



UPPER KEY STAGE TWO



History



	Upper Key Stage Two
Chronological understanding	<ul style="list-style-type: none"> → Know and sequence key events of a time studied within and across historical periods → Use dates precisely and accurately when talking about the past → Place events, people and changes within a chronological framework → Sequence ten or more events on a timeline
Knowledge and understanding of the past	<ul style="list-style-type: none"> → Compare and contrast aspects of the past with aspects of today → Develop an awareness of the social, cultural, religious and ethnic diversity of the society and the people studied → Understand that the work of individuals and key events can change aspects of society → Understand that the type of information available depends on the period of time studied → Use knowledge and understanding to describe characteristic features of past societies and periods and know key dates → Identify changes within/across different periods
Historical Interpretation	<ul style="list-style-type: none"> → Draw conclusions about a period from use of a range of sources including censuses and inventories → Look at different versions of the same event and identify differences in account → Explain how and why different interpretations of the past have been constructed → Recognise that there are many representations and interpretations of a source → Begin to question and evaluate the reliability of a source.
Historical enquiry	<ul style="list-style-type: none"> → Confidently use a range of research techniques → Use sources in ways which go beyond simple observations to ask and answer questions about the past, and to build a picture of a past event → Select and present appropriate information to show what they have found out, presenting information in a variety of ways → Compare primary and secondary sources → Conduct their own historical enquiry, using a range of sources to show how evidence is used to make historical claims
Organisation and communication	<ul style="list-style-type: none"> → Communicate knowledge and understanding in a variety of ways - discussion, pictures, writing, annotations, drama, models → Plan and carry out individual investigations and present structured and organised findings about the past using a variety of presentations methods → Choose most appropriate way to present information to an audience
Vocabulary	primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity evaluate, reliable, eye-witness, Monarchy, legacy, ambiguous, consequences, omits, decade



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YEAR A

<p>TOPIC <i>National Curriculum</i></p>	<p>Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i></p>	<p>Enquiry</p>	<p>Vocabulary</p>	<p>Resources:</p>
<p>Vikings vs. Anglo Saxons: Britain is the prize!</p>  	<p>Chronological knowledge: 793 AD Vikings attack from Norway. They attack the monastery at Lindisfarne in Northumbria. 871 AD Alfred the Great becomes king of Wessex. 878 AD, King Alfred the Great defeated the Vikings in battle and had them sign a treaty saying they had to keep to their own land in England – this section of land was called Danelaw 886 AD King Alfred agrees a treaty. Alfred keep the west and the Vikings the east which is later known as Danelaw. 900 AD The Vikings establish rule over Scotland. 1014 AD Cnut becomes king of the Danes and England 1042 AD Edward II returns from Normandy to become king of England. He is better known as Edward the Confessor because of his piety. 1066 AD The last Anglo Saxon King, Harold, is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins. Content knowledge: The vikings made advances in shipbuilding and navigation. They used longboats, which moved faster and were more manoeuvrable than other boats. They settled in villages and were farmers who kept animals and grew crops. Their lasting legacy was the formation of the independent kingdoms of England and Scotland. The Vikings traded all over Europe and as far east as Central Asia, buying goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. -They sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory. The Anglo-Saxons came from Denmark, Netherlands and northern Germany across the North Sea in wooden boats. The conquered England but failed to conquer Scotland, Wales and Cornwall.</p>	<p>Who were the Vikings/Anglo-Saxons? Where did they come from? Why invade Britain? What image do we have of the Vikings and Anglo Saxons? How did the Vikings try to take over Britain? How have recent excavations changed our view of the Vikings? How was Anglo Saxon Britain ruled? Who was Alfred the Great? Raiders or settlers – how should we remember the Vikings?</p>	<p>Longboat Chieftain Berserker Danegeld Yggdrasil Danelaw Asgard Jarl Karl Figurehead Valhalla</p>	<p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm https://www.schoolsofkingedwardvi.co.uk/ks2-history-anglo-saxons-vikings-4a-viking-raid/ Subject knowledge: https://www.history.org.uk/primary/categories/797/resource/3867/the-vikings-in-britain-a-brief-history https://www.history.org.uk/primary/categories/797/resource/3865/anglo-saxons-a-brief-history</p>
<p>The Kingdom of Benin 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; Malayan civilization, c AD 900; Benin (West Africa) c.AD 900-1300.</p>	<p>Chronological knowledge: Content knowledge: The Kingdom of Benin rose to become a powerful empire in the 16th Century but was destroyed when it was invaded by British forces. It began as a small group of villages that joined together to improve trading and security. The people worked hard as farmers and craftsmen so that the Kingdom had high quality goods to trade with foreigners. The Obas were very powerful and were treated like gods, during their rule the Benin Kingdom expanded its</p>	<p>How important is Eweka’s story? What is Africa’s Big Picture? If objects could speak what story would they tell? Why was Benin worth visiting in Tudor and Stuart times?</p>	<p>Discovery, Encounter, Oba (King), Big Picture Trade Oba Yoruba Edo Eweka Ogiso</p>	<p>https://www.history.org.uk/primary/resource/7531</p>




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	<p>boundaries. Over time there were arguments about who would be the next Oba and this led to civil wars. British troops invaded and gained control. In the 1960s it became part of independent Nigeria.</p> <p>Benin's history is connected to broader trends and connections with particular reference to Africa and Britain. Benin was taken over by Britain in 1897 during the 'Scramble for Africa'. At this time bronzes for which it is renowned were taken from Benin and ended up in museums in different parts of the world. Benin's power at the height of its power in the 16th and 17th centuries. Traders arrived there from Europe during the 'Voyages of Encounter' from the 15th and 16th centuries. Benin's power grew from the time the Eweka came to the throne in the 12th century reaching the height of its power in the 16th and 17th centuries. Benin's past is constructed from written sources which were produced by Europeans who went together with archaeological remains, objects and traditional oral stories.</p>		Slavery	
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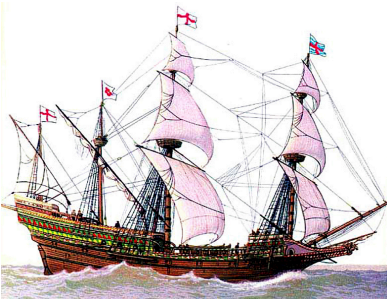


Year B

<p>Battle of Britain: World War Two on the Homefront</p> 	<p>Chronological knowledge: September 1, 1939 Germany invades Poland September 3, 1939 Britain and France declare war on Germany (start of WW2) January, 1940 Rationing introduced across the UK May to June, 1940 Dunkirk evacuated and France surrenders to Germany Germany uses blitzkrieg to take over much of Western Europe July, 1940 Germany launches air attacks on Great Britain (The Battle of Britain and the Blitz begins) Germany, Italy and Japan signed the Tripartite Pact creating the axis alliance December 7, 1941 The Japanese attack the US navy in Pearl Harbor. The next day, the USA enters the war fighting with the allies June 6, 1944 D-day and the Normandy invasion. Allied forces invade France and push back the Germans April 30, 1945 Adolf Hitler dies May 7, 1945 Germany surrenders & victory in Europe is declared the next day August 1945 Atomic bombs dropped on Hiroshima & Nagasaki, Japan by the US killing approximately 226,000 people September 2, 1945 Japan surrenders signaling the end of WW2 July, 1954 Rationing ends in the UK Key figures: Winston Churchill, King George VI, Adolf Hitler, Neville Chamberlain, Stalin, Mussolini, Roosevelt Content knowledge:</p>	<p>How significant was the Blitz?</p> <p>What was the impact of World War II on people in our locality?</p> <p>How well does a fictional story tell us what it was like to be an evacuee?</p> <p>Evacuee experiences in Britain: is this all we need to know about children in World War II?</p> <p>New opportunities? How significant was the impact of World War II on women?</p> <p>What did men do in World War II? Did all men have to fight?</p> <p>When was the most dangerous time to live? How different was the Blitz?</p>	<p>Air raid Anderson Shelter Allies Atomic bombs Axis/Allies Blackout Blitz Evacuation Gas mask Invade Luftwaffe Occupied Liberated Nazi Persecution Propaganda Rationing</p>	<p>https://www.history.org.uk/primary/categories/217/resources/9433</p>
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<p>Explorers <i>A local history study</i> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> 	<p>Chronological knowledge:</p> <p>Key figures: Christopher Columbus Sir Francis Drake - Francis Drake was the first English person to circumnavigate the globe Sir Walter Raleigh John Cabot Captain Cook Ferdinand Magellan Hernan Cortes Marco Polo</p> <p>Content Knowledge: 1300s to 1600s, Europe was a developing power Motivations for exploration: Glory (personal goals), Good – food, new ways to make money, Love (King/Queen/Country) Slave trade triangle between UK, America and Africa - UK exported goods and slaves from Africa to America and imported goods from America/West Indies - sugar (molasses), fabrics, cotton (for cotton mills)</p>	<p>Who were the first explorers? Where did Tudor explorers travel and what did they find? Why explore and who would benefit? How is longitude and latitude used by explorers? What was the slave trade? What impact did these explorers have on the places they visited and their home countries? What was the impact on Bristol and local area?</p>	<p>Explorer Voyage Equator Conquer Compass Merchant Trade Ocean Navigate Circumnavigate Northern/southern hemisphere Discovery Slavery Maps Continent Silk road</p>	
<p>Ancient Greece</p>  	<p>Chronological Knowledge: 776 BC – The first Olympic games take place in honour of Greece 600 BC – The first Greek coins are used to buy and sell goods 570 BC – Pythagoras is born. He made major breakthroughs in science and maths 508 BC– Democracy begins in Athens, giving greater power to the people 432 BC – The Parthenon, the most famous building in Athens, is completed 400-300 BC – Socrates, Plato and Aristotle live, advancing learning 336 BC– Alexander the Great is King and completes many conquests 146 BC – Rome conquers Greece, making it a part of the Roman Empire.</p> <p>Content knowledge: Over 3000 years later we are still using Ancient Greek ideas in maths, science and art. Our alphabet is based on the Greek one and in the dictionary you'll find hundreds of words that come from the Greek language. The Greeks development of democracy is still our main form of government today. They also invented the theatre and the Olympic Games which we still enjoy today. Alexander the Great (the King of Macedonia) led his army all over Greece, Persia, Egypt and even parts of India and spread the ideas of the Greeks. When he died the Romans continued to spread their ideas to more countries, including Britain. Religion was very important in Ancient Greece. They were polytheists - they believed in 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</p>	<p>How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today? Who were the Ancient Greeks? What do artefacts tell us about what life was like in Ancient Greece? What do archaeological sites tell us about what life was like in Ancient Greece? Can we learn anything from Greek myths and legends? What do we know about the achievements of Alexander the Great? What are the similarities between our school and schools in Ancient Greece? What can we learn from our language about Ancient Greece? What do some of our buildings tell us about how we view Ancient Greece today?</p>	<p>Acropolis Assembly Citizen Society Democracy Dictatorship Olympics Titans Myth Architecture Philosophy Spartans</p>	<p>See subject knowledge pamphlet</p> <p>https://www.history.org.uk/primary/categories/216/resource/6791</p>



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	<p>were built in their honour and they featured heavily in the stories of Greek mythology In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths. Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain. In Sparta, life was very different; all that was important was being able to defend Sparta in battle</p>	<p>How were the Ancient Greeks governed and are there any similarities with how we are governed today? How have the Olympic Games changed since they were first held in Ancient Greece? Which is the most important legacy of the Ancient Greeks?</p>		
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