

## History Curriculum Knowledge and Skills Progress

Relevant statements from EYFS Framework matching the programme of study for history

	NURSERY	RECEPTION	EARLY LEARNING GOALS
<b>UNDERSTANDING THE WORLD</b>	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	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.

### National Curriculum Programmes of Study; Colour Coded Cross Referencing Key –

<u>KS1</u>	<u>KS2</u>
<ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• Know where the people and events studied fit within a chronological framework</li> <li>• Identify similarities and differences between ways of life in different periods</li> <li>• Choose and use parts of stories and other sources to show understanding of key features of events</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is presented</li> </ul>	<ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied*</li> <li>• Note connections, contrasts and trends over time and develop appropriate use of historical terms*</li> <li>• Address and devise historically valid questions about change, cause, similarity and difference and significance*</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information*</li> <li>• Understand how knowledge of the past is constructed from a range of sources*</li> </ul> <p><i>Where the identified knowledge/skill links to more than one NC requirement, the proceeding ** indicate the NC links.</i></p>

There are four other strands that are interwoven within our school curriculum – references to which are highlighted in this document. The purpose of these strands is to give the children a deep understanding of some of the historic features that have shaped the modern world, given them firm foundations to pursue their historical education into Secondary school and beyond.

The concept of **Empire** and the role of **invasion**

The differences and similarities of different **Religions**

Different models of **government and societal hierarchy**

*Where these strands are covered, teachers will purposefully refer back to the related learning from previous areas of study in history.*

Our **local study** is of Islington in WW2 – the children understand what it would have been like to live in Islington during that period and undertake a thorough study of how the local area physically changed by looking at photographs, street maps, and information on bomb damage.

**Year 1**

KS1 Knowledge End Points:	Term Half Term Coverage	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Knows that changes occur over time and to consider specific changes within a historical context.</li> <li>Understands that objects and events in history reflect the era in which they were made/occurred</li> <li>Recalls specific dates and individuals associated with an historical era</li> <li>Knows that a primary source of information was created at the time of the study</li> </ul>	<p align="center"><b>Topic</b></p>	<p align="center"><b>Who Are We?</b>  <b>Family History &amp; The History of Toys</b>  <i>Subject content: Local History: Significant Historical Events, People and Places</i></p>	<p align="center"><b>Homes &amp; Castles</b>  <i>Subject content: National Changes: Changes in Living Memory</i></p>	
<p><b>KS1 Skills End Points:</b></p> <ul style="list-style-type: none"> <li>Can order historical artefacts and key events chronologically</li> <li>Can illicit information and draw conclusions from primary sources of history.</li> <li>Can articulate historical understanding verbally and through writing.</li> <li>Can compare related historical and modern objects and consider the influence of an historic event or change in history.</li> </ul>	<p align="center"><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>Develop knowledge of chronology by ordering events - making a timeline.</li> <li>Deduce information from historical sources, particularly in relation to chronology.</li> <li>Relate key events and happenings to a historical context</li> <li>Describe the characteristics of old toys.</li> <li>Begin to distinguish between the past in living memory and beyond when putting toys in chronological order and when discussing toys of parents and grandparents.</li> <li>put up to 3 objects in chronological order.</li> <li>Speak about toys that belonged to their parents and grandparents.</li> <li>Use real historical toys to compare the properties of old and new toys.</li> <li>Make comparisons between the past and the present</li> <li>Identify old toys and new toys, and to explain some similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources.</li> <li>Sort household objects, (artefacts and images) from the past and present day, and to identify similarities and differences.</li> <li>Begin to develop awareness of primary sources.</li> <li>Begin to understand that some changes, such as those to homes, have come about because of new technology and also a change in basic requirements (eg. importance of defence, convenience etc).</li> <li>Use what we have learned to make deductions and inferences about life long ago</li> <li>Use technical vocabulary to name and organise features of dwelling over time</li> </ul>	

Year 2					
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> <li>Knows that changes occur over time and to consider specific changes within a historical context.</li> <li>Understands that objects and events in history reflect the era in which they were made/occurred</li> <li>Recalls specific dates and individuals associated with an historical era</li> <li>Knows that a primary source of information was created at the time of the study and that a secondary source was created after it.</li> </ul>	Topic	<p><b>Great Fire of London &amp; The Plague</b>  <b>Subject Content:</b> <i>Beyond Living Memory/significant historical events, people and places in own locality</i></p>	<p><b>Queen Elizabeth, Queen Nzinga, Queen Victoria</b>  <b>Subject Content:</b> <i>Significant Individuals</i></p>	
		Key Knowledge	<ul style="list-style-type: none"> <li>Where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery)</li> <li>Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles</li> <li>The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context.</li> <li>Key historical facts and dates (2nd September 1666 and last for five days)</li> <li>Samuel Pepys' Diary is a 'Primary Source'</li> <li>Know how and when the Plague began</li> <li>Learn about the symptoms of the Plague</li> <li>Understand how people tried to prevent catching or curing the Plague</li> </ul>	<ul style="list-style-type: none"> <li>Queen Elizabeth I, was a significant Tudor Queen. She came before the Stuarts we looked at in Autumn, reigning from 1558-1603.</li> <li>Elizabeth led an era known as 'The Golden Age'. She sponsored expeditions abroad, supported the poor with the Poor Law of 1601 and led the country during the Spanish Armada in 1588.</li> <li>She is similar to Nzinga for her military role, although this was more symbolic, and to Victoria for her cultural significance.</li> <li>Queen Elizabeth broke gender expectations of her time and was seen as a strong female leader.</li> <li>We look at sources in the form of art, which emphasise what contemporaries considered important in a strong Queen. This is compared later to the representations of other queens.</li> <li>Queen Nzinga was a seventeenth century African Queen. She ruled the kingdoms of Ndongo and Mtamba from 1624-1663.</li> <li>She was well-educated who was important as a diplomat when dealing with the Portuguese. She was also a warrior, able to personally lead her troops in battle. We compare this to Elizabeth, who was portrayed in similar ways</li> <li>We look at the few pictorial sources we have and compare those to the other queens.. Consider empire briefly, also connects to Queen Victoria. Talk about why there is fewer sources for this Queen, both Primary and Secondary.</li> <li>Queen Victoria reigned from 1837-1901. It is known as the 'Victorian Era'. Compare historical naming with Elizabeth and Nzinga.</li> <li>Known for her cultural importance with Christmas traditions, her role in Empire and exceptionally long reign. Compare long reign and cultural importance to Elizabeth. Empire and ceremonial role to Nzinga.</li> </ul>	
KS1 Skills End Points:	Key Skills	<ul style="list-style-type: none"> <li>Learn explicitly about Primary Sources when studying Samuel Pepys' Diary</li> <li>Put historical events in chronological order</li> <li>Use secondary sources to find historical information</li> <li>Use creative writing skills to write about a key historical event</li> <li>Research using historical sources <ul style="list-style-type: none"> <li>Order events chronologically</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compare Queen's from three different time periods and two different geographical regions (Europe and Africa).</li> <li>Compare the difference in the role and expectations of a Queen.</li> <li>Use primary and secondary sources to find out about the lives of Queen Elizabeth I, Queen Nzinga, Queen Victoria.</li> <li>Order events chronologically</li> <li>Use and interpret a timeline with greater accuracy</li> <li>Comment on the legacies of significant people in history and record key understanding</li> <li>Make comparison of Queens across time and what it means to be a monarch, including to this day.</li> </ul>		

Year 3				
Y3 and 4 Knowledge End Points:	Term	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</li> <li>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</li> <li>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</li> <li>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</li> </ul>	Topic	<p align="center"><b>Stone Age to the Romans</b></p> <p><i>Subject content: Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain</i></p>		<p align="center"><b>Ancient Egypt</b></p> <p><i>Subject content: The achievements of the earliest civilisations</i></p>
	Key Knowledge	<ul style="list-style-type: none"> <li>The Stone age was a prehistoric era which occurred before the eras previously studied. Time can be divided into BC and CE. It was called the Stone Age because it was dominated by stone tools. 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</li> <li>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.</li> <li>Know that artefacts (which are Primary Sources) are predominantly used when studying pre-historic periods and that Historians infer and use context to understand how people lived.</li> <li>Know some of the achievements of stone-age Britons (settlements – Skara Brae), Stonehenge, Cave Art, Religion, and the impact of farming on culture</li> <li>The way people lived (homes, diet) was influenced by natural materials.</li> <li>Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc).</li> <li>The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats).</li> <li>In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership.</li> <li>Know about Iron Age hill forts</li> <li>Know where the Celts originated from and about their culture</li> <li>To know about the concept of Empire and its definition</li> <li>To understand the Roman model of government</li> <li>The Roman invasion coincided with the Iron Age</li> <li>To know about the geographical breadth of the Roman Empire</li> <li>Understand why the Romans invaded Britain</li> <li>Know about the military effectiveness, equipment and tactics of the Romans</li> <li>The Roman invasion was resisted by the Celts – eg. Boudicca</li> <li>Understand the legacy of the Romans in Britain and how it has influenced the modern day – towns, roads, plants, animals, food, language and this has had an impact on lifestyle (religion, public order, food, libraries, language, calendar, mathematics).</li> </ul>		<ul style="list-style-type: none"> <li>Know where The Ancient Egyptian era lies on a timeline relative to other historical periods previously learned at Yerbury.</li> <li>Know technical vocab related to the Ancient Egyptians (canopic jars, papyrus, hieroglyph, pharaoh, pyramid, mummification)</li> <li>The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC</li> <li>Egypt is in North Africa and that 90% is a desert area.</li> <li>The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.</li> <li>The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops.</li> <li>Ancient Egyptians used hieroglyphics to communicate – It was decoded by the discovery of the Rosetta Stone</li> <li>The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt.</li> <li>A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods.</li> <li>Ancient Egyptians worshipped gods and believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars'</li> <li>Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed</li> <li>Know about Egyptian religion (including gods) and the belief in the afterlife</li> <li>Know about social structure and Hierarchy in Ancient Egypt</li> <li>Know about daily life in Ancient Egypt and compare to other lives of people from other periods studied</li> <li>Know that Egypt had an Empire for a period of time</li> <li>Know about the fall and legacy of Ancient Egypt</li> </ul>
Y3 and 4 Skills End Points:	Key Skills	<ul style="list-style-type: none"> <li>Ask questions about the past that can be investigated.</li> <li>Demonstrate an understanding of chronology and where the Stone Age to The Romans fits.</li> <li>Use a range of sources to carry out research.</li> <li>Used primary and secondary sources to suggest what the past might have been like.</li> <li>Use historical vocabulary to describe the periods.</li> <li>Identify and describe reasons for and results of changes in the periods.</li> <li>Identified how natural materials available influenced changes.</li> </ul>		<ul style="list-style-type: none"> <li>Find out and draw conclusions about Egyptian life by looking at artefacts.</li> <li>Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English.</li> <li>Use role-play to deepen understanding of the life of pharaoh</li> <li>Use creative writing skills to describe historical event.</li> <li>Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events.</li> <li>Compare different models of government from periods studied</li> <li>Understand the concept of Empire and that there have been different empires over time</li> </ul>

<ul style="list-style-type: none"> <li>Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.</li> </ul>		<ul style="list-style-type: none"> <li>Compared life in different time periods (e.g. stone age and modern man).</li> <li>Compare Britain and Rome in the same era using a comparative table following class discussion.</li> <li>Research Roman life and Armies - using primary and secondary sources, as well as cross-curricular approach</li> <li>Undertake critical thinking by asking questions about a historical era and making and conveying value judgements.</li> <li>Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference.</li> <li>Organisation and selection of relevant historical information, including artefacts, primary and secondary sources.</li> <li>Develop understanding of how our knowledge of the past is constructed from a range of sources.</li> <li>Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.</li> </ul>		
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Year 4				
Y3 and 4 Knowledge End Points:	Term	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</li> <li>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</li> <li>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</li> <li>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</li> </ul>	Topic		<p style="text-align: center;"><b>Ancient Greece</b></p> <p style="text-align: center;"><i>Subject content: A study of Greek life and their influence on the western world</i></p>	
	Key Knowledge		<ul style="list-style-type: none"> <li>The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)</li> <li>Ancient Greece had a warm, dry climate, as it does today.</li> <li>Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta.</li> <li>In Athens, Greek styles of art, architecture, philosophy and theatre were developed.</li> <li>Athens had a democratic government – people who lived there made decisions by voting – compare to Roman and Ancient Egyptian government.</li> <li>In Sparta, there was a strong emphasis on military warfare.</li> <li>In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them.</li> <li>Alexander the Great (of Macedon) used invasion to conquer create an empire that covered 3000 miles from 336BC to 323BC</li> <li>The first Olympic games were held in 776 in the city-state Olympia.</li> <li>The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</li> <li>Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour.</li> <li>Some of our alphabet came from the one that the Ancient Greeks used.</li> <li>Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.</li> <li>Know that, on face value, neither Primary or secondary sources are 'better' or more reliable than the other. Each source has its own context that must be considered.</li> </ul>	

<p><b>Y3 and 4 Skills End Points:</b></p> <ul style="list-style-type: none"> <li>• Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.</li> <li>• Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms</li> <li>• Can use a range of sources and understands how knowledge of the past has been constructed</li> <li>• Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era</li> <li>• Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.</li> </ul>	<p><b>Key Skills</b></p>		<ul style="list-style-type: none"> <li>• Use primary and secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc) to modern life in Britain. Deepen this understanding by devising historically valid questions.</li> <li>• Use a range of sources to be able to convey, what life was like for a hoplite soldier</li> <li>• Note connections and contrasts between religions and knowledge of who the Ancient Greeks worshiped, supported by own research and enquiry.</li> <li>• Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like for people (in Athens and Sparta) using their research skills to develop and explore their reasoning.</li> <li>• Place the area of study on a timeline relative to other periods studied at Yerbury School.</li> <li>• Compare the modern and ancient Olympics</li> </ul>	
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Year 5				
Y5 and 6 Knowledge End Points:	Term	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</li> <li>• Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</li> <li>• Understands how to evaluate and use a range of sources to develop and deepen knowledge</li> <li>• Can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features.</li> <li>• Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.</li> </ul>	<p><b>Topic</b></p>	<p><b>Space: Flight pioneers and the space race</b>  <i>Subject Content: An aspect or theme extending chronological knowledge beyond 1066</i></p>	<p><b>Anglo Saxons &amp; Vikings</b>  <i>Subject Content: Britain's Settlement by Anglo-Saxons and Scots  The Viking and Anglo-Saxon Struggle for the Kingdom of England</i></p>	
	<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>• The ideas of Galileo, Newton and Copernicus were radical for their times and contributed to modern space understanding.</li> <li>• Isaac Newton developed laws of motion.</li> <li>• Galileo determined the laws of gravity.</li> <li>• Copernicus was the first to argue a heliocentric view of the universe</li> <li>• Romans named the first five planets.</li> <li>• Pluto was declassified as a planet</li> <li>• Early flight pioneers like the Wright Brothers and Robert Goddard influenced later space pioneers.</li> <li>• Yuri Gagarin carried out the first human spacewalk in 1961</li> <li>• The first soft landing on the moon took place in 1966.</li> </ul>	<ul style="list-style-type: none"> <li>• The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands.</li> <li>• The Angles, Saxons, Jutes and Picts were from other parts of Europe.</li> <li>• The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England.</li> <li>• Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.</li> <li>• Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.</li> <li>• The effectiveness Anglo-Saxon society depended on discrete skills of its members.</li> <li>• Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.</li> <li>• Know where the Anglo-Saxons settled in Britain and their place-names.</li> <li>• The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</li> <li>• They travelled in boats called long ships and first arrived in Britain around AD 787</li> <li>• The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).</li> <li>• They were looking for valuable goods like gold and jewels, imported foods and other useful materials.</li> <li>• The Vikings also wanted to claim land and tried to take over much of Britain.</li> <li>• They invaded and settled in Scotland before heading south to places such as York. By AD 878</li> <li>• the Vikings had settled permanently in Britain.</li> </ul>	

<p><b>Y5 and 6 Skills End Points:</b></p> <ul style="list-style-type: none"> <li>• Can order historical artefacts and key events chronologically.</li> <li>• Can illicit information and draw conclusions from primary sources of history.</li> <li>• Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</li> <li>• Can articulate historical understanding verbally and through writing.</li> <li>• Can compare related historical and modern objects and consider the effect or change caused by an historic event.</li> <li>• Makes explicit comparisons between different eras in history and between the past and present</li> </ul>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>• Use primary sources to discuss what early civilisations believed about space.</li> <li>• Understand how post WW2 relations between USSR and USA influenced the space race</li> <li>• Explain how and why the space race was used as propaganda for both the USA and USSR.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and place the Anglo Saxon timeline alongside other significant eras on a timeline.</li> <li>• Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time.</li> <li>• Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources.</li> <li>• Explain and evaluate the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources.</li> <li>• Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence.</li> <li>• Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence.</li> <li>• Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.</li> <li>• Address and devise historically valid questions prompted from the handing of artefacts.</li> </ul>	
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Year 6				
Y5 and 6 Knowledge End Points:	Term	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</li> <li>• Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</li> <li>• Understands how to evaluate and use a range of sources to develop and deepen knowledge</li> <li>• Can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features.</li> <li>• Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.</li> </ul>	<p><b>Topic</b></p>	<p><b>WW2 in Islington</b>  <b>Subject content:</b> <i>A local study An aspect in British History that extends pupils' chronological knowledge beyond 1066</i></p>	<p><b>The Mayans c 900CE</b>  <b>Subject content:</b> <i>A non-European society that provides contrasts with British History</i></p>	
	<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>• WWII is an aspect of 'Modern History'.</li> <li>• Know about the British Empire</li> <li>• Germany invaded Poland September 1, 1939.</li> <li>• Know about the causes of WW2</li> <li>• Britain and France declared war on Germany (start of WWII) on September 3, 1939.</li> <li>• Rationing was introduced across the UK in January 1940.</li> <li>• Dunkirk was evacuated and France surrendered to Germany (May - June 1940). Germany used blitzkrieg to take over much of western Europe.</li> <li>• 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.</li> <li>• <b>The Battle of Britain was a turning point in British History</b></li> <li>• Dunkirk was proclaimed as a victory for both the Allies and the Axis</li> <li>• The Japanese attacked the US navy in Pearly Harbour (December 7th 1941). The next day the USA enters the war fighting with the allies.</li> <li>• D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44).</li> <li>• Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day.</li> <li>• The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki.</li> <li>• Neville Chamberlain was UK Prime Minister from 1937-1940.</li> </ul>	<ul style="list-style-type: none"> <li>• The Maya were a civilisation who lived in Mesoamerica (now Central America – South-East Mexico, Guatemala, El Salvador, Belize) between approx. 2000BC and 900CE</li> <li>• Know the features of Ancient Mayan Cities – Cemetery, ball court, acropolis, temples, markets etc)</li> <li>• Learn about the <b>Mayan social classes</b> (farmers, slaves, nobility)</li> <li>• Use historical sources to learn about daily life of Mayan people of different social classes</li> <li>• Know where the Mayan civilisation fits on a timeline relative to other eras studied at Yerbury.</li> <li>• Know about the Mayan <b>religion</b>, gods, rituals and belief</li> <li>• Know about Mayan inventions and discoveries (number system, calendar, medicine, irrigation and drainage, step farming, legal system, hunting tools, writing through hieroglyphs, chocolate, ball games)</li> <li>• Know about the food the ancient Mayans ate and its religious and cultural significance</li> <li>• Know different theories about the mysterious decline of the Maya</li> <li>• Know that approx. 40% of modern-day Guatamalans are descended from the Maya and that some people still take part in Mayan rituals.</li> <li>• Explore the legacy of the Maya</li> </ul>	

		<ul style="list-style-type: none"> <li>Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55).</li> <li>Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45.</li> <li>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 (analyse street maps and bomb maps). Whittington Park exists as a result of the bombing, as does Foxham Gardens. Some houses are post 1945 – why? A V2 bomb fell near the school.</li> <li>To know and explain how and why the local area was targeted (railway – Holloway road).</li> <li>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).</li> <li>To gain knowledge of the experiences of children during the war and know that many children from London were evacuated.</li> <li>90% of all able-bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service by September 1943</li> </ul>		
<p><b>Y5 and 6 Skills End Points:</b></p> <ul style="list-style-type: none"> <li>Uses chronological awareness to establish clear narratives between within and across periods studied</li> <li>Organises and selects relevant historical information from primary and secondary sources, including artefacts, to develop and extend knowledge of specific individuals and their experiences and events linked to different eras and places</li> <li>Uses historical sources to investigate an initial hypothesis and conveys findings and understanding through a range of forms.</li> <li>Addresses and devises historically valid questions about change, cause, similarity and difference and significance*</li> <li>Makes connections, and recognises contrasts and trends over time and uses appropriate historical terms to articulate knowledge and understanding</li> <li>Makes explicit comparisons between different eras in history and between the past and present</li> </ul>		<ul style="list-style-type: none"> <li>Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. Using primary sources and secondary sources film clips and interviews of people involved in WW2.</li> <li>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.</li> <li>Write a letter of diary entry from the point of view of someone in WW2 they will draw on their local knowledge and how local areas have been affected, demonstrating empathy for others.</li> <li>Deepen understanding of Historical sources by examining Churchill and Hitlers' speeches after Dunkirk – understand the role of propaganda and how it adds context to historical sources</li> <li>Debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis.</li> <li>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).</li> <li>Make explicit links to examples of Empire from this period to other periods studied at Yerbury</li> </ul>	<ul style="list-style-type: none"> <li>Use Historical sources to deduce information about the Maya</li> <li>Compare and contrast the Mayan Civilisation compared to other civilisation studied at Yerbury School. (government, slavery, religion, [empire, invasion]</li> <li>Consider where evidence we have of the Mayans comes from and how open they are to interpretation</li> <li>Locate and place the Mayan civilisation on a timeline alongside other eras studied at Yerbury</li> </ul>	