

## History KS2

### National Curriculum subject content

At Key stage 2 pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organization of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

	Autumn Term	Spring Term	Summer Term
<b>Year 5</b>	<b>How did World War II affect Manchester?</b>	<b>Were the Vikings really vicious?</b> <i>(The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i>	
<b>Chronological understanding</b> <i>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</i>	<ul style="list-style-type: none"> <li>I use a time line to place events or periods I have found out about both in this country and abroad.</li> <li>I understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians and Ancient Britain) AD Romans (AD 43), Anglo-Saxons, Vikings and history post 1066.</li> <li>(I use a time line to demonstrate changes and developments in culture, technology, religion and society.)</li> <li>I can describe the main changes in a period in history. (Using words such as 'social', 'religious', 'political', 'technological' and 'cultural')</li> <li>I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</li> <li>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>I use a time line to place events I have found out about both in this country and abroad – (timeline of elements of History covered so far in Y3 and 4)</li> <li>I understand that a time line can be divided into periods: Pre historic, Before Christ (Ancient Civilizations such as Stone Age, Bronze Age, Iron Age, Ancient Egyptians) AD Romans (AD 43), Anglo-Saxons, Vikings, history post 1066 (local History, Tudor monarchs).</li> <li>I can describe the main changes in a period in history. (Using words such as 'social', 'religious' and 'cultural')</li> <li>I can name the date of any significant event from the past that I have studied and place it in the right place on a time line. I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.</li> </ul>	
<b>Knowledge and understanding of past events, people and changes in the past</b> <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>	<p>I can make choices about which reliable sources of factual evidence to use to:</p> <ul style="list-style-type: none"> <li>describe the settlements, houses, buildings and their uses of people in the past.</li> <li>describe the culture and leisure activities from the past.</li> <li>describe the clothes, way of life and actions of people in the past..</li> <li>describe the things people believed in the past (attitudes and religion)</li> <li>describe what was important to people from the past.</li> <li>show how the lives of rich and poor people from the past differed.</li> <li></li> <li>I look at evidence to give and explain reasons why people in the past may have acted in the way they did and am able to empathise with them</li> <li>I can make comparisons over a period of time</li> <li>I give my own reasons why changes may have occurred, backed up by evidence I have researched.</li> <li>I show on a time line, the changes that I have identified.</li> <li>I can describe similarities and differences between some people, events and artefacts I have studied.</li> </ul> <p>I can describe how some of the things I have studied from the past affect life today.</p>	<p>I can make choices about which reliable sources of factual evidence to use to:</p> <ul style="list-style-type: none"> <li>describe the settlements, houses, buildings and their uses of people in the past.</li> <li>describe the culture and leisure activities from the past eg. How they cooked</li> <li>Describe the forms of travel and weaponry</li> <li>describe the clothes, way of life and actions of people in the past..</li> <li>describe the things people believed in the past (attitudes and religion)</li> <li>describe what was important to people from the past.</li> <li>show how the lives of rich and poor people from the past differed.</li> <li>I look at evidence to give and explain reasons why people in the past may have acted in the way they did (eg why did the Vikings raid areas of Britain?)</li> <li>I can make comparisons over a period of time (Anglo Saxon era to Viking era)</li> <li>I give my own reasons why changes may have occurred, backed up by evidence I have researched ( eg. Raiders to settlers)</li> <li>I show on a time line, the changes that I have identified.</li> <li>I can describe similarities and differences between some people, events and artefacts I have studied (eg Anglo Saxons and Vikings)</li> <li>I can describe how some of the things I have studied from the past affect life today.</li> </ul>	
<b>Historical interpretation</b> <i>Know that different versions of past events may exist, giving</i>	<ul style="list-style-type: none"> <li>I have looked at different versions of the same event in history and have identified differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>I have looked at different versions of the same event in history and have identified differences in the accounts eg Viking raids</li> </ul>	

<p><i>some reasons for this.</i></p>	<ul style="list-style-type: none"> <li>• I know that people both now and in the past represent events or ideas in a way that persuades others.</li> <li>• I know and understand that it is important to know that some evidence from the past, and present, is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>• I give clear reasons why there may be different accounts of history.</li> <li>• I evaluate evidence, which helps me to choose the most reliable forms.</li> <li>• I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</li> <li>• I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> <li>• I understand the impact of propaganda and am able to discuss the importance of a purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that people both now and in the past represent events or ideas in a way that persuades others.</li> <li>• I know and understand that it is important to know that some evidence from the past, and present, is propaganda, opinion or misinformation, and that this affects interpretations of history (eg popular misconceptions about the Vikings)</li> <li>• I give clear reasons why there may be different accounts of history – eg. How did both sides feel when they were raided/ invaded?</li> </ul>	
<p><b>Historical enquiry</b> (generate their own questions and consider – how can we find out?) <i>They should understand how our knowledge of the past is constructed from a range of sources.</i>  <i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p>	<ul style="list-style-type: none"> <li>• I identify and use primary and secondary sources such as documents, printed sources (eg archive materials) the Internet, databases, maps, radio broadcasts, cinema footage from the time and modern film, posters, letters, newspapers, diaries, pictures, photographs, music, artefacts, historic buildings, interviews, visits to museums to collect evidence about the past.</li> <li>• I can generate a variety of different questions to find out specific details about the past.</li> <li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I use documents, the Internet, pictures, music, artefacts, pictures of historic buildings, visits to museums (Jorvik?) and photographs of sites to collect evidence about the past.</li> <li>• I can generate a variety of different questions to find out specific details about the past.</li> <li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</li> <li>• I understand what primary and secondary sources are.</li> <li>• I know that evidence is used by archaeologists to learn about how the Vikings lived and that this can change as new discoveries are made.</li> </ul>	
<p><b>Organisation and communication</b> <i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p>	<ul style="list-style-type: none"> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I understand that my historical findings can have a specific audience and purpose and can be adapted to suit this.</li> <li>• I use the key vocabulary of the time to convey my understanding of the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I understand that my historical findings can have a specific audience and purpose and can be adapted to suit this.</li> </ul>	
<p><b>Use of ICT/technology</b></p>		<p><a href="http://www.bbc.co.uk/schools/primaryhistory/vikings/who_were_the_vikings/">http://www.bbc.co.uk/schools/primaryhistory/vikings/who_were_the_vikings/</a>)</p> <p>Visit to Jorvik?</p>	
<p><b>Key vocabulary</b></p>	<p>century, decade, 1918, 1940s, twentieth century, Blitz, air raid, bomb damage, submarines, allies, host family, evacuee, billeting office, gas masks, ration books, blackout, warnings, commemorate, remembrance, anniversary, Cenotaph, veteran, World War I, World War II, conflict,</p>	<p>AD, primary source, secondary source, Anglo Saxon, Viking, invade, settle, emigration, immigration, refugee, conquest, raid, trade, dig, excavate, survey, trowel, levels, strata, finds, longboat, prow, rigging, Norseman, warrior, monastery, Danelaw, saga, Odin, Valhalla, King Alfred, Jorvik</p>	

	Armistice, ceasefire, memorial, eyewitness		
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