


Key Knowledge and Progression in History – Year 5/6

		Key Stage Two - Subject Content			
		Pupils should be taught about: <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study – The Village of Warton • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
		National Curriculum Programmes of Study <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>			
Year Group	Topic Heading	We are all History Detectives	A Step into the Past	Fantastic Firsts	Time Travellers
Year 5/6		Life for children in World War 2 – Use of sources – written, films, visitors. Questioning skills, link to own life – Writing of diaries, reports, 1st person empathy.	Invasion! Who were the Vikings and Saxons? Use of primary, secondary sources, chronology	Meet the Stone-Agers – Stone and Iron age	Who were the Mayans? – study of a contrasting early society
	Key Knowledge	<ul style="list-style-type: none"> • Germany invaded Poland September 1, 1939 • Britain and France declared war on Germany (start of WWII) on September 3, 1939 • Rationing was introduced across the UK in January 1940 • Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance 	<ul style="list-style-type: none"> • The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. • They travelled in boats called longships and first arrived in Britain around AD 787 • The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793). • They were looking for valuable goods like gold and jewels, imported foods and other useful materials. 	<ul style="list-style-type: none"> • The Stone age was a prehistoric era which occurred before the eras previously studied • 3000 BC New Stone Age begins; farming people arrive from Europe. First stone circles are erected. • 2100 BC Bronze Age begins • 2000 BC Stonehenge completed • 750 BC Iron Age begins; iron replaces bronze as most useful metal. • It was called the Stone Age because it was dominated by stone tools. 	<ul style="list-style-type: none"> • Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2. • 2000 BC - 1000 BC People begin to farm and settle in small villages. People copy the crafts of the Olmec people, including making Basic trade is developed. • 900 BC Farmers begin to use irrigation systems to help their plants to grow. This means larger settlements can form.

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		<ul style="list-style-type: none"> • The Japanese attacked the US navy in Pearly Harbour (December 7th 1941). The next day the USA enters the war fighting with the allies. • D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44) • Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day • The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki. • Neville Chamberlain was UK Prime Minister from 1937-1940 • Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55) • Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45 • To know specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare and contrast. • To know and explain how and why local landmarks were targeted • Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis (she wrote a famous diary of her experiences) • To gain knowledge of the experiences of children during the war and know that many children from London were evacuated • 90% of all able bodied single women between the 	<ul style="list-style-type: none"> • The Vikings also wanted to claim land and tried to take over much of Britain. • They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc. • Alfred the great led a resistance against the Vikings (which led to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute. • The Vikings were pagans and worshipped many gods 	<ul style="list-style-type: none"> • It consisted of three different periods called Paleolithic, Mesolithic and Neolithic • It lasted from 2.5 million years ago to approx 5 million years ago • Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming • The way people lived (homes, diet) was influenced by natural materials • Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc) • The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). 	<ul style="list-style-type: none"> • 300 BC The first cities begin to develop, and the Mayan population grows rapidly. • 292 BC The first known Mayan writing is produced. • 250 AD The Maya begins their most powerful era. Astronomy, mathematics and architecture are all developing. • 300 AD The Maya adopts the idea of a monarchy and are now ruled by kings. • 500 AD - 800 AD Major cities develop and thrive, such as Tikal, Palenque, Uxmal and Copan. Fine temples and palaces are built and art, culture and religion all reach their peak. • 800 - 900 AD The major cities begin to decline and are eventually abandoned • Understand what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2. • Describe what life was like for different people living at the same point in history (eg. men / women, rich / poor, military / priests / civilians etc). • Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (eg. comparing Mayan and Egyptian pyramids). • Investigate sources of information on life in Mayan society, and consider the reasons why many questions about them are hard to answer.
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		<p>ages of 18 and 40 were engaged in some form of work or National Service by September 1943. https://www.striking-women.org/module/women-and-work/world-war-ii-1939-1945</p>			<ul style="list-style-type: none"> Recognise that much of our knowledge comes from later invaders, and the discuss the reasons why these may be biased or incomplete.
	<p>Procedural knowledge</p>	<ul style="list-style-type: none"> Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. Using primary sources from heritage project - film clips and interviews of people involved in WW2. Discuss the sequence of events. leading up to the beginning of WW2. Use knowledge of alliances and government pressures to discuss their views and opinions. (Use their timelines as secondary sources) When appropriate, make connections with past and current affairs and happenings in the world today. Write a letter of diary entry from the point of view of someone in WW11 they will draw on their local knowledge and how local areas have been affected, demonstrating empathy for others. Present findings from secondary sources guided by their written pieces; perform a sketch portraying the life of an evacuee. Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees 	<ul style="list-style-type: none"> Order significant events from with the viking era on a timeline and relate to Anglo saxon period. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. Address and devise historically valid questions prompted from the handing of artefacts. Use creative writing skills to describe historical events 	<ul style="list-style-type: none"> Ask questions about the past that can be investigated Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits Use a range of sources to carry out research Used primary and secondary sources to suggest what the past might have been like Use historical vocabulary to describe the periods Identify and describe reasons for and results of changes in the periods Identified how natural materials available influenced changes Compared life in different time periods (e.g. stone age and modern man) 	<ul style="list-style-type: none"> Use secondary sources to draw comparison between the organisation of the ancient Maya and current society (e.g. monarchy), and link aspects of their life (sport, the calendar) to modern life. Deepen this understanding by devising historically valid questions. Use a range of sources to be able to convey, through creative writing, what life was like for a people in this time (primary: images of sacrifices, gods and sport, sculptures and art depictions; secondary: text books, the internet and narration from a historian via documentaries) Use maps to study how the locate the locations of the Mayan civilizations Gather, record and present key information from ancient Mayan life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like for children (in the different Maya civilisations) using their research skills to develop and explore their reasoning.

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		<p>using primary sources from the heritage project such as : film clips and interviews of people involved in WW2.</p> <ul style="list-style-type: none"> • Use role play to debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis. • Use primary (videos of the time, Anne Frank's diary) and secondary sources (pictures and diagrams of objects and things used in WW2 eg ration poster, shelter design) of history to gain the knowledge of the experiences of children living in London during the war. (evacuees) 			
	Key Vocabulary	<p>Neville Chamberlain, Appeasement, Third Reich, Spitfire, Messerschmitt, Blitzkrieg, Blitz, Winston Churchill, Adolf Hitler, Air raid shelter, Rationing, Home Front, Land Girls, Holocaust</p>	<p>Anglo, Saxons, Jutes, Mead Rune Wattle-and-daub Thatch Farmer-warrior, Sutton Hoo, Lindisfarne, Longboat, Chieftain, Berserker, Danegeld, Yggdrasil, Danelaw, Asgard, Jarl, Karl, Figurehead Valhalla</p>	<p>Hunter-gatherer, Nomad, Tribe, Skara Brae, Bronze/Iron, Roundhouse, Hillfort, Druid, Domesticate, Peasantry</p>	<p>Dynasty, Maize, Codex, Hieroglyphics, Stela Scribe, Bloodletting, Cacao Cenote</p>

UKS2 Overarching Historical Vocabulary

Primary source	Evidence	Extent of change	Eyewitness	Ambiguous	Interpretation
Secondary source	Reliable	Extent of continuity	Legacy	Consequences	Duration
Political	Social	Timescale	Commemorate	Impact	Invasion
Culture	Beliefs	Sources	Primary source	Evidence	Analyse
Hypothesis	Oral history	Narrative	Investigation	Inference	Democracy
Diversity	Cause	Trends	Civilisation	Architecture	Holocaust
Government	Parliament	Migration	Great War	Slavery	Appeasement
Propaganda	Blitz	Anglo-Saxons	Vikings	Palaeolithic	Mesolithic
Neolithic	Dynasty	Empire			