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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Autumn | SCOPE: A study of an aspect or theme in British history beyond 1066 | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  inspire children’s curiosity to know more about the past • equip children to ask perceptive questions, think  critically and weigh evidence • local history study • study an aspect or theme in British history that extends  children’s chronological knowledge beyond 1066. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Secure knowledge and understanding of: changes in Britain from the Stone Age to the Iron Age  the Roman Empire and its impact on Britain  a local history study  the achievements of the earliest civilizations Ancient Egypt | To learn why World War Two started and which countries were involved | To find out why children were evacuated and where they were sent | • To find out how much people got to eat during WW2 and if they were able  to eat a balanced diet | • To find out what happened in Hamburg (1943) and Hiroshima (1945), and  compare that to what happened in Coventry on 14th November 1940 | • To discover what impact the military had in the local area | • To collect and present all that has been learned about WW2 in the local  area in an engaging, informative way | Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways |
| I know why Britain went  to war.  • I can find out which  countries were involved in  the war.  • I can devise questions  that I want answering  about the war. | • I understand why  evacuation took place.  • I understand that  different children had different experiences of  evacuation.  • I can begin to understand that the conclusions  formed about events in the past depend partly on what evidence is used. | • I understand why  rationing was introduced and which foods were rationed.  • I understand how the government tried to make food go further.  • I understand that even with rationing some people might have actually better fed than  before the war. | • I understand what  happened in Coventry  and why.  • I understand that other  countries suffered from  bombing too.  • I can discover the impact  of bombing on my local  area. | • I can find out how war  affected the way people  worked.  • I can find out what  happened to prisoners of  war in Britain.  • I can find out how the war  changed my local area. | • I can collect all that I have  learned about WW2 in my  local area.  • I can present all that I  have learned about WW2  in my local area.  • I can decide how to stage  my exhibition and what to  include. |
| See previous year groups vocabulary box in this document. | **Vocabulary: Artefact:** an object left as evidence of life in an earlier time. • **conscientious objector:** someone who refuses to fight in a war  • **conscription:** being made to join the armed forces to fight in a war • **evacuation:** when children leave an area that might be dangerous and go somewhere safer to live • **Rationing:** when people are only allowed to buy a fixed amount of certain foods • **total war:** everyone is involved in the war, not just fighters • **u-boat:** German submarine. | | | | | | |

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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spring | SCOPE: Ancient Greece – a study of Greek life and achievements and their influence on Western Europe | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  • know and understand significant aspects of the history of the wider world, including the nature of  ancient civilisations • study Ancient Greek life and achievements, and their influence on the western world • learn about the legacy of Greek culture and the impact of this legacy on later periods in British history,  including the present day • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Secure knowledge and understanding of: changes in Britain from the Stone Age to the Iron Age  the Roman Empire and its impact on Britain  a local history study  the achievements of the earliest civilizations Ancient Egypt | To understand why and how Ancient Greece became so important | • To understand the range of ways that the Greeks improved the quality of  their lives | • To compare the lives led by the Spartans and Athenians | To understand some of the major achievements made by the Ancient Greeks | To understand how the success of Ancient Greek fighting contributed to  their achievements | Plan and present an Ancient Greek Activity Fair for visitors | Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways |
| • I can identify what Greece  is like now, and identify  some differences between  modern and Ancient  Greece.  • I can give some reasons  why Ancient Greece  became powerful.  • I can put Ancient Greece  on a timeline. | I can list and describe several ways that the  Ancient Greeks enjoyed themselves.  • I can identify and  describe a range of things that were not pleasant in  Ancient Greek times.  • I can research and describe at least one Greek activity in detail. | I can identify features of  both Spartan and  Athenian lives.  • I can support my opinion  of their lives with some  information.  • I can understand and  describe what  ‘democracy’ means. | I can list some famous people from Ancient  Greece and research their achievements.  • I can recall the story of some mythical Greek  heroes and gods.  • I can make a good decision on who was my particular Greek hero and explain my choice. | I can identify and  describe some of the main battles and wars  fought by the Ancient  Greeks.  • I can research information  about a typical Greek  soldier.  • I can describe life on a  Greek warship. | • I can identify a range  of Ancient Greek  achievements across  many different areas.  • I can recognise the legacy  of the Ancient Greeks on the world today.  • I can present my learning about the legacy of the  Ancient Greeks. |
| See previous year groups vocabulary box in this document. | **Vocabulary:** • **Acropolis:** an ancient citadel usually on a hill • **comedy, satire, tragedy:** types of theatre plays • **corinthian, Doric and ionic:** types of architecture • **Democracy:** ruled by the people • **Dictatorship:** ruled by one person • **Hellenistic:** the period of history dominated by  Macedonia, of which the most famous ruler was Alexander the Great • **Hoplite:** the main type of soldier who fought on foot in Ancient Greece  • **Olympic Games:** a games event that brings people from different city states together in peace for sports • **Pankration:** a vicious sport played in Ancient Greece • **Spartans:** tough warriors living in Greek city of Sparta • **triremes:** a Greek warship • **tyrants:** people who seized control of a place and ruled as they wished. | | | | | | |

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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Summer | SCOPE: A local history study | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  carry out a study of history that extends their learning beyond 1066 • gain a coherent knowledge and understanding of Britain’s past • ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Secure knowledge and understanding of: changes in Britain from the Stone Age to the Iron Age  the Roman Empire and its impact on Britain  a local history study  the achievements of the earliest civilizations Ancient Egypt | To explore ancient cave paintings, and use these paintings as evidence  to reach conclusions | To discover how books were made in the period before the 1400s and to  find out who owned books during medieval times | To research the invention of the Printing Press and explore its impact | To explore the world of mass newspapers in Victorian times | To explore the world of modern technology, and explore the impact of this  technology | To use a mode of communication to share what they have learned about  the history of communication | Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways |
| I understand that there are different styles of  cave paintings.  • I can draw some  conclusions about Stone  Age people from their  paintings.  • I can produce my own  Stone Age-style cave  paintings. | I can understand the  value of oral tradition,  e.g. Viking sagas.  • I know about the role of  monks in book making.  • I realise how few people  could read during  medieval times. | • I understand how the  Printing Press works.  • I can explain some of the  impacts of the printing  press.  • I understand that there  are also other ways to  spread news quickly. | I can discover some similarities and some differences between Victorian newspapers and newspapers today.  • I can make a judgement as to the reliability of  Victorian newspapers as  evidence.  • I can write a ‘Victorian’  style newspaper article. | • I can make a judgement  about impact.  • I can make a judgement  about continuity and  change.  • I can reach a conclusion  based on the evidence  I have. | • I can reach a judgement  about change over a very  long period of time.  • I can co-operate with  others to design and  make a class exhibition.  • I can decide what to  include in the class  exhibition. |
| See previous year groups vocabulary box in this document. | **Vocabulary: beacon:** a signal light for sending messages, often on high ground so it can be clearly seen • **illuminated letter:** an illustrated image or letter to start a paragraph or page in a medieval book • **Millennium:** the start of a new 1,000 year period of history, e.g. the year 2000  • **Oral tradition:** remembering things by telling stories, not writing them down • **Replica:** a copy of an original • **Printing press:** a machine for making books mechanically • **Psalter:** a medieval prayer book • **Saga:** a Viking story • **Social media:** websites and applications such as Facebook or Twitter that allow people to share content with many people • **texting:** a way of sending a message by phone • **tweeting:** posting a message on a social media site • **World Wide Web:** all of the websites that are linked together on the internet. | | | | | | |