

History Overview Y5/6

Cycle A

<p>National Curriculum: Pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>Pupils 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ Britain’s settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ a non-European society that provides contrasts with British history – Mayan civilization c. AD 900;
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Topic	Key Skills	Key Knowledge	Key Vocabulary
Anglo-Saxons	<ul style="list-style-type: none"> • I can make conclusions about the Anglo-Saxons from the evidence found at Sutton Hoo and the Staffordshire hoard • I can devise my own questions to make an enquiry into a historical time period • I can research the different reasons why Alfred has been deemed to be ‘great’. • I can locate key periods on a timeline, showing how they overlap. 	<ul style="list-style-type: none"> • I can identify which of Alfred’s achievements were the most significant. • I understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. • I know that by the end of the 7C Anglo-Saxons were ruling most of Britain • I know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) • I know stories of St Augustine and missionaries from Rome setting up church at Canterbury and converting Aethelbert to Christianity • I know Early Anglo-Saxon laws were not written down and that Aethelbert was the first king to publish written laws • I understand the types of punishment crimes in Anglo-Saxon times attracted • I know how the laws differs in Anglo-Saxon times to now • I can describe an Anglo-Saxon settlement and how people lived in those times • I understand where Angles, Saxons, Jutes came from. • I can give reasons why Britain was invaded • I know that the Staffordshire hoard is the largest collection of gold and silver yet found 	Anglo-Saxon; Angles; barbarian; bretwalds; Britons; burh; Celts; ceorl; germot; hoard; hundred court; illuminated text; Jutes; mead; minster; missionary; oath-helper; ordeal; pagan; Picts; Saxons; Scots;
Vikings	<ul style="list-style-type: none"> • I can understand methods of historical enquiry, including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed • I can compare and contrast my knowledge of religious beliefs from previous historical learning 	<ul style="list-style-type: none"> • I explain how the Vikings got a bad reputation and argue whether it is deserved or not (Lindisfarne) • I understand how recent excavations (Jorvik) have changed the way we think about the Vikings • I understand the chronology of when the Vikings raided and then settled in Britain • I understand how the Vikings defeated the Anglo-Saxons and can continue the timeline from my previous learning on the Anglo Saxons • I know where the Vikings originated from and why they chose to raid and settle in Britain 	Danegeld; Danelaw; famine; fortify; fyrd; justice system; knar; longship; massacre; navigate; Normans; Norsemen; plunder; priory; raid; rune; runestone; saga; Scandinavia; stalemate; trade; treaty; Valhalla;

		<ul style="list-style-type: none"> • I know that the Vikings had many gods. • I can explain the beliefs the Vikings had of life after death • I can describe what life was like in a Viking settlement (Jorvik) • I can explain how and where the Vikings travelled to and why they were master sailors • I can explain how the Vikings both raided and traded and what this means • I know that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors • I can identify and explain a period when the Vikings were successful and another when they were not. • I understand the importance of the Danelaw as an area of Viking settlement. • I know that Alfred made peace with the Vikings but later fought against Guthrum and managed to keep part of Britain under Anglo-Saxon control • I know what happened after the last Viking king was defeated and what happened when Aethelred was king 	
Maya	<ul style="list-style-type: none"> • I can use evidence to compare and reflect on how advanced the Maya were to other civilisations at the same time 	<ul style="list-style-type: none"> • I understand the chronology of the Maya and that it runs parallel to Anglo-Saxon times_ • I understand that the Mayan territory was split into city states and each had its own ruler • I can describe the royal responsibilities and why they were important • I can describe the Mayan religious beliefs and explain why it is still a mystery to historians now • I can compare and contrast the Mayan beliefs of life after death with my previous historical knowledge of religion • I can explain how the Maya made a success of living in a varied and often difficult landscape • I can describe the methods of farming the Maya used • I can describe daily life for the Maya • I can explain why many city states were abandoned around 900CE • I can explain the consequences of the Spanish arriving in the Mayan territory • I understand there are many Mayan communities who keep their identity and traditions alive now • I understand that the Maya built large cities and stone stepped pyramids without metal tools or the cartwheel • I understand the Maya were accomplished scientists as they tracked the solar year, built observatories and knew about eclipses • I know that the Maya developed their own system of mathematics including the concept of zero and they had their own system of writing 	

History Overview Y5/6 Cycle B

<p>National Curriculum:</p> <p>Pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	<p>Pupils 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ a local history study ▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
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<ul style="list-style-type: none"> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 			
Topic	Key Skills	Key Knowledge	Topic
World War II	<ul style="list-style-type: none"> I can devise, ask and answer more complex questions about the past, considering key concepts in history (Evacuation / persecution of the Jews) I can evaluate different sources of information about evacuation 	<ul style="list-style-type: none"> I understand the term 'propaganda' and can explain how the British government used this during WW2 I can draw a timeline with the significant dates and events of WWII I know when war broke out and when it ended I can explain why Jews were persecuted in Nazi Germany I can explain the importance and significance of the role of women during World War II – women's wartime jobs I can explain why WW2 began I can explain why children were evacuated during WW2 I can describe how people's diets were different during World War II and answer questions about the implementation of rationing. I can identify key features of resistance to German invasion (Blitz – home guard, shelters, gas masks) I can explain what the Holocaust was and describe some events that happened I know who Winston Churchill is and why he was significant 	World war, reparations (huge fine), propaganda, evacuation, gas mask, identity card, billeting officer, rationing, land girls, persecution, Blitz, Battle of Britain, air raid, air raid shelter, home guard, holocaust, Kristallnacht, Adolf Hitler, Winston Churchill,
Industrial Sheffield	<ul style="list-style-type: none"> I can find out about the past using a range of evidence. I can evaluate sources and identify those that are useful to the task I can create my own timeline to chronical the key points in the industrialisation of Sheffield 	<ul style="list-style-type: none"> I understand what the industrial revolution was and when it happened I can explain how and why the lives of children changed during the industrial revolution and compare it other time periods I understand why Sheffield became industrialised to become one of the largest cities in the UK I can explain how Sheffield's successful steel industry led to urbanisation as people moved to work in the factories. I can explain the cost of industrialisation to health, housing and the environment I can identify key figures in the industrialisation of Sheffield and their key roles 	Industrial revolution, industrialization, agricultural, urbanization, pollution, environment, urban, rural, crucible steel process, mechanization, cutlery,
Why should Britain be ashamed of slavery?	<ul style="list-style-type: none"> I can use historical sources to give a definition of slavery during the Atlantic slave trade I can identify if a source is primary or secondary I can use the information gained from sources to report what life was like for a slave during the Atlantic slave trade (transportation, auction and plantations) I can sequence significant dates of the Atlantic slave trade on a timeline 	<ul style="list-style-type: none"> I understand why the slave trade happened I can construct and organise a response by selecting and organising relevant historical data about the slave trade (Black lives matter) I can give reasons for why the slave trade was abolished I can give an example of modern slavery I can recall some of the signs of modern slavery I can name the three main locations and can identify the way in which each location benefited from the Atlantic slave trade I can give some reasons why the transatlantic slave trade became so big I can describe a way in which Britain changed because of the slave trade I can name some key figures involved in the abolition of slavery (William Wilberforce, Olaudah Equiano, Mary Ann Rawson (Sheffield)) I can describe the Underground Railroad and I can tell you how it helped slaves I can give reasons as to why Harriet Tubman is considered an important historical figure 	