius Caesar.
	Rich and Poor Lives <ul style="list-style-type: none"> - understand how Viking society is structured - can write an account of a Viking thrall - explain what life was like in the Brigantes tribe. - Give examples how Shang society was divided into levels. - Explain how people were treated differently when they died (e.g. tomb of Fu Ho) 	Rich and Poor Lives <ul style="list-style-type: none"> - compare how life was similar or different for the Brigantes tribe and Shang society. - explain how the tomb of Fu Ho gives us clues about how she lived and the beliefs of the Shang Dynasty. - explain why the Yellow River was important for the growth of the Shang Dynasty. - compare the role that the Yellow River and the rivers in Sheffield played in the development of the civilisation/city.
	Comparisons over time <ul style="list-style-type: none"> - understand how life changed before and after the Roman invasion. - investigate how different place names originate from different time periods - identify the origins of different place names in Sheffield. - describe how the Shang Dynasty was built around the Yellow River 	Comparisons over time <ul style="list-style-type: none"> -
	The Wider World <ul style="list-style-type: none"> - explain what artefacts tell us about Viking life - make predictions about how Viking objects can be used. - Explain how Sheffield resources were extracted and used and how this helped it to develop its cutlery industry. - Explain how cutlery is made. - Give examples of technological advances made during the Shang Dynasty. 	The Wider World <ul style="list-style-type: none"> - explain how Sheffield's natural resources make it an attractive place to make and trade - explain how technological advances made during the Shang Dynasty changed society.
	Diverse voices <ul style="list-style-type: none"> - describe the movement of people around the Roman Empire. - Explain what historical evidence tells us about 'Ivory Bangle woman'. 	Diverse voices

	Acquire	Apply
By the end of Y6, children can:	Invasion <ul style="list-style-type: none"> - Describe the main events of the Nazi invasion of Europe during WWII. - Understand how <i>blitzkrieg</i> allowed the Germans to invade other countries during WWII. - Describe the main events of the Battle of Britain. - Explain why the Germans decided the Battle of Britain took place in the air compared to by sea. - Describe the main events of the D-Day landings - Describe the main events of the Peloponnesian War. - Describe the training that the Spartans undertake to become warriors. 	Invasion <ul style="list-style-type: none"> - Explain, with reasons, why blitzkrieg was successful but the Battle of Britain was not. - Make comparisons between Nazi Germany and the Romans as an invading force. - Explain the role that the weather played in the timing of the D Day landings. - Explain the role that misinformation played before the D Day landings (Operation Fortitude) - Explain why the Spartans were effective warriors - Explain, with reasons, whether they think the Romans or the Spartans were the most effective warriors.
	Government <ul style="list-style-type: none"> - Describe how the role that priests played in Mayan society. - Understand how Mayan society was organised into a series of city states - Describe the key events that led to the rise of Hitler and the Nazi Party. - Give examples of how the British government responded to the rise of the Nazi Party (inc. appeasement and pact with Poland before declaration of war). - Give examples how the British government had an increased impact on people's everyday lives (e.g. propaganda, Dig for Victory, rationing, gas masks). - Understand the disagreements between Catholics and Protestants in Tudor times. - Describe the role of the monarch in Tudor society - Give examples how Elizabeth I's reign was vulnerable (e.g. Rising of the North, Papal Bull 1570) - Describe how Mary QoS may or may not have been plotting against Elizabeth I. - Understand the significance of the death of Mary, QoS. - Understand how the city states of Sparta and Athens were organised 	Government <ul style="list-style-type: none"> - Explain the link between Germany's defeat at the end of WWI and the rise of the Nazi Party. - Explain why the British government had an increased impact on people's lives (e.g. rationing and Dig for Victory and food supplies) - Justify, with reasons, whether Elizabeth was a strong or a weak Queen. - Give your opinion about whether you think Mary, QoS was guilty or innocent of plotting against Elizabeth. - Give your opinion about whether you think Elizabeth should or should not have been sentenced to death. - Make the link between the death of Mary, QoS and the death of Charles I, 62 years later. - Explain how the Ancient Greeks influenced our idea of democracy.
	Rich and Poor Lives <ul style="list-style-type: none"> - Understand how WWII affected the lives of men, women and children (e.g. food, trade, safety). - Describe what life on the home front was like, especially during the Sheffield Blitz. - Describe what life was like as an evacuee during WWII. - Describe different jobs in Mayan society (e.g. warriors, nobles, doctors, teachers, farmers) - Describe different roles in Ancient Greek society. - Compare the role of women in Sparta and in Athens. 	Rich and Poor Lives <ul style="list-style-type: none"> - Evaluate how effective wartime measures such as rationing and evacuating children were. - Compare the experiences of rich and poor families during WWII. - Compare how Mayan and Viking societies were structured.
	Comparisons over time <ul style="list-style-type: none"> - Discuss why the Mayan civilisation may have disappeared. - Compare ancient and modern Mayan culture. - Compare the ancient and modern Olympics. 	Comparisons over time <ul style="list-style-type: none"> - Give your opinion, with reasons, why the Mayan civilisation ended.
	The Wider World <ul style="list-style-type: none"> - Explain how the Mayan city was set out as a centre for trading. - Give examples of what the Mayans traded in. - Give examples of technological advances made by the Mayans and explain how they helped them to become expert farmers. - Understand what the Holocaust was. 	The Wider World <ul style="list-style-type: none"> - Compare how trade benefited Mayan society with how it affected society in WWII (e.g. rationing and the black market). - Explain what archaeological remains from Mayan cities can tell us about Mayan society. - Using the example of Anne Frank's life, explain some of the consequences of the

	<ul style="list-style-type: none"> - Give examples of how Ancient Greece influenced the world, e.g. language, the Olympics, marathon, democracy and mathematicians. 	<p>Holocaust.</p> <ul style="list-style-type: none"> - Evaluate the influence that the Ancient Greeks have had on the world.
	<p>Diverse Voices</p> <ul style="list-style-type: none"> - To understand the role of SOE in gathering enemy intelligence (Noor Inayat Khan) - To identify the personal qualities of SOE operatives - To understand why Elizabeth I's reign was vulnerable - To understand why Elizabeth traded the Moroccan dynasty and Ottoman Empire 	<p>Diverse Voices</p>

