History Topic Planning Cycle B UKS2

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|  | **Is it right to fight?** | **Ancient Engineers** | **Life’s Journey** |
| National Curriculum | A local history studyA study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | The Roman Empire and its impact on Britain |  |
| Sticky Knowledge**Chronology and Causation** | Y5 To be able to tell the story of events within and across the time period studies.Y5 To describe connections, contrasts and trends over short and longer time periods.Y5 Know and describe in some detail the main changes to an aspect in a period of history being studied.**Y6 Name the date of any significant event studies from the past and place it correctly on a timeline.** | Y5 To have a secure understanding of a British timeline that extends from the Stone Age to the present day.**Y6 To demonstrate a coherent, chronological narrative, knowledge and understanding of Britain’s past and wider world.****Y6 Use timelines to place events, periods and cultural movements from around the world.**Y5 To describe connections, contrasts and trends over short and longer time periods.**Y6 Use timelines to demonstrate changes and developments in culture, technology, religion and society.** |  |
| Sticky Knowledge**Historical Significance and Interpretation** | Y5 and **Y6** Find and analyse a wide range of evidence about the past.Y5 and **Y6** Use a range of evidence to offer some clear reasons for different interpretation of events, lining this to factual understanding about the past.**Y6 Start to know the difference between primary and secondary evidence and the impact of this on reliability.****Y6 Show an awareness of the concept of propaganda.** | Y5 and **Y6** Consider different ways of checking the accuracy of interpretations of the past.Y5 Realise that there is often not a single answer to historical questions.Y5 To be able to discuss trends over time.**Y6 Begin to evaluate the usefulness of different sources.****Y6 Form own opinions about historical events from a range of sources.** |  |
| Sticky Knowledge**Historical Enquiry** | Y5 Recognise when they are using primary and secondary sources of information to investigate the past.**Y6 Use a wide range of different evidence to collect evidence about the past.**Y5 To be able to devise questions.**Y6 Investigate own lines of enquiry.** | Y5 Recognise when they are using primary and secondary sources of information to investigate the past.**Y6 Use a wide range of different evidence to collect evidence about the past.**Y5 To be able to devise questions.**Y6 Investigate own lines of enquiry.** |  |
| Vocabulary | Invade, occupy, The Blitz, D-Day, Neville Chamberlain, Munich agreement, evacuation, rationing, munitions,  | Aqeaduct, hypocaust, Boudicca, Emperor Hadrian, legionary soldier, auxiliary soldier, Celts, gladiator, empire, invasion, Julius Caesar, Emperor Claudius |  |
| Prior Knowledge |  Look at two or more versions of the same event or story in history and identify differences.To begin to talk about the impact of a past action on our lives today.To talk about similarities and differences between different times in the past. | Look at two or more versions of the same event or story in history and identify differences.To talk about similarities and differences between different times in the past. |  |
| Prior Skills |  Know the difference between primary and secondary sources of evidence. | Construct informed responses about one aspect of life.Use a range of sources to collect information about the past. |  |
| Session Overview | 1. The outbreak of war
2. Evacuation
3. Rationing
4. The role of women
5. The holocaust
6. Key events
 | 1. Who were the Romans and how did they build their empire?
2. Why did the Romans invade Britain?
3. Why did the Romans build new roads and towns?
4. Who was Boudicca and why did she lead a rebellion?
5. Why was Hadrian’s Wall important and who lived there?
6. What was life like in a Roman villa?
7. Why do we remember the Romans?
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History Topic Planning Cycle A LKS2

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|  | **Eureka!** | **Journey into Space** | **Explorers** |
| National Curriculum | Ancient Greece- a study of Greek life and achievements and their influence on the Western World. |  | A non-European society that provides contrast with British history- Mayan civilization. |
| Sticky Knowledge**Chronology and Causation** | Y5 To show a chronologically secure knowledge and understanding of local, national and global history.**Y6 To identify specific changes within and across different periods over a long period of history.****Y6 Use timelines to place events, periods and cultural movements from around the world.****Y6 Use timelines to demonstrate changes and developments in culture, technology, religion and society.** |  | **Y6 Use timelines to place events, periods and cultural movements from around the world.**Y5 To describe connections, contrasts and trends over short and longer time periods.**Y6 Use timelines to demonstrate changes and developments in culture, technology, religion and society.** |
| Sticky Knowledge**Historical Significance and Interpretation** | Y5 Realise that there is often not a single answer to historical questions.Y5 To be able to discuss trends over time.**Y6 Begin to evaluate the usefulness of different sources.****Y6 Form own opinions about historical events from a range of sources.** |  | Y5 Realise that there is often not a single answer to historical questions.Y5 To be able to discuss trends over time.**Y6 Begin to evaluate the usefulness of different sources.****Y6 Form own opinions about historical events from a range of sources.** |
| Sticky Knowledge**Historical Enquiry** | Y5 Recognise when they are using primary and secondary sources of information to investigate the past.**Y6 Use a wide range of different evidence to collect evidence about the past.**Y5 To be able to devise questions.**Y6 Investigate own lines of enquiry.** |  | Y5 Recognise when they are using primary and secondary sources of information to investigate the past.**Y6 Use a wide range of different evidence to collect evidence about the past.**Y5 To be able to devise questions.**Y6 Investigate own lines of enquiry.** |
| Vocabulary | Trade, empire, civilisation, Alexander the Great, Aristotle, Darius III of Russia, Philip II of Macedonia, Sparta, democracy, debate, Trojan War, Homer, Helen, Priam, Paris, Memnon, Agamemnon, Achilles, Odysseus, Zeus, Aphrodite |  | Mesoamerica, vigesimal number system, lithography, camera lucida, Jogn Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque, hieroglyphs, syllabogram, logogram, codex, cacao, maize |
| Prior Knowledge | Be able to place events, people and changes of British and world history on a timeline.Accurately set out different events onto a timeline.Sequence several events, artefacts or historical figures on a timeline using dates.Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.To begin to talk about the impact of a past action on our lives today. To talk about similarities and differences between different times in the past. |  | Be able to place events, people and changes of British and world history on a timeline.Accurately set out different events onto a timeline.To appreciate that some major events in the past caused a major change to the British landscape.Sequence several events, artefacts or historical figures on a timeline using dates.Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.To begin to talk about the impact of a past action on our lives today.To talk about similarities and differences between different times in the past. |
| Prior Skills | Know the difference between primary and secondary sources of evidence. |  | Use a range of sources to collect information about the past.Construct informed responses about one aspect of life. |
| Session Overview | 1. Who were the Ancient Greeks?
2. Alexander the Great’s Empire
3. Daily life in Ancient Greece
4. Athens and Sparta
5. Discovering the Ancient Olympics
6. The Olympic Games then and now
7. Greek Gods and Goddesses
8. The Trojan War
 |  | 1. Meeting the Maya
2. Religion and Gods
3. Maya number system
4. Exploration and discovery
5. Mayan writing
6. Food
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