

History Curriculum 2023/24 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	<p>Ancient Egypt - What were the greatest achievements of the Ancient Egyptians? Society and Civilisation. Beliefs, Religion and Culture.</p> <p>Children will learn that, for 3000 years, Ancient Egypt was home to some of the most influential inventions and discoveries in history such as hieroglyphics, pyramids and beliefs of the after-life. They will compare and contrast Ancient Egypt and the Bronze/Iron Age in Britain (studied in Y3/4), and the development of communities, settlements and farming in everyday life, particularly the importance of the River Nile. Pupils will learn about the social hierarchy of the Ancient Egyptian period, and compare this to Bronze/Iron Age Britain. Pupils will learn about Ancient Egyptian beliefs of the 'afterlife' and the process of mummification, and compare and contrast burials of rich and poor members of Egyptian society. They will then compare this to the beliefs and burial rituals of important people during the Bronze/Iron Age.</p>	No Focus
Know & Do	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand how some historical events occurred concurrently in different locations (Ancient Egypt and Bronze/Iron Age Britain). Use timelines to place events, periods and cultural movements from around the world. Describe the main changes in Ancient Egypt, using words such as: social, religious, political, technological and cultural <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Describe some similarities and differences between Ancient Egypt and the Bronze/Iron Age in Britain (farming, communities, settlements, beliefs, burials). Make links between the development of communities, settlements and farming in Ancient Egypt and the Bronze/Iron Age in Britain. Know that people settled near water sources in Ancient Egypt (River Nile) and Bronze/Iron Age Britain. Give own reasons why people settled near water sources, backed up by evidence. Make links between societies and social hierarchy in Ancient Egypt and the Bronze/Iron Age in Britain. Know that the ancient Egyptians were ruled by kings and queens called pharaohs and ancient Britons lived in small communities led by a warrior chief. Make links between the beliefs and burial rituals in Ancient Egypt and the Bronze/Iron Age in Britain. Know that important people (e.g. Tutankhamun, The Amesbury Archer) were buried with many objects in Ancient Egypt and Bronze/Iron Age Britain. Know that important Ancient Egyptians were buried in tombs/pyramids and in Britain people were buried in barrows. Know that both civilisations ended when they were invaded by the Romans and became part of the Roman Empire. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use the internet, images, artefacts and historic buildings (e.g. pyramids) to collect evidence and information about the past. Investigate own lines of enquiry by posing questions to answer. 	
Vocab	Afterlife, Canopic jars, Dynasty, Egyptologist, Hieroglyphics, Irrigation, Mummification, Papyrus, Pharaoh, Pyramid, Sarcophagus, Temple, Tomb.	



History Curriculum 2023/24 – Years 5 & 6

	Spring 1	Spring 2
Topic	Kings and Queens – The Changing Power of the Monarchy - <i>How has the power of the Monarchy changed in Britain since 1066?</i> <i>Empire and Monarchy</i> Society and Civilisation Children will learn about how the Power of the Monarchy has changed since 1066. Children will explore the roles different monarchs played in affecting political change within Britain and how the role of the monarch has changed significantly over the course of history.	
Know & Do	Chronological Understanding <ul style="list-style-type: none"> Use timelines to place and sequence national events (The Battle of Hastings, Magna Carta, King Henry VIII, England and Scotland unite to form Great Britain, Queen Victoria, Queen Elizabeth II) Describe the main changes in the power of the monarchy, using words such as: social, religious, political, technological and cultural. Know that, over the course of history, monarchs have been forced to pass their power over to Parliament. Know that, by the end of Queen Victoria's reign, all power lay in the hands of Parliament in Westminster. 	
	Knowledge & Understanding of Events, People and Changes in the Past <ul style="list-style-type: none"> Give own reasons why the power of the Monarchy may have changed, backed up by evidence (e.g. Bayeux Tapestry, Domesday Book, Magna Carta, royal portraits/paintings, letters, diaries, newspapers.) Describe the main events of the Battle of Hastings. Know that the Domesday Book was created on the orders of King William I (William the Conqueror) so that he knew how much money and resources the country had. Know that the Domesday Book took some power away from the king and was used to clarify what taxes the king could claim from his people. Know that the Magna Carta was the first written document that established the rule of law across England for the first time. Know that the idea that the law should still apply to the king or queen, that everyone should have a fair trial, and that people shouldn't be taxed too much were all created in the Magna Carta. Know that King Henry VIII was a Tudor king, remembered for his six wives and his cruelty towards them. Know that King Henry VIII began the English Reformation that established the Church of England and divided England between the two types of Christianity. Give own reasons why King Henry VIII may have established the Church of England, backed up by evidence. Know that Henry VIII's religion was devoutly Catholic until the age of 25 when he wanted to divorce his first wife. Evaluate the reliability of information that is used to find out about Henry VIII 	Knowledge & Understanding of Events, People and Changes in the Past <ul style="list-style-type: none"> Give own reasons why the power of the Monarchy may have changed, backed up by evidence (e.g. Bayeux Tapestry, Domesday Book, Magna Carta, royal portraits/paintings, letters, diaries, newspapers.) Know that Queen Anne became the first sovereign of Great Britain. Know that Scotland and England were united into one Kingdom, called Great Britain. Know that the Act of Union meant there would only be one Parliament – in Westminster. Know that the argument over Scottish independence still continues today. Know that Queen Victoria was one of Britain's longest-reigning monarchs. Know that during Queen Victoria's reign the British Empire doubled in size. Know that, by the end of Queen Victoria's reign, all power lay in the hands of Parliament in Westminster. Know that Queen Elizabeth II was the longest-reigning British monarch in British history. Know that King Charles III is the reigning monarch. Know that, while the King is 'Head of State', it is Parliament that is responsible for making and passing laws. Know that the monarch needs to give approval to any new laws passed in Parliament – called 'Royal Assent'. Know that the King gives out honours to reward success, excellence and significant achievements. Know that the King is the Head of the Church of England, as all monarchs have been since Henry VIII.
	Historical Enquiry <ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Evaluate the usefulness and accuracy of different sources of evidence 	
	Historical Interpretation <ul style="list-style-type: none"> Know that people in the past have a point of view and that this can affect interpretation. Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways. 	
Vocab	Church of England, Freedom, Heir, Kingdom, Legacy, Magna Carta, Monarch, Parliament, Power, Reign, Reformation, Rights, Rule, Sovereign, Treason	



History Curriculum 2023/24 – Years 5 & 6

	Summer 1	Summer 2
Topic	<p>Benin - a non-European society that provides contrasts with British history - Should the Benin bronzes be returned? Empire and Monarchy, Beliefs, Religion and Culture. Invasion and Settlement.</p> <p>Children will learn about where the ancient Kingdom of Benin was located and how it became powerful and successful. They will explore what people there believed in and how they showed this in their artwork. The children will also learn about the story of Eweka through the oral tradition of history telling and discover how European invaders threatened the civilisation of ancient Benin. They will investigate lines of enquiry and form their own opinion about whether the Benin Bronzes should be returned to Africa.</p>	No Focus
Know & Do	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand how some historical events occurred concurrently in different locations (Ancient Kingdom of Benin and British history – using timeline). Use timelines to place events, periods and cultural movements from around the world. Describe the main changes in Benin, using words such as: social, religious, political, technological and cultural <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Know that the Ancient Kingdom of Benin was in what is now Nigeria and the region was called Igodomigodo. Describe the main changes during the Osigo Dynasty and the Oba Dynasty. Know that people in the Kingdom of Benin were first ruled by kings called Ogisos. meaning 'Kings of the Sky', followed by Obas, meaning 'king'. Know that the Obas had strong armies and took over neighbouring areas, making the Kingdom of Benin much larger. Know that the Edo people were a community of farmers and craftspeople, who traded successfully with Europe. Know that the people of Benin worshipped many gods. Know that people believed that the Obas of Benin were the direct descendants of Osanobua, the creator god. Know that the Edo people believed brass had the power to keep evil away and used it to create sculptures, plaques and masks. Know that the people of Benin made many different kinds of art, featuring people, animals and gods. Know that many pieces of art in the Kingdom of Benin are called the 'Benin Bronzes' even though they are made from brass. Describe some similarities and differences between the ways in which British and African history has been recorded. Know that African societies used the oral tradition of history telling to pass their history down through different generations (the story of Eweka). Know that eventually Benin came under threat from Britain, who wanted to gain control of Benin so they could sell its palm oil and rubber. Know that the British invade Benin and the kingdom of Benin became part of the British Empire. Know that many bronzes were taken when the kingdom of Benin became part of the British Empire. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use artwork / artefacts (such as brass heads/plaques) to collect evidence and information about the what life and religion were like in the Kingdom of Benin. Use artwork / artefacts (such as sculptures) to form opinions about how Europeans were perceived by the people of Benin. Investigate lines of enquiry and form own opinion about whether the Benin Bronzes should be returned to Africa. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Know that people in the past have a point of view and that this can affect interpretation. Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways. Evaluate the usefulness and accuracy of different sources of different versions of the story of Eweka. 	
Vocab	Kingdom, Oba, Ogisos, bronzes, sculpture, plaques, masks, oral tradition of history telling, invade.	



History Curriculum 2024/25 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	World War 2 - How did WWII affect people in the UK? Conflict, Society and Civilisation, Invasion and Settlement Children will learn about how WW2 was a significant turning point in British history and the impact it had locally, nationally and globally. They will continue to develop a chronologically secure knowledge and understanding of British history to help them establish clear narratives within and across the periods they study. They will study a range of sources of evidence to help them learn about people and places of the past.	<u>No Focus</u>
Knowledge	<ul style="list-style-type: none"> • Uses timelines to place and sequence local, national and international events: Britain and France declare war on Germany; France surrenders to Germany; Battle of Britain begins; London Blitz begins; USA enters the war; D-day; VE Day; VJ Day. • Form own opinion about historical events from a range of sources of information – e.g. artefacts, propaganda, photographs, video footage, The Diary of Anne Frank, novels (e.g. Goodnight Mr Tom), radio broadcasts, newspapers. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history • Describe how historical events studied affect / influence life today • Know that WWII was a global conflict that brought into opposition more than 30 countries of the Allies (France, Great Britain, USA and the Soviet Union) and the Axis powers (Germany, Italy and Japan). • Know that approximately 50 million people died, including 6 million Jews in the Holocaust. • Know that Britain was heavily bombed, especially during the Blitz, and the Battle of Britain was one of the biggest air battles of all time. • Know that the roles of women changed in Britain during the war. Know that nearly 2 million children were evacuated during WW2. • Know that many food items were rationed during WW2. • Know that Winston Churchill was Prime Minister between 1940 and 1945, and lead the country to victory in WW2. • Know that Adolf Hitler was leader of the Nazi Party and initiated WW2 in Europe. • Describe the experiences of Anne Frank and her family. Describe the experiences of Reginald Earnshaw, a 14 year old boy from Ossett, who lied about his age to enlist in the British Merchant Navy and died at sea during WW2 (the youngest known British service casualty).	
Vocab	Air raid, allies, axis powers, blackout, blitz, concentration camp, D-day, evacuee, holocaust, Luftwaffe, Nazi, occupied, propaganda, rationing, surrender	



History Curriculum 2024/25 – Years 5 & 6

	Spring 1	Spring 2
Topic	Crime and Punishment - <i>How has crime and punishment changed since the Romans? Society and Civilisation, Technology and Industry</i> Children will study Crime and Punishment in Britain and consider connections, contrasts and trends over time. They will continue to develop a chronologically secure knowledge and understanding of British history to help them establish clear narratives within and across the periods they study.	No Focus
Knowledge	<ul style="list-style-type: none"> • Use timelines to demonstrate changes and developments in Crime and Punishment (culture, technology, and society). • Describes main changes in a period in history using words such as: social, religious, political, technological and cultural • Make links between some of the features of past societies • Describe how historical events studied affect / influence life today: the modern-day justice system is based around legacies that remain from earlier civilisations • Describe some similarities and differences between some people, events and artefacts studied • Know that the Romans introduced laws called the Twelve Tables. • Know that Anglo-Saxon society was based on tithings and the men in each tithing brought criminals to court by raising a 'hue and cry'. • Know that Anglo-Saxons introduced juries to decide on guilt or innocence, sometimes used trial by ordeal, or solved disputes through payment called Wergild. • Know that punishments increased during Tudor times (public punishments and executions, scold's bridle, ducking stool). • Know that the Georgians introduced the 'Bloody Code' (crimes punished with the death penalty) and that Highwaymen were common as trade was increasing. • Know that, during the Victorian period, the police force was introduced by Robert Peel and court rooms were created where the accused could defend themselves. • Know that gaols (jails) became the main form of punishment to try to prevent people re-offending. • Know the impact of new technologies on crime and punishment in modern Britain (e.g. cybercrime, identity fraud, CCTV, forensics, databases, anti-social behaviour, and terrorism). • Know that corporal and capital punishments have been abolished in the UK and that the prison system now aims to rehabilitate criminals so they are less likely to reoffend. 	
Vocab	Confinement, defend, evidence, jury, justice, law, morality, prevention, prosecute, reformation, rehabilitation, retribution, rights, sentence, sin, treason, trial, witchcraft	



History Curriculum 2024/25 – Years 5 & 6

	Summer 1	Summer 2
Topic	<u>No Focus</u>	<u>Local History Study of Whitby</u> - <i>Who are the Windrush Generation and why are they important?</i> <i>Society and Civilisation, Contribution and Legacy</i> Children will study
Knowledge		
Vocab		

