

Ackworth Howard C of E School

Educating for 'life in all its fullness.'



History Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that History should develop: the mind (curiosity, critical thinking, analysis and perspective), the body (locality, identity and challenges of their time) and the spirit (knowledge of the wider world, understanding of diversity, understanding of relationships and empathy) of every child.



Mind

History at our school aims to inspire and captivate children's curiosity about the world around them and how past events have led to the way they live today. Children are given the opportunity to build up coherent knowledge and an understanding of the chronology of History through a variety of challenging and interesting History topics. Pupils will use critical thinking skills to analyse evidence from the past, questioning its reliability and developing their own perspective and judgement.



Body

With a strong focus on our local area in our local history studies, our children are encouraged to understand their community and the changes it has been through, and celebrate these. Children will consider their own identities and the challenges that modern day life holds, comparing these to different time periods from the past. History topics are high profile throughout school and our welcoming environment showcases our children's hard work and collaboration through displays.



Spirit

By immersing themselves in sensitive topics throughout history, children will understand the complexity of people's lives, the diversity of societies and the relationships between different groups of people. Children will have a greater understanding of the wider world beyond their locality. We encourage our children to celebrate their history through events such as our Heritage Day where the children embrace the history of our school and immerse themselves in this.

Early Years History (Understanding the World)

Area of Learning	Ackworth Howard's Knowledge Essentials
<p><u>Understanding the World (History)</u></p> <p>Early years outcomes are prerequisite skills for History within the National Curriculum. The table outlines the most relevant Early Years outcomes from 30-50 months to Early Learning Goal, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for History.</p>	<p><u>3-4 years</u></p> <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Continue to develop positive attitudes about the differences between people. <p><u>Reception</u></p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community - Name and describe people who are familiar to them - Comment on images of familiar situations in the past - Compare and contrast characters from stories, including figures from the past - Recognise that people have different beliefs and celebrate special times in different ways <p><u>Early Learning Goals:</u></p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling

Early Years Understanding the World Vocabulary

Essential Vocabulary

The World

Cars
Wheels
Steering wheel
Exhaust pipe
Engine
Horse and cart
Wind up motors
Steam
Electric
Rail tracks
Coal
Safety

People and Communities

Family
Baby
Toddler
Child
Teenager
Adult
Elderly person
Birthday

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> - To develop an awareness of the past, using common words and phrases relating to the passing of time. - To know where the people and events they study fit in a chronological framework and identify similarities and differences between ways of life in this period. - To use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> - To locate time periods on a timeline to support chronological understanding. - To use our school's history timeline to identify events that happened before and after the studied topic.
<p><u>Knowledge and understanding of changes in the past</u></p> <ul style="list-style-type: none"> - To know about changes within living memory, which, where appropriate, are used to reveal aspects of change in national life. - To experience a wide range of secondary sources to investigate changes in their own lives and others around them. 	<ul style="list-style-type: none"> - <u>Toys</u> - To recognise the difference between toys of the past and those of today. - To compare toys from the world and consider whether all children have the same access to toys. - To investigate toys made from recycled materials. - Use their scientific knowledge to consider the properties most suitable for different toys - To interview parents, carers, teachers or friends who were born in a different time period to ask questions and build up an understanding of key features of events. - To visit a museum or a gallery to see artefacts, or invite visitors into school.
<p><u>Local Historical Study</u></p> <ul style="list-style-type: none"> - To know about significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> - <u>Howard Family</u> - To visit our school's graveyard and understand why it was built here and the history it holds. - To visit Luke Howard's plaque and investigate who he was and what impact he had. - To investigate the history of Rachel Howard.

Year 1

National Curriculum

Historical Interpretation and Enquiry

- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some ways in which we find out about the past and identify different ways in which it is represented. To explore significant individuals in the past who have contributed to National and International achievements, comparing and making links where relevant.

Ackworth Howard's Knowledge Essentials

- Queen Elizabeth I and Queen Victoria
- To order some pictures of famous English monarchs, stating what has changed from the oldest to our current Queen.
- To explain the key jobs of a monarch.
- To learn about the life of Elizabeth I through art, stories, drama and role play.
- To learn about the life of Queen Victoria through art, stories, drama and role play.
- To compare pictures of Elizabethan and Victorian images, noting changes in fashion.
- To consider what makes a good King or Queen.

Year 1 History Vocabulary

Essential Vocabulary

Chronological Understanding

Week
Month
Year
Timeline
Living memory
Decade
Order
Sort

Knowledge and understanding of changes in the past

Different
Inventions
Modern
Ancient
Generation
Similar
Artefact
Reign

Local Historical Study

Compare
Important
Same
Different
Change

Historical Interpretation and Enquiry

Opinion
Trust
Believe
Why
How
When
Where
Who
Because
I wonder

(In addition to vocabulary from previous year group.)

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none">- To develop an awareness of the past, using common words and phrases relating to the passing of time.- To know where the people and events they study fit in a chronological framework and identify similarities and differences between ways of life in this period.- To use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none">- Use the school's history timeline to place events in chronological order.- Discuss event's chronology in terms of topics learned in Year 1. (e.g. Queen Victoria (Y1) ruled in the Victorian times which was when Florence Nightingale (Y2) lived.)
<p><u>Knowledge and understanding of events in the past</u></p> <ul style="list-style-type: none">- To know about events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">- <u>Great Fire of London</u>- To place the events of the Great Fire of London in chronological order.- To understand the cause and effect of the Great Fire of London.- To find out more about how we fight fires today compared with the 17th century.- To learn about the life and significance of Samuel Pepys.- To name several types of materials used in construction of buildings in 1666 and explain the reasons why those materials have been selected for purpose.- To empathise with the people involved in and affected by the Great Fire of London.- To experience and explore a wide range of secondary sources to investigate the Great Fire of London.

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>Knowledge and understanding of people in the past</u></p> <ul style="list-style-type: none">- To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<ul style="list-style-type: none">- <u>Florence Nightingale and Mary Seacole</u>- To learn about the life and career of Mary Seacole.- To learn about the life and career of Florence Nightingale.- To compare the duties and experiences of Mary Seacole and Florence Nightingale.- To explain the impact of the Crimean War on Florence Nightingale.- To explain about the conditions of Scutari and compare this to the hospitals of today.- To investigate the lives of significant women from Britain and the wider world by exploring a wide range of secondary sources.
<p><u>Historical Interpretation and enquiry</u></p> <ul style="list-style-type: none">- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.- To understand some ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none">- <u>Explorers & Pioneers (Christopher Columbus, Neil Armstrong & Charles Waterton)</u>- To study, order and map the journeys and achievements of Christopher Columbus, Neil Armstrong and Charles Waterton. (Geography link)- To use sources to explain the legacy of each explorer and how our life is different today because of them.- To read sceptic accounts of the moon landing and be introduced to how evidence can be interpreted in different ways.- To prepare questions to interview visitors to build up their understanding of the topic studied.- To be exposed to different sources (e.g. stories, pictures and visitors) to help the children build up their own interpretations of past events.

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>Local History Study</u> - To know about significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none">- To focus study on farming in our local area (Ackworth)- Invite a local farmer into school to talk to children about their duties and why their jobs are essential (link to healthy eating in Science.)- Conduct a local walk, identifying farmland in our local area (link to Geography)

Year 2 History Vocabulary

Essential Vocabulary

<u>Chronological Understanding</u>	<u>Knowledge and understanding of events and people in the past</u>	<u>Local Historical Study</u>	<u>Historical Interpretation and Enquiry</u>
Chronological order Era Period Sequence Week Month Year Timeline Living memory	Plotters Protestant Catholic Parliament Traitor Encounter Treason Pioneer	Significant Investigate Impact Developed Change Compare Similar Same Different	Anachronism Source Secondary Story Photograph Illustration Version Opinion Trust

(In addition to vocabulary from previous year groups.)

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> - To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across time periods studied. - To note connections, contrasts and trends over time. - To develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> - To place events on the school's historical time line. - To refer back to previously learned topics and comment on chronology.
<p><u>Changes in Britain from the Stone Age to the Iron Age</u> (8000BC – 500BC)</p> <ul style="list-style-type: none"> - To establish clear narratives within and across time periods studied. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To devise and ask questions about change, cause, similarity and difference, and significance. 	<ul style="list-style-type: none"> - To know when the Stone Age period took place. - To know that the Bronze Age followed the Stone Age, and that the Iron Age followed this. - To establish how man lived during these times and compare this with other time periods already studied, and with modern life today. - To devise and ask historically valid questions about why life was the way it was and why it changed over time, making links between different time periods. - To be exposed to a range of secondary sources to develop their knowledge that the past is constructed from these.
<p><u>Achievements of the Earliest Civilisations</u> (3100BC – 30BC)</p> <ul style="list-style-type: none"> - To develop an overview of where and when the first civilizations appeared and conduct a depth study of <i>Ancient Egypt</i>. 	<ul style="list-style-type: none"> - To understand how we live today has developed from the Earliest Civilizations. - To know when the Ancient Egypt period took place. - To understand why rivers were vital to Ancient Civilisations, noting trends over time and how this has gradually changed. - To recognise the different rulers of Ancient Egypt, using secondary sources to devise their own opinions about whether they were good rulers or not. - To understand the Ancient Egyptian beliefs about death, religion and burials, comparing and contrasting this with Christian beliefs. - To explain about the lives and significance of key people (Tutankhamun) and symbols.

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>British Empire of Africa</u> (1897 – 1957)</p> <ul style="list-style-type: none">- To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.- To develop a chronologically secure knowledge and understanding of British, local and world history.- To note connections, contrasts and trends over time.- To understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">- To understand what the British Empire is, which countries are a part of it, and when it began.- To understand why the British Empire began.- To define the word 'colonisation'.- To consider the impact of colonisation on people who already lived in these countries.- To consider the benefits and disadvantages of the British Empire for all involved.- To use a range of sources to consider the total impact of the British Empire of Africa, asking historically valid questions to improve their understanding of the significance of this event.
<p><u>Historical interpretation and enquiry</u></p> <ul style="list-style-type: none">- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.- To understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">- To explore significant people, events and time periods through a range of sources.- To use the sources provided to offer responses to key questions asked.- To begin to devise questions about significant events of the time period studied.- To define the terms 'primary' and 'secondary' sources.

Year 3 History Vocabulary

Essential Vocabulary

<u>Chronological Understanding</u>	<u>Changes in Britain from the Stone Age to the Iron Age</u>	<u>Achievements of the Earliest Civilisations</u>	<u>British Empire of Africa (1897 – 1957)</u>	<u>Historical interpretation and enquiry</u>
B.C. A.D. Century Decade Millennium Period Modern Ancient	Primitive Hunter Gatherer Tribe Skara Brae Food source Extinct Agriculture Evolving Adaptation Nomad Palaeolithic Mesolithic Neolithic	Civilisation Amulet Sarcophagus Papyrus Embalm Irrigation Shaduf Pharoah Sphinx Symbolism Canopic	Colony Colonisation Empire Trade Empress Commonwealth Immigrant Imperialism	Artefact Reliable Unreliable Trustworthy Primary Secondary Source

(In addition to vocabulary from previous year groups.)

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none">- To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.- To note connections, contrasts and trends over time.- To develop the appropriate use of historical terms.	<ul style="list-style-type: none">- To place events on the school's historical time line.- To refer back to previously learned topics and comment on chronology.
<p><u>The Roman Empire and its impact on Britain</u> (27BC - 467 AD)</p> <ul style="list-style-type: none">- To use evidence to ask questions and find answers to questions about the past.- To suggest suitable sources of evidence for historical enquiries.- To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.- To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.- To suggest causes and consequences of some of the main events and changes in history.	<ul style="list-style-type: none">- To understand the rise of the Roman Empire and explain when the Romans conquered Britain.- To consider the Romanisation of Britain through the impact of technology, culture and beliefs, including early Christianity.- To understand the reasons why Julius Caesar invaded Britain in 55 BCE.- To explore the invasion of Britain and gain a deeper understanding of its impact on the people who were there.- To understand the events leading up to the Roman conquest of Britain by Emperor Claudius in 43 CE.- To understand examples of British rebellion and resistance (Boudicca) and consider why this happened.
<p><u>Britain's Settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> (400 – 793 AD)</p> <ul style="list-style-type: none">- To use evidence to ask questions and find answers to questions about the past.- To suggest suitable sources of evidence for historical enquiries.	<ul style="list-style-type: none">- To explain who the Anglo-Saxons and Scots were and when and why they invaded Britain.- To explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences.- To demonstrate a deep understanding of how life in Britain has been shaped by the Anglo-Saxons.- To where the Vikings came from and when they invaded Britain.- To describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments.

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
<ul style="list-style-type: none"> - To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. - To suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> - To explain where and why some Viking raids or attacks took place. - To describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld. - To evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history. - To compare and contrast the modern day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences.
<p><u>Apartheid</u> (1948 – 1994)</p> <ul style="list-style-type: none"> - To know and understand significant aspects of history of the wider world, achievements and folles of mankind. - To gain and deployment a historically grounded understanding of abstract terms such as empire. 	<ul style="list-style-type: none"> - To explain what the Apartheid was. - To define the words 'discriminate' and 'segregate'. - To explain who Nelson Mandela was and to understand his significance in world history. - To consider how Nelson Mandela's actions affected the world and people's responses to this. - To consider relationships between races during the apartheid and after its abolishment.
<p><u>Historical interpretation and enquiry</u></p> <ul style="list-style-type: none"> - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> - To explore significant people, events and time periods through a range of sources. - To use the sources provided to offer responses to key questions asked. - To begin to devise questions about significant events of the time period studied. - To define the terms 'primary' and 'secondary' sources. - To understand the term 'inter-racial relations'.

Year 4 History Vocabulary

Essential Vocabulary

<u>Chronological understanding</u>	<u>The Roman Empire and its impact on Britain</u>	<u>Britain's Settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u>	<u>Apartheid</u>	<u>Historical interpretation and enquiry</u>
Pre Post Century B.C. A.D. Millennium Modern Ancient	Empire Emperor Conquer Conquest Senate Republic Legionary Centurion Ruler Betrayal Politician Celts Aqueduct Invasion Resistance Romanisation	Danegeld Hostage Succession Invader Merchant Runes Descendant Settlement Trade Lindisfarne Christianity Pagan	Privilege Race Segregation Human Rights Government Discrimination Civil Rights Racism Partitioning Conflict Abolished	Evidence Reliable Unreliable Primary Secondary Claims Interpretation Constructed Analyse

(In addition to vocabulary from previous year groups.)

Year 5

National Curriculum

Ackworth Howard's Knowledge Essentials

Chronological Understanding

- To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- To note connections, contrasts and trends over time.
- To develop the appropriate use of historical terms

- To place events on the school's historical time line.
- To refer back to previously learned topics and comment on chronology.

A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW1 (1914 – 1918)

- To explain what an alliance system is.
- To understand and explain the causes of the First World War.
- To explain why Franz Ferdinand was assassinated.
- To explain what 'propaganda' is and how it was used in WW1.
- To explore what life was like in the trenches and consider how the soldiers must have felt.
- To recall what happened at the Battle of Somme (1916)
- To consider the impact of the First World War on women.
- To consider how we remember and show respect to those who lost their lives in WW1.
- To understand how the Treaty of Versailles lead to the Second World War.

A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: Industrial Revolution (1760 – 1840)

- To begin to understand why the Industrial Revolution was important to Britain.
- To understand the significance of cotton spinning moving from being a hand craft, to being mechanised.
- To understand the significance of the steam engine during the Industrial Revolution.
- To understand why coal and iron were so important for the Industrial Revolution.
- To understand the impact that canals had on trade and transport in Britain.
- To know about the first train lines to be built in Britain.
- To consider the role of women and how it has changed over time periods studied.
- To consider Charles Waterton's role as an environmentalist and conservationist and his opposition to the pollution being created during this time.

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>A non-European society that provides contrasts with British history: Benin (West Africa) c. AD 900 – 1300.</u></p>	<ul style="list-style-type: none">- To describe key beliefs and rituals of the people of the Benin kingdom.- To understand the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them.- To understand the oral tradition of African history.- To recall key facts about Eweka and his rise to power as the first Oba of the Benin Kingdom.- To consider the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th Century.- To question the validity of historical sources recorded by European travellers to the Benin Kingdom from the 15th Century onwards.- To understand the significance of the Benin Kingdom within African and world history.
<p><u>Historical interpretation and enquiry</u></p> <ul style="list-style-type: none">- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.- To understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">- To make comparisons between primary and secondary sources.- To explore a range of sources based on different perspectives.- To consider the changing role of women over time periods studied.- To consider the impact of advancement of mechanics.- To consider the impact of war on lives of the time and today.- To make links between civil rights during the Apartheid and in WW1.

Year 5 History Vocabulary

Essential Vocabulary

<u>Chronological Understanding</u>	<u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW1 (1914 – 1918)</u>	<u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: Industrial Revolution (1760 – 1840)</u>	<u>A non-European society that provides contrasts with British history: Benin (West Africa) c. AD 900 – 1300.</u>	<u>Historical interpretation and enquiry</u>
Circa B.C. A.D. Millennium Modern Ancient Preceding Previously Consequently	Rifle Treaty Allies Enemy Artillery Trenches No Man's Land Assassinate Armistice Empire Propaganda Nationalism Imperialism Neutrality Military	Mechanise Cottonopolis Piston Rotary Furnace Smelting Coalfield Coalmine Packhorse Aqueduct Locomotive	Slave trade Civil rights Repatriate Archaeological Indigenous Looting Abolition Dynasty Primitive British Empire Trade Oracle Sacrifice	Cause Effect Causation Impact Consequence Significance Analyse Reliable Persuade Argument Interpretation

(In addition to vocabulary from previous year groups.)

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> - To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - To note connections, contrasts and trends over time. - To develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> - To place events on the school's historical time line. - To refer back to previously learned topics and comment on chronology.
<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Tudors (1485 – 1603)</u></p>	<ul style="list-style-type: none"> - To explain who the Tudor family were. - To understand how the Tudor family came to power. - To explain who Henry VIII was and why he had so many wives. - To know that Henry VIII created the Church of England and why. - To explain the significance of religion during the Tudor times. - To explain the impact of the Tudor family on Britain. - To explore the everyday lives of men, women and children from different sections of society during the Tudor times.
<p><u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW2 (1939 – 1945)</u></p>	<ul style="list-style-type: none"> - To offer reasons as to why WW2 started. - To identify the main figures of WW2. - To recall key facts about rationing, evacuation and the Holocaust. - To compare the Holocaust to previous events learned about and issues in society today. - To explain the experiences of children who were evacuated, and those who were not evacuated at all. - To explain what the 'blackout' was. - To understand how people protected themselves during the Blitz. - To explain what 'rationing' is and why it was so significant for the people of Britain. - To explain how people prepared for possible Nazi invasion in Britain. - To explain how and why the changing role of women was significant to the war effort.

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><u>A study of Greek life and achievements and their influence on the western world: Ancient Greece (700 – 480 BC)</u></p>	<ul style="list-style-type: none">- To know when and where the Ancient Greek civilisation existed.- To explain who Alexander the Great was and how the Greek empire was created.- To explain how the Ancient Greek empire was established and maintained, and the impact this had on the wider world.- To explain the significance of the Olympics.- To explain the religious beliefs of the Ancient Greeks.- To explain the Ancient Greek writing system.- To explore Greek mythology and identify which facts may have led to the creation of these stories.- To explain what a city state was in Ancient Greece, and explain the difference between Athens and Sparta.- To understand why the Battle of Marathon took place.- To understand the legacy of Ancient Greek art, architecture and literature on later periods in British history, including present day.
<p><u>Historical interpretation and enquiry</u></p> <ul style="list-style-type: none">- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.- To understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">- To make comparisons between primary and secondary sources.- To use critical thinking skills to discuss reliability and bias.- To explore a range of sources based on different perspectives.- To consider religion and how and why it has changed over time.- To consider inter-racial relations and how this is still improving in modern life.- To consider the role of women in Land Army.

Year 6 History Vocabulary

Essential Vocabulary

<u>Chronological understanding</u>	<u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Tudors (1485 – 1603)</u>	<u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW2 (1939 – 1945)</u>	<u>A study of Greek life and achievements and their influence on the western world: Ancient Greece (700 – 480 BC)</u>	<u>Historical interpretation and enquiry</u>
Circa B.C. A.D. Millennium Modern Ancient Preceding Previously Consequently	Carrack Church of England Colonisation Circumnavigate Dissolution Empire Galleon Medieval Monarch Reformation Reign Tyrant Treason Annul	Evacuee Judaism Swastika Allies Surrender Propaganda Ration Religion Military Invasion Blackout Blitz Air Raid Axis Powers Civilians Concentration Camp D-Day Holocaust Nazi Refugee	Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Tragedy Aristocrat Mythology Column Peninsular Oracle	Bias Reliability Significance Cause Effect Causation Consequence Significance Analyse Argument Interpretation Claims Contrasting

(In addition to vocabulary from previous year groups.)

Aspirational Outcomes...

- To inspire in children a curiosity to know more about the past and its significance.
- To know and understand significant aspects of the history of Britain and the wider world, including people, events and changes.
- To know how Britain has influenced and been influenced by the wider world.
- To put events, people, objects and changes in chronological order.
- To identify challenges to their own identity and time through studying diversity in societies and relationships between different groups.
- To know children's own place in time and context.
- To know how and why things have changed over time, understanding that actions have consequences.
- To know about different types and sources of evidence, and how they are used to draw conclusions about the past.
- To understand that evidence can be interpreted in different ways, and that this why different interpretations of the past have been constructed.
- To question the reliability of sources.
- To learn about local history, investigating significant people, events and changes in our local area over time.
- To use historical vocabulary with confidence and understanding.
- To explore and experience a wide range of secondary sources including stories, eye witness accounts, pictures, photographs and artefacts to draw their own conclusions about historic events.
- To enrich historical learning through visits and welcoming visitors into school.