



## St Mary's Church of England Primary School

### History Curriculum

Our history curriculum aims to help pupils gain a coherent and chronological understanding of Britain's history and the history of the wider world. Children in KS1 will start to develop an awareness of the past and understand how we learn about the past through the significant national event of The Great Fire of London and through the study of significant people – Queen Victoria, Henry VIII and Queen Elizabeth II. Alongside a local history study in Year 5, children in KS2 will develop a chronological secure knowledge, from The Stone Age to WW2, and an understanding of British and world history. They will address and devise questions and link these to themes such as settlements and people.

Children will be encouraged to make connections between different groups of people and times.

<p>Year 1</p> <p>Where Do I live? (History and Geography Link)</p> <p>School Value Link: Love</p>	<p>Use common words and phrases relating to passing of time</p> <p>Understand some of the ways in which we learn about the past.</p> <p>Changes within living memory.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Know how Barnsley has changed over time from looking at photographs.</p> <p>Know how Barnsley has changed in our <b>living memory</b>.</p> <p>Know how Barnsley looked in the <b>past</b> and <b>present</b>.</p> <p>Know how our school has changed over time by looking at photographs and old log books.</p> <p>Know what we like to do in our local area including what we like to do in our homes.</p> <p>Know what our parents liked to do in our local area including what they liked to do in their homes.</p> <p>Know how this has changed over time.</p> <p>Ask simple questions about a significant <b>event</b>/person in history.</p> <p>Use a given <b>source</b> (e.g. diary entry, <b>artefacts</b>) to find facts about the past.</p>
<p>Year 1</p> <p>London's Burning</p> <p>School Value Link: Respect</p>	<p>Use common words and phrases relating to passing of time.</p> <p>Changes beyond living memory that are significant nationally.</p> <p>Ask and answer questions.</p> <p>The lives of significant individuals in the past.</p>	<p>Previous Learning</p> <p>Use a given <b>source</b> (e.g. diary entry, <b>artefacts</b>) to find facts about the past.</p> <p>Know that the <b>fire</b> started at 1am on Sunday 2<sup>nd</sup> September in the <b>year</b> 1666 in a bakery in Pudding Lane.</p> <p>Know that buildings in London were made of wood and straw and they were very close together.</p> <p>Know that this made it easy for the fire to spread.</p> <p>Know that strong winds were blowing at that time which helped the flames to spread.</p> <p>Know that people used <b>leather</b> buckets and water squirts to try to put the fire out.</p> <p>Know that King Charles II <b>ordered</b> buildings to be pulled down to stop the flames from <b>spreading</b>.</p> <p>Know that 4 days later on 6<sup>th</sup> September the wind had died down. This meant people were able to put the flames out.</p> <p>Know that this left thousands of people <b>homeless</b>.</p> <p>Know that St Paul's Cathedral was <b>destroyed</b> during the fire and that a new one was built after.</p> <p>Know how Samuel Pepys, Thomas Farriner and King Charles II contributed to the understanding of The</p>

		<p>Great Fire of London.</p> <p>Understand the <b>lives</b> of Samuel Pepys, Thomas Farriner, King Charles II</p> <p>Ask simple questions (<b>Why? When? Where?</b>) about a significant event/person in history.</p> <p>Use a given source (e.g. diary entry, artefacts) to find facts about the <b>past</b> and how this compares to the <b>present</b>.</p> <p>Can sequence the <b>events</b> of The Great Fire of London in <b>date order</b> using a <b>timeline</b>.</p> <p>Know terms <b>decade, century, ancient, modern</b> and relate these to The Great Fire of The London.</p>
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<p>Year 2</p> <p>Kings, Queens and Castles</p> <p>School Value Link: Respect</p>	<p>Use common words and phrases relating to passing of time</p> <p>The lives of significant individuals in the past who have contributed to national achievement.</p> <p>Compare aspects of life in different periods.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Ask and answer questions.</p>	<p><u>Previous Learning</u></p> <p><u>Know that King Charles II ordered buildings to be pulled down to stop the flames from spreading. (Year 1)</u></p> <p><u>Understand the <b>lives</b> of King Charles II (Year 1)</u></p> <p><u>Ask simple questions about a significant event/person in history. (Year 1)</u></p> <p><u>Use a given source (e.g. diary entry, artefacts) to find facts about the past. (Year 1)</u></p> <p><u>Can sequence the events in date order (Year 1)</u></p> <p>Know that between 1066 and 1087 William the Conqueror <b>reigned</b>.</p> <p>Know that William I came from France and took over England from King Harold.</p> <p>Know that between 1509 and 1547 Henry VIII reigned.</p> <p>Know that Henry VIII had 6 wives in total. Know that he divorced two and <b>beheaded</b> two.</p> <p>Know that Henry VIII was responsible for the creation of the Church of England.</p> <p>Know that between 1837 and 1901 Queen Victoria reigned.</p> <p>Know that the current <b>Queen</b> of England is Queen Elizabeth II who has reigned since 1952.</p> <p>Know that Queen Elizabeth II is the longest reigning <b>monarch</b> with over 65 years on the <b>throne</b>.</p> <p>Know that we celebrated her <b>jubilee</b> in 2012 as the anniversary of 60 years on the throne.</p> <p>Use a timeline to sequence the order of kings and queens on the throne.</p> <p>Know that this is in <b>chronological order</b>.</p> <p>Know that <b>Motte and Bailey</b> castles were quick and cheap to build. They were often made out of wood.</p> <p>Know the Normans built nearly 1000 motte and bailey castles.</p>
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<p>Year 3</p> <p>Stone Age, Bronze Age,</p>	<p>Develop a chronologically secure knowledge and understanding of British history.</p>	<p><u>Previous Learning</u></p> <p><u>Can sequence the <b>events</b>...in <b>date order</b> using a <b>timeline</b>. (Year 1)</u></p> <p><u>Know terms <b>decade, century, ancient, modern</b>. (Year 1)</u></p> <p><u>Ask a range of questions about the past (Who? What? When? Why?) (Year 2)</u></p>
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<p>Iron Age</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Address historically valid questions about change and similarity.</p> <p>The changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Understand that a source provides information about the past and that there are different types of sources. (Year 2)</u></p> <p><u>There are different types of sources – <b>primary source</b> and <b>secondary source</b>. (Year 2)</u></p> <p>Know the Stone Age began where the first <b>tools</b> were made from stone and ended with the introduction of metal tools.</p> <p>Know that humans survived by using sharp stone tools to kill animals such as mammoths.</p> <p>Know that dead animals provided a useful <b>resource</b> because they provided food, warmth and materials for building.</p> <p>Know that at the same time in another part of the world Egyptians were building Pyramids.</p> <p>Know that in the <b>Palaeolithic</b> Stone Age (8000, 000 BC – 10, 500 BC) <b>Neanderthals</b> and modern humans used ancient tools and simple ways of living to survive the <b>ice age</b>.</p> <p>Know that in the <b>Mesolithic</b> Stone Age (10, 500 BC – 4,000 BC) the climate got warmer humans started to gather food including hunting and fishing.</p> <p>Know that in the <b>Neolithic</b> Stone Age (4, 000 BC – 2, 500 BC) farming was first demonstrated. Land was cleared and the keeping of animals. This lasted till the first use of metal.</p> <p>Know that in the Bronze Age tools were made from bronze – copper and tin were heated.</p> <p>Know that <b>Beaker</b> people from Europe introduced new ways of making metal.</p> <p>Know that Bronze Age people lived in <b>settlements</b> which was a group of round houses made from wattle and daub or dry stone.</p> <p>Know that settlements <b>traded</b> resources like copper and tin.</p> <p>Know that burials were important to Bronze Age people – they placed stone circles where burials took place.</p> <p>Know that tools were made from iron in the iron age and how these were made.</p> <p>Settlements became larger because <b>tribes</b> were able to farm and defend themselves.</p> <p>Know that at the end of the Iron Age, coins were made and used as <b>currency</b>.</p> <p>Know that in around AD 43, The Romans conquered Britain. This was the end of the Iron Age.</p> <p>Know the <b>importance</b> and <b>significance</b> of Stone Age, Bronze Age, Iron Age on modern day.</p>
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		<p>Select and record <b>relevant</b> information from written sources.          Know that timelines can be divided into BC and AD.</p>
<p>Year 3          Ancient Egypt</p>	<p>Develop a chronologically secure knowledge and understanding of world history.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Address historically valid questions about cause, difference and significance.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p><u>Previous Learning</u>  <u>Ask a range of questions about the past (Who? What? When? Why?) (Year 2)</u>  <u>Understand that a source provides information about the past and that there are different types of sources. (Year 2)</u>  <u>Know that at the same time in another part of the world Egyptians were building Pyramids. (Year 3)</u>  <u>Know that timelines can be divided into BC and AD. (Year 3)</u></p> <p>Know that around 3500 BC early <b>settlers</b> settled in the Nile Valley          Know that around 3100 BC <b>hieroglyphics</b> were developed.          Know that around 2700 BC the first stone <b>pyramids</b> were built.          Know that in 1922 Howard Carter discovered the tomb of Tutankhamun.</p> <p>Know that Egyptians used methods of <b>communication</b> such as hieroglyphics and papyrus rolls.          Know that Egyptian <b>society</b> was very <b>hierarchical</b>. Each group had a different role to play in Egyptian society.          Know that <b>mummification</b> was very important to Egyptians. Know this a process of <b>preserving</b> the body and believed it would prepare the body for their journey into <b>afterlife</b>.          Know the bodies of important people, such as <b>pharaohs</b>, were placed in these pyramids, which were built as a <b>tomb</b>.          Know that religion was very important in Ancient Egypt. They were <b>polytheists</b> – believed in different <b>gods</b> and <b>goddesses</b> that were in charge of different parts of their lives. These were called <b>deities</b>.</p> <p>Know that Egyptian <b>artefacts</b> are <b>ruins</b> tell us about their <b>culture</b> and <b>religious beliefs</b>.          Know how Egyptian society has impacted upon <b>modern society</b>.</p> <p>Ask a range of questions about the past (Who? What? When? Why?)          Understand that a source provides information about the past and that there are different types of sources.          Select and record relevant information from written sources.</p>

		<p>Understand the terms <b>BC (Before Christ), AD (Anno Domini), Common Era (CE), Before the common Era (BCE)</b></p> <p>Place periods of history studied onto a given timeline.</p>
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<p>Year 4</p> <p>Ancient Greece</p>	<p>Develop a chronologically secure knowledge and understanding of world history.</p> <p>Understand how knowledge</p>	<p><u>Previous Learning</u></p> <p>There are different types of sources – <b>primary source</b> and <b>secondary source</b>. (Year 2)</p> <p>Know how Egyptian society has impacted upon modern society. (Year 3)</p> <p>Know that religion was very important in Ancient Egypt. They were polytheists – believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities. (Year 3)</p>
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<p>of the past is constructed from a range of sources.</p> <p>Address historically valid questions about change, cause and significance.</p> <p>A study of Greek life and achievements and their influence on the western world.</p>	<p><u>Ask a range of questions about the past (Who? What? When? Why?) (Year 3)</u></p> <p><u>Understand that a source provides information about the past and that there are different types of sources. (Year 3)</u></p> <p><u>Select and record relevant information from written sources. (Year 3)</u></p> <p><u>Understand the terms <b>BC (Before Christ), AD (Anno Domini), Common Era (CE), Before the common Era (BCE) (Year 3)</b></u></p> <p>Know that Greece was divided into <b>city-states (polis)</b> that each had their own laws and way of life. Know that all city-states spoke the same <b>language</b>.</p> <p>Compare different city-states.</p> <p>In Athens, Greek styles of <b>art, architecture, philosophy and theatre</b> were developed. Know that these helped shape Athens modern society along with science, language maths.</p> <p>Know that Athens had a <b>democratic</b> government and know what this means.</p> <p>Know that in Sparta the main skill was being able to <b>defend</b> Sparta in <b>battle</b>.</p> <p>Know that 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.</p> <p>Know that <b>temples</b> were built in their honour and they featured heavily in the stories of Greek <b>mythology</b>.</p> <p>Know the first Olympic Games were held in 776 BC in the city-state Olympia.</p> <p>Know in 570 BC Pythagoras was born. He made major breakthroughs in science and maths.</p> <p>Know that in around 450 BC Athens becomes a powerful city and controls an <b>empire</b>.</p> <p>Know that in 146 BC Rome <b>conquers</b> Greece, making it part of the Roman Empire.</p> <p>Develop and adapt questions based on what they find and what they still need to know.</p> <p>Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories).</p> <p>Use a number of sources to <b>infer</b> information about a specific aspect of the past.</p> <p>Understand sources can be sorted into two categories: primary and secondary.</p>
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<p>Year 4</p> <p>Crime and Punishment</p> <p>School Value Link: Responsibility Forgiveness</p>	<p>Develop a chronologically secure knowledge and understanding of British, world and local history.</p> <p>Note connections, contrasts and trends over time.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Address historically valid questions about change, cause, difference and significance.</p> <p>A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066.</p>	<p><u>Previous Learning</u></p> <p><u>Ask a range of questions about the past (Who? What? When? Why?) (Year 3)</u></p> <p><u>Understand that a source provides information about the past and that there are different types of sources. (Year 3)</u></p> <p><u>Select and record relevant information from written sources. (Year 3)</u></p> <p><u>Know that timelines can be divided into BC and AD. (Year 3)</u></p> <p><u>Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories). (Year 4)</u></p> <p><u>Use a number of sources to <b>infer</b> information about a specific aspect of the past. (Year 4)</u></p> <p>Know that <b>laws</b> in Roman times consisted of the 'Twelve Tables' written around 450BC.</p> <p>Know how the 'Twelve Tables' <b>impacted</b> upon daily life.</p> <p>Know that punishment in Roman times was <b>severe</b>. The worst was kept for anyone who tried to <b>rebel</b> against the Emperor.</p> <p>Know that the punishment you received depended on how much money you had.</p> <p>Know that crime was widespread during Tudor times as many people could not afford to pay for things like food. Punishments were hard.</p> <p>Know some ways in which people were punished during Tudor times. Use a number of sources (images, artefacts) to infer information about a specific aspect of the past – Tudor <b>torture</b> pieces.</p> <p>Know about <b>crime</b> and <b>punishment</b> in Anglo Saxons time – No jails, brutal punishments, and different kingdoms had different laws.</p> <p>Know that punishments include stoning, paying a fine, hanging, drowning, whipping, mutilation, stocks.</p> <p>Know that <b>Wergild</b> was a payment system used to settle disputes between the criminal and the victim's family.</p> <p>Know Anglo Saxons used a <b>court</b> system similar to today.</p> <p>Compare similarities and differences between Roman justice system and Anglo-Saxon system.</p> <p>Know the <b>police</b> force was introduced into London in 1829 by Sir Robert Peel.</p> <p>Know that in the modern day, DNA Testing, CCTV cameras, use of fingerprints, improved street lighting</p>
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		<p>and car/house alarms have helped <b>prevent</b> and <b>detect</b> crime in modern Britain.</p> <p>Develop and adapt questions based on what they find and what they still need to know. Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories). Understand sources can be sorted into two categories: primary and secondary. Use given timelines to place key events from within the periods studied. Use given timelines to demonstrate changes in one key area – Crime and punishment.</p>
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Year 5	<p>Develop a chronologically secure knowledge and understanding of British and world history.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about significance.</p> <p>The Roman Empire and its impact on Britain</p>	<p><u>Previous Learning</u></p> <p><u>Know that timelines can be divided into BC and AD. (Year 3)</u></p> <p><u>Know that in around AD 43, The Romans conquered Britain. This was the end of the Iron Age. (Year 3)</u></p> <p><u>Know that religion was very important in Ancient Egypt. They were polytheists – believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities. (Year 3)</u></p> <p><u>Know that 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. (Year 4)</u></p> <p><u>Understand sources can be sorted into two categories: primary and secondary. (Year 4)</u></p> <p><u>Develop and adapt questions based on what they find and what they still need to know. (Year 5)</u></p> <p><u>Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories). (Year 5)</u></p> <p><u>Use a number of sources to infer information about a specific aspect of the past. (Year 5)</u></p> <p><u>Understand sources can be sorted into two categories: primary and secondary. (Year 5)</u></p> <p><u>Know that <b>laws</b> in Roman times consisted of the ‘Twelve Tables’ written around 450BC. (Year 4)</u></p> <p><u>Know how the ‘Twelve Tables’ <b>impacted</b> upon daily life. (Year 4)</u></p> <p><u>Know that punishment in Roman times was <b>severe</b>. The worst was kept for anyone who tried to <b>rebel</b> against the Emperor. (Year 4)</u></p> <p><u>Know that the punishment you received depended on how much money you had. (Year 4)</u></p> <p>Know that in 55 BC the Romans already <b>ruled</b> the country we know as France. Know that <b>Julius Caesar</b> had two attempts at <b>invading</b> Britain. Know that in AD 43, Emperor Claudius returned to Britain to make it part of the Roman Empire.</p>
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		<p>Know how the roman empire grew and the countries it invaded.          Know that Romans believed in many different gods and goddesses.          Know that lots of the gods and goddesses were the same as Ancient Greece with different names.          Know why and where Hardian's wall was built.          Know that the wall also contained <b>milecastles, turrets and forts</b>.          Know the importance and power of the Roman Army and the battles they fought in.          Know the impact of the Romans on modern life in Britain</p> <p>Identify if a source is primary or secondary.          Identify fact and opinion within a written source.          Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.          Use a given timeline to place national and international events within a period of history.</p>
<p>Year 5</p> <p>Local History (Link to Mining Topic)</p> <p>School Value Link: Respect</p>	<p>Develop a chronologically secure knowledge and understanding of local history.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about change and cause.</p> <p>a local history study</p>	<p><u>Previous Learning</u></p> <p><u>Develop and adapt questions based on what they find and what they still need to know. (Year 5)</u></p> <p><u>Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories). (Year 5)</u></p> <p><u>Use a number of sources to infer information about a specific aspect of the past. (Year 5)</u></p> <p><u>Understand sources can be sorted into two categories: primary and secondary. (Year 5)</u></p> <p><u>Identify fact and opinion within a written source. (Year 5)</u></p> <p><u>Understand that the past has been represented in different ways and that different sources may provide a different viewpoint. (Year 5)</u></p> <p><u>Use a given timeline to place national and international events within a period of history. (Year 5)</u></p> <p>Know the <b>working conditions</b> of <b>mines</b> in the Victorian times.          Know how the Huskar Pit disaster influenced the <b>law</b> around working conditions in mines for children.          Know how the Oaks Pit <b>disaster</b> was the <b>deadliest</b> mining disaster in England and how this relates to the local history of Barnsley.          Know how the <b>closure</b> of the mines <b>affected</b> our local area.</p>

		<p>Know how the miners strikes were <b>portrayed</b> in the media.</p> <p>Know the short term and long-term effects of the mining strike.</p> <p>Identify if a source is primary or secondary.</p> <p>Identify fact and opinion within a written source.</p> <p>Understand that the past has been represented in different ways and that different sources may provide a different <b>viewpoint</b>.</p> <p>Use a given timeline to place local and national events within a period of history.</p> <p>Know the term <b>anachronism</b> and how this relates to the mining strikes.</p> <p>Evaluate how <b>plausible</b> and the <b>validity</b> of sources and how these <b>supports</b> or <b>contradict</b> views.</p>
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<p>Year 6</p> <p>Mayans (Part of The Great North American Road Trip)</p>	<p>Develop a chronologically secure knowledge and understanding of world history.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>A non-European society that provides contrast with British history.</p>	<p><u>Previous Learning</u></p> <p><u>Know that Greece was divided into <b>city-states (polis)</b> that each had their own laws and way of life. (Year 4)</u></p> <p><u>Identify if a source is primary or secondary. (Year 5)</u></p> <p><u>Identify fact and opinion within a written source. (Year 5)</u></p> <p><u>Understand that the past has been represented in different ways and that different sources may provide a different viewpoint. (Year 5)</u></p> <p>Know that Mayan cities had similar layouts to each other. They had a palace for the <b>ruler</b>, a <b>plaza</b> for the marketplaces and temples in the form of pyramids.</p> <p>Know that Mayan cities were often found near <b>trade routes</b> and good farmland.</p> <p>Know that Mayans were polytheists, believing in many nature gods or deities.</p> <p>Know that <b>priests</b> were considered the most important people in Mayan culture followed by <b>warriors</b>, <b>craftsmen</b> and <b>traders</b> in the hierarchy. <b>Farmers</b> and <b>slaves</b> were at the bottom of the hierarchy.</p> <p>Know that goods including salt, cotton, honey and jade were traded by <b>merchants</b>.</p> <p>Know that The Mayan calendar (<b>Tzolkin</b>) consisted of 260 days and 13 months.</p> <p>The demise of the Mayan civilisation (AD 900) came about because of deforestation, land erosion and drought.</p>
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		<p>Know that the demise started because the population had reached over 5,000,000 and excessive farming and deforestation due to overflow from the cities.</p> <p>Know famous Mayan cities include Palenque and Chichen Itza and locate these.          Know that by AD 250 the Mayans had established cities and had many <b>monuments</b>, pyramids and devised a writing and maths.          Know that there are still over 7 million <b>indigenous</b> Mayan people living in Central America.</p> <p>Compare the Mayans and Greek and Egyptian civilisation using a venn diagram.          Know how Mayan civilisation has had an impact on modern society.          Compare what was happening in the Mayan civilisation with what was happening in Britain at the same time.</p> <p>Evaluate the usefulness and accuracy of different sources of evidence.          Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.          Select the most appropriate source of evidence for a particular task.</p>
<p>Year 6</p> <p>The Anglo-Saxons and the Vikings.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><u>Previous Learning</u></p> <p><u>Know about crime and punishment in Anglo Saxons time – No jails, brutal punishments, and different kingdoms had different laws. (Year 4)</u></p> <p><u>Know that punishments include stoning, paying a fine, hanging, drowning, whipping, mutilation, stocks. (Year 4)</u></p> <p><u>Know that Wergild was a payment system used to settle disputes between the criminal and the victim's family. (Year 4)</u></p> <p><u>Know Anglo Saxons used a court system similar to today. (Year 4)</u></p> <p><u>Identify if a source is primary or secondary. (Year 5)</u></p> <p><u>Identify fact and opinion within a written source. (Year 5)</u></p> <p><u>Understand that the past has been represented in different ways and that different sources may provide a different viewpoint. (Year 5)</u></p> <p>Know that the Romans left Britain in AD 410.</p>

		<p>Know where <b>Angles, Saxons and Jutes migrated</b> from to England. Know that the Anglo-Saxons divided England into 7 <b>kingdoms</b>. Know St Augustine was a <b>monk</b> who helped spread the word about Christianity. Know King Alfred the Great eventually became the first king of England.</p> <p>Know how Anglo Saxon Kings fought Vikings to keep control of their kingdoms. Know that Vikings started to <b>raid</b> Britain but then always <b>returned</b> home to Scandinavia (Denmark, Norway, Sweden.) Know that Vikings set out in longships.</p> <p>Know that in around AD 850, some Vikings started to stay in Britain as the climate was warmer and there were lots of natural resources. Know that in AD 793 they raided and <b>pillaged</b> the <b>monastery</b> at Lindisfarne in Northumbria. Know that late in the 9<sup>th</sup> century, Vikings were capturing more places to make Britain a permanent home and by AD 866 they had taken to city of York. Know that when the Vikings first came to Britain they were <b>Pagans</b> but over time many converted to Christianity. Know that in AD 871 Alfred the Great forced the Vikings out of the South of England but this didn't last very long. Know how Vikings made their own homes, clothes and jewellery.</p> <p>Know the role King Harold and William the Conqueror played in The Battle of Hastings. Know the importance of The Battle of Hastings and how this shaped the future of Britain.</p> <p>Know that the end of the Viking era was in AD 1066</p> <p>Evaluate the usefulness and accuracy of different sources of evidence. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Select the most appropriate source of evidence for a particular task.</p>
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<p>Year 6</p> <p>WW2</p> <p>School Value Link: Respect</p>	<p>Develop a chronologically secure knowledge and understanding of British and world history.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about change, cause, similarity and difference and significance.</p>	<p><u>Previous Learning</u></p> <p><u>Identify if a source is primary or secondary. (Year 5)</u></p> <p><u>Identify fact and opinion within a written source. (Year 5)</u></p> <p><u>Understand that the past has been represented in different ways and that different sources may provide a different viewpoint. (Year 5)</u></p> <p>Know that the people of Germany voted for Hitler to become the leader of the Nazi party (1934) as he offered them hope.</p> <p>Know that even though Hitler spoke of peace, the Nazi party invaded Austria and Czechoslovakia.</p> <p>Know that two days after the invasion of Poland, Britain declared <b>war</b> on Nazi Germany.</p> <p>Know the two different sides (<b>Axis and Allied</b>).</p> <p>Know how some countries changed <b>allegiance</b> during – USA, Russia.</p> <p>Know that Neville Chamberlain was the Prime Minister of the United Kingdom from 1937 to 1940. Know that Neville Chamberlain resigned.</p> <p>Know that Winston Churchill was the Prime Minister of the United Kingdom from 1940-1945.</p> <p>Know that the leader of the Nazi Party from 1934 until his death in 1945 was Hitler.</p> <p>Know other leaders from the time and the countries they ruled – Mussolini, Roosevelt and Stalin.</p> <p>Know the impact that WWII had on Britain including <b>evacuation, rationing</b> and jobs.</p> <p>Know what the Battle of Britain was and the Blitz and how the <b>RAF</b> defended against large-scale attacks by Nazi Germany's air force – the <b>Luftwaffe</b>.</p> <p>Know that on 4<sup>th</sup> May 1945 Nazi Germany <b>surrendered</b> and on the 8<sup>th</sup> May 1945 United Kingdom celebrated with VE day.</p> <p>Evaluate the <b>reliability</b>, usefulness and accuracy of different sources of evidence.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and</p>
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		<p>interpreted in different ways. Select the most appropriate source of evidence for a particular task. Understand how <b>bias</b> can affect a view. Use a timeline to place a range of periods from around the world, some happening <b>concurrently</b>.</p>
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St Marys Primary School