

History Year 5/6

Key Threshold Concepts	Steps in Historical Enquiry
<ul style="list-style-type: none"> History is a series of causes and consequence that help us to understand the world around us. History can change depending on many different factors. We can learn history from sources of information from both the past and present but some of these are more useful than others. 	<ul style="list-style-type: none"> Provide a source of evidence Children find out something that they would be interested to solve / issue that needs explaining (as a class initially) Devise questions Make a hypothesis based on what they have observed / read Test hypothesis using further sources of evidence Communicate the final judgement

Key Skills				
Knowledge	Interpretations	Historical Judgments	Use of Sources	Written Communication
<ul style="list-style-type: none"> I can describe or recount key events in history in detail, including ideas, beliefs, attitudes and experiences of men, women and children I can explain different causes, consequences and significance of an event, enquiry or issue I can compare different events or themes in history and explain similarities and differences 	<ul style="list-style-type: none"> I can compare and explain different interpretations of an enquiry I can explain how and why different interpretations may have been formed I can judge the most useful or accurate interpretation of an event and explain why 	<ul style="list-style-type: none"> I can give a detailed judgement to an enquiry or issue in history and can state criteria for making these judgements I can make reference to opposing judgements in their work 	<ul style="list-style-type: none"> I can select relevant sources to use in their work or argument I can analyse a source and comment on how it would support a historian I can analyse a source and form a hypothesis about the past I can compare different sources and explain how/why they are different I can understand how historians must understand the social context of evidence studied to understand the concept propaganda 	<ul style="list-style-type: none"> I can structure enquiries / reports with relevant information I can use dates and terminology accurately

Vocabulary			
Y5 Generic		Y6 Generic	
primary evidence / source	impression	This sources suggest that...	continuity
secondary evidence / source	impact	This sources doesn't show that...	propaganda
eye witness	effects		motive
reliable	significance		reliability
bias	legacy		This source omits to mention....
consequences	archaeologist		

Key Knowledge						
Y5				Y6		
Who was Julius Ceaser and did he help make Britain a better place?	Were the Angle Saxons and Scots right to invade England?	Was Alfred the Great, really great?	Was Edward the Confessor a good leader?	What was life like in Benin 100 years ago?	How did WW1 impact on Britain and relationships with other countries?	How did WW2 impact on children and families in the UK and India?
<ul style="list-style-type: none"> • I know who Julius Caesar was and why he is well known • I know when and why Julius Caesar attempted to invade Britain • I know how Caesar built up the Roman Empire by AD42 and the power of his army • I know why Claudius' invasion was successful including the construction of Hadrian's Wall • I know how Boudica supported and led the British resistance- • I know how the Romans impacted on life in Britain • I know that Thurnscoe was a farming village during Roman Times • I know that Thurnscoe is built on a Roman Road • I know that the Previously known as Turnesc 	<ul style="list-style-type: none"> • I know why the Anglo Saxons invaded • I know where and when the Anglo Saxons and Scots invaded Britain settled in England • I know how the Anglo Saxons influenced Britain e.g. place names and village life • I know what village life was like for the Anglo Saxons • I know the religious beliefs and practises of the Anglo Saxons • At St Helen's Church, Anglo Saxon remains were found • Thurnscoe is in the Dooms Day Book 	<ul style="list-style-type: none"> • I know why the Vikings raided and invaded Britain • I know why they targeted the coastlines and how they travelled and fought • I know why Alfred the Great is well known and Athelstan, first king of England • I know when the Vikings settled and the impact on Britain • I know what Danegald was and why it was introduced 	<ul style="list-style-type: none"> • I know who Edward the Confessor was and the impact of his death in 1066 • I know why the Battle of Hasting began • I know about the crime and punishments in Anglo Saxon Britain 	<ul style="list-style-type: none"> • I know who Ogiso Owodo was and his impact on Benin • I know what life was like in Benin 500 to 1,000 years ago • I know what the Benin Bronzes were and what happened to them • I know why Benin traded with others and its impact • I know what happened to Benin 	<ul style="list-style-type: none"> • I know the when and how WW1 began • I know who fought in the war • I know why other countries joined the War • I know we commemorate the loss of life • I know the key events of the Battle of the Somme • I know what life was life in the trenches • I know how the war ended • Heroes of the home front • War memorial – local residents who were killed in action • Local history group 	<ul style="list-style-type: none"> • I know Hitler's beliefs and their impact on the families in Germany and Jewish communities • I know what the Blitz was and how the Blitz relates to the rest of the war and the impact on Britain and families • I know how family life changed during the war - rationing, separating families, women's role changed, • I know why children were evacuated and the impact it had on families, children and the villages where children moved • I know why migrants moved to the UK after the end of WW2 • War memorial – local residents who were killed in action • Local history group
Time Period Specific Vocabulary						
ancient civilisation aqueduct Colosseum empire Hadrian's Wall gladiator trade Roman withdrawal invasion conquered Emperor Resistance rebellion Julius Caesar Caesar Augustus Claudius	invaders mead rune thatch Sutton Hoo helmet wattle and daub settlement conquered St Augustine King Aethelbert	Danelaw / Danelough Long boat Long house Runes Invaders Eric Bloodaxe King Canute King Alfred	Bayeux Tapestry Battle of Hastings Normans Lindisfarne resistance King Alfred the Great	animists Benin City walls brass cowrie shell elders Edo sacrifice oral culture Ogiso Igodo Oba Ovonoramwen	propaganda rations Allies Central Powers trenches home front commemorate armistice surrendered bayonet Franz Ferdinand Herbert Henry Asquith David Lloyd George Kaiser Wilhelm II	Axis Anderson shelter blackout Blitz evacuee holocaust home guard Nazis Star of David suffrage Neville Chamberlain Winston Churchill Adolf Hitler Benito Mussolini Anne Frank

Boudicca						
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