

## History

### Key skills and Knowledge

#### Year 5 and 6

	<b>Autumn A Groovy Greeks</b>	<b>Autumn B Oceans 11</b>	<b>Spring A Our Place in Space</b>	<b>Spring B Rainforest Rules</b>	<b>Summer A What the Dickens!</b>	<b>Summer B Landmark Britain</b>
<b>National Curriculum Objective</b>	<ul style="list-style-type: none"> <li>• Broader History study- Greeks</li> <li>• A study of Greek life and achievements and their influence of the Western world.</li> </ul>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• a significant turning point in British history</li> </ul>		<ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British history</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Mayan civilization c. AD 900;</li> </ul>	An extended period study- <ul style="list-style-type: none"> <li>• The changing power of monarchs</li> </ul> Significant turning points in British History	An extended period study- <ul style="list-style-type: none"> <li>• Crime and punishment – comparison from past to present</li> </ul>
<b>Key Skills</b>	<p><b>-To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>- use sources of evidence to deduce information about the past</li> <li>-select suitable sources of evidence, giving reasons for choices.</li> <li>-</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>- Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural)</li> <li>- use dates and terms accurately in describing</li> </ul>	<p><b>-To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>-seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>-show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>-understand that no single source of evidence gives the full answer to questions about the past.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>-use dates and terms</li> </ul>		<p><b>-To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>- use sources of evidence to deduce information about the past</li> <li>- select suitable sources of evidence, giving reasons for choices.</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>- Describe the social, ethnic, cultural or religious diversity of past society</li> <li>- Describe the characteristic features of the past. Including ideas, beliefs,</li> </ul>	<p><b>-To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>- use sources of evidence to deduce information about the past</li> <li>- use sources of information to form testable hypotheses about the past.</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>- Give a broad overview of life in Britain</li> <li>- Describe the social or religious diversity of the past society.</li> </ul>	<p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>-show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>-understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>

	<p>events</p> <p><b>-to communicate historically</b></p> <ul style="list-style-type: none"> <li>- use appropriate historical vocabulary to communicate ideas.</li> <li>-use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>	<p>accurately in describing events</p> <p><b>- to Communicate historically</b></p> <ul style="list-style-type: none"> <li>-use appropriate historical vocabulary to communicate, including dates, time period, era</li> <li>- use literacy and numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>-use original ways to present information and ideas.</li> </ul>		<p>attitudes and experiences of men, women and children.</p> <p><b>To understand chronology –</b></p> <ul style="list-style-type: none"> <li>- Describe main changes in a period of history</li> <li>- understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>To understand chronology</b></li> <li>- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural.)</li> <li>- Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>To understand chronology</b></li> <li>- to understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> <li>- Use dates and terms accurately in describing events.</li> </ul>
<b>Key Knowledge</b>	(architecture, medicine and Gods)	(D.Day landings)				

(Key skills 2013 Chris Quigley Education Ltd)