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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, thinkcritically and weigh evidence • local history study • study an aspect or theme in British history that extendschildren’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 Agethe Roman Empire and its impact on Britaina local history studythe 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 ableto eat a balanced diet | • To find out what happened in Hamburg (1943) and Hiroshima (1945), andcompare 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 localarea 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 whichcountries were involved inthe war.• I can devise questionsthat I want answeringabout the war.  | • I understand whyevacuation took place.• I understand thatdifferent children had different experiences ofevacuation.• I can begin to understand that the conclusionsformed about events in the past depend partly on what evidence is used. | • I understand whyrationing 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 thanbefore the war. | • I understand whathappened in Coventryand why.• I understand that othercountries suffered frombombing too.• I can discover the impactof bombing on my localarea. | • I can find out how waraffected the way peopleworked.• I can find out whathappened to prisoners ofwar in Britain.• I can find out how the warchanged my local area. | • I can collect all that I havelearned about WW2 in mylocal area.• I can present all that Ihave learned about WW2in my local area.• I can decide how to stagemy exhibition and what toinclude. |
| 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 ofancient 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 Agethe Roman Empire and its impact on Britaina local history studythe 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 oftheir 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 totheir 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 Greeceis like now, and identifysome differences betweenmodern and AncientGreece.• I can give some reasonswhy Ancient Greecebecame powerful.• I can put Ancient Greeceon a timeline.  | I can list and describe several ways that theAncient Greeks enjoyed themselves.• I can identify anddescribe a range of things that were not pleasant inAncient Greek times.• I can research and describe at least one Greek activity in detail. | I can identify features ofboth Spartan andAthenian lives.• I can support my opinionof their lives with someinformation.• I can understand anddescribe what‘democracy’ means. | I can list some famous people from AncientGreece and research their achievements.• I can recall the story of some mythical Greekheroes and gods.• I can make a good decision on who was my particular Greek hero and explain my choice. | I can identify anddescribe some of the main battles and warsfought by the AncientGreeks.• I can research informationabout a typical Greeksoldier.• I can describe life on aGreek warship. | • I can identify a rangeof Ancient Greekachievements acrossmany different areas.• I can recognise the legacyof the Ancient Greeks on the world today.• I can present my learning about the legacy of theAncient 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 byMacedonia, 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 Agethe Roman Empire and its impact on Britaina local history studythe achievements of the earliest civilizations Ancient Egypt | To explore ancient cave paintings, and use these paintings as evidenceto reach conclusions  | To discover how books were made in the period before the 1400s and tofind 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 thistechnology | To use a mode of communication to share what they have learned aboutthe 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 ofcave paintings.• I can draw someconclusions about StoneAge people from theirpaintings.• I can produce my ownStone Age-style cavepaintings.  | I can understand thevalue of oral tradition,e.g. Viking sagas.• I know about the role ofmonks in book making.• I realise how few peoplecould read duringmedieval times. | • I understand how thePrinting Press works.• I can explain some of theimpacts of the printingpress.• I understand that thereare also other ways tospread 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 ofVictorian newspapers asevidence.• I can write a ‘Victorian’style newspaper article. | • I can make a judgementabout impact.• I can make a judgementabout continuity andchange.• I can reach a conclusionbased on the evidenceI have. | • I can reach a judgementabout change over a verylong period of time.• I can co-operate withothers to design andmake a class exhibition.• I can decide what toinclude in the classexhibition. |
| 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. |