

Year 5/6 – Cycle A – History (Dynamic Dynasties)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. <i>Describe the significance, impact and legacy of power in ancient civilisations.</i> The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. <i>Create an in depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</i> The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. <i>Describe the achievements and influence of the ancient Greeks on the wider world.</i> The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. <i>Study a feature of a past civilisation or society.</i> Sources of historical information can have varying degrees of accuracy, 	<ul style="list-style-type: none"> A dynasty is a system of rule where the throne passes from one member of a ruling family to another. There was a strict social hierarchy in the Shang Dynasty, with the King at the top and the peasants and slaves at the bottom. The Shang Dynasty ended when an army from the neighbouring Zhou state invaded and defeated Di Xin (Shang Dynasty King). The Qin dynasty united the whole of China and started a new government structure. An ancestor is a person from whom someone is descended. 	<p>Ancestor, Confucianism, composite, deity, imperial, oracle bones, ritual, sacrifice, shaman, smelt, tyrant, virtue</p> <hr/> <p>I can statements:</p> <ul style="list-style-type: none"> I can outline what a dynasty is. I can describe the strict social hierarchy of the Shang Dynasty. I can explain the reason for the ending of the Shang Dynasty. I can outline the uniting of China. I can describe what an ancestor is.

depending on who wrote them, when they were written and the perspective of the writer. *Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.*

- Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. *Articulate and organise important information and detailed historical accounts using topic related vocabulary.*
- Using a range of historical sources and artefacts can reveal clearer and more accurate picture about a historical event or person. *Using a range of historical sources and artefacts can reveal clearer and more accurate picture about a historical event or person.*
- Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. *Find evidence from different sources, identify bias and form balanced arguments.*
- Aspects of history that can be compared and contrasted to include rulers and monarchs, everyday life, homes and work, technology and innovation. *Compare and contrast an aspect of history across two or more periods studied.*
- Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. *Explain why an aspect of world history is significant.*
- Beliefs can prompt an individual to take action, such as to fight for

<p>change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. <i>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</i></p> <ul style="list-style-type: none"> • Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. <i>Sequence and make connections between periods of world history on a timeline.</i> 		
<p style="text-align: center;">Prior Learning</p>	<p style="text-align: center;">Key Question(s):</p>	<p style="text-align: center;">Future Learning</p>
<ul style="list-style-type: none"> • Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. • The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. • The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. • Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. • Historical terms include abstract nouns, such as invasion and monarchy. 	<ul style="list-style-type: none"> • What is a dynasty? • What is the hierarchy of the Shang Dynasty? • What/ who was the reason for the ending of the Shang Dynasty? • Who/ what united the whole of China? • What is an ancestor? 	<ul style="list-style-type: none"> • The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. • Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. • The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. • Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. • An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.

- Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.
- Bias is the act of supporting or opposing a person or thing in an unfair way.
- A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.
- Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.
- Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.

- Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
- Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
- Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'
- Different types of bias include political, cultural or racial.
- Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
- Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
- Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
- The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
- Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
- Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.

Teaching Ideas

Year 5/6 – Cycle A – History (Ground-breaking Greeks)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> • Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country’s culture and language. <i>Explain how everyday life in an ancient civilisation changed or continued during different periods.</i> • The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. <i>Create an in depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</i> • The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. <i>Describe the achievements and influence of the ancient Greeks on the wider world.</i> • The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. <i>Study a feature of a past civilisation or society.</i> • Sources of historical information can have varying degrees of accuracy, 	<ul style="list-style-type: none"> • Greece is often referred to as the birthplace of Western civilisation because of the advances that its people made in politics, science, mathematics, philosophy, literature and art. • Alexandra the Great (356-323 BC) was a military leader. He expanded Greece’s territory to create the ancient world’s largest empire. • 30BC Ancient Greece is conquered by the Romans. • Democracy- The world’s first democratic system was created in Athens (5th Century BC) – ordinary citizens have a say in how the country is governed. • The Olympic Games were invented in Ancient Greece – one of the greatest sporting and religious festivals of its time. 	<p>Acropolis, architect, Athenian, citadel, city state, civilisation, democracy, empire, mathematician, mythology, Parthenon, philosopher, warrior.</p> <p>I can statements:</p> <ul style="list-style-type: none"> • I can identify that Greece was the birthplace of Western Civilisation due to the advances in politics, science, mathematics, philosophy, literature and art. • I can explain that Alexandra the Great was a military Leader and he expanded Greece’s territory to create the largest empire in the Ancient World. • I can name the dates of Alexandra the Great being 356-323 BC • I can identify that Ancient Greece was conquered by the Romans in 30BC. • I can explain that democracy is where ordinary citizens have a say in how the country is governed and Athens was the first democratic system in 5th Century BC. • I can explain that the Olympic Games were invented in Ancient Greece and these were great sporting and religious festivals.

depending on who wrote them, when they were written and the perspective of the writer. *Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.*

- Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. *Articulate and organise important information and detailed historical accounts using topic related vocabulary.*
- Using a range of historical sources and artefacts can reveal clearer and more accurate picture about a historical event or person. *Using a range of historical sources and artefacts can reveal clearer and more accurate picture about a historical event or person.*
- Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. *Find evidence from different sources, identify bias and form balanced arguments.*
- Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346-1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals). *Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.*
- Aspects of history that can be compared and contrasted to include rulers and monarchs, everyday life, homes and work, technology and innovation. *Compare and contrast an aspect of history across two or more periods studied.*

<ul style="list-style-type: none"> Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. <i>Explain why an aspect of world history is significant.</i> Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. <i>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</i> Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. <i>Frame historically valid questions about continuity and change and construct informed responses.</i> Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. <i>Sequence and make connections between periods of world history on a timeline.</i> 		
Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. 	<ul style="list-style-type: none"> What is Greece referred to as? What did its people advance to allow this? Who was Alexandra the Great? What dates did he live during? What happened in 30BC? 	<ul style="list-style-type: none"> War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the

- The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.
- The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.
- The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.
- Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
- Historical terms include abstract nouns, such as invasion and monarchy.
- Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.
- Bias is the act of supporting or opposing a person or thing in an unfair way.
- A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included

- What is Democracy and why is it important in relation to Ancient Greece?
- What is important about The Olympic Games with regards to Ancient Greece?

world over the last 5000 years and can still be seen in society today.

- Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.
- An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.
- Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
- Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
- Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'
- Different types of bias include political, cultural or racial.
- Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
- Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.

and the way that people and events have been depicted.

- A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.
- Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.
- Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.
- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
- Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.
- Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.

- Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
- Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
- Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

Teaching Ideas

Year 5/6 – Cycle B – History (Maafa)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. <i>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</i> The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. <i>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</i> Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. <i>Describe and explain the significance of a leader or monarch.</i> The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. <i>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</i> 	<ul style="list-style-type: none"> From 1441 onwards, enslaved African people were transported to Portugal and were bought, sold and treated like cattle (Chattel slavery). The triangular slave trade was a very profitable system of enslavement, developed to provide labour for plantations in the Americas. The Slavery Abolition Act was passed in 1833, which made slavery illegal however the lives of most emancipated slaves did not improve for many years. Britain (20th Century) recruited thousands of soldiers and workers from the West Indies to help Britain fight in both World Wars and to rebuild the economy afterwards. Many black Britons have achieved amazing things, instigating change and empowering others, while overcoming racial and social barriers in the process. E.g. Mary Seacole – nurse in 1800s who cared for injured soldiers during the Crimean War. 	<p>Abolitionist, auction, chattel slavery, colonisation, emancipation, enslavement, indigenous, maafa, plantation, trading forts, West Indies.</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can explain how the slave trade started in Europe. I can outline what the triangular slave trade was. I can describe how slavery was abolished. I can explain how black people helped in Britain. I can explain how black Britons have achieved amazing things and give an example such as Mary Seacole.

- Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. *Describe and explain the common traits and motives of leaders and monarchs from different historical periods.*
- An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. *Describe some of the significant achievements of mankind and explain why they are important.*
- Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). *Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.*
- Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. *Use abstract terms to express historical ideas and information.*
- Questions can be used to evaluate the usefulness of a historical source.

Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' *Ask perceptive questions to evaluate an artefact or historical source.*

- Different types of bias include political, cultural or racial. *Identify different types of bias in historical sources and explain the impact of that bias.*
- Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. *Present a detailed historical narrative about a significant global event.*
- The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. *Describe the causes and consequences of a significant event in history.*
- Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. *Articulate the significance of a historical person, event, discovery or invention in British history.*

<ul style="list-style-type: none"> • The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. <i>Describe the growth of the British economy and the ways in which its growth impacted on British life.</i> • Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. <i>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</i> 		
Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> • Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. • Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. • The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, 	<ul style="list-style-type: none"> • How was the slave trade started in Europe? • What was the triangular slave trade? • How was the slave trade abolished? • During the 20th Century, how did black people help Britain? • How do you define what Great black Britons achieved? 	

calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.

- The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.
- The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.
- Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.
- Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.
- Using a range of historical sources and artefacts can reveal clearer and more accurate picture about a historical event or person.
- Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.
- Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.
- Continuity is the concept that aspects of life, such as rule and government,

everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.

- Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

Teaching Ideas

Year 5/6 – Cycle B – History (Britain at War)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. <i>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</i> The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. <i>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</i> Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. <i>Describe and explain the significance of a leader or monarch.</i> The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. <i>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</i> Common traits include personal charisma; strong beliefs; the right to 	<ul style="list-style-type: none"> Countries had previously made alliances because war seemed likely – Britain signed a treaty to protect Belgium. Life changed for people in Britain e.g. rationing. The First World War ended on 11th November 1918 when Germany surrendered. In 1919, The Treaty of Versailles was signed where Germany had to take responsibility for the war and pay reparations. Adolf Hitler became Germany's leader in 1934 and aimed to restore German pride and save the economy. Remembrance is the act of honouring the people who died as a result of the conflict – the poppy is the symbol due to poppies growing in the Western Front Battlefields. 	<p>Alliance, appeasement, colony, conscription, genocide, imperialism, militarism, reparation, stalemate.</p> <hr/> <p>I can statements:</p> <ul style="list-style-type: none"> I can explain the reason for alliances. I can explain that life changed for people in Britain; such as rationing – a limit to the amount of foods due to its scarcity. I can outline when the First World War ended and what the importance of the Treaty of Versailles was/ I can explain who Adolf Hitler was and what his aim was. I can outline the significance of Remembrance and why poppies are the symbol.

rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. *Describe and explain the common traits and motives of leaders and monarchs from different historical periods.*

- An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. *Describe some of the significant achievements of mankind and explain why they are important.*
- Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). *Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.*
- Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. *Use abstract terms to express historical ideas and information.*
- Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias?'

When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' *Ask perceptive questions to evaluate an artefact or historical source.*

- Different types of bias include political, cultural or racial. *Identify different types of bias in historical sources and explain the impact of that bias.*
- Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. *Present an in-depth study of a local town or city, suggesting how to source the required information.*
- Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. *Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.*
- Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. *Present a detailed historical narrative about a significant global event.*

- The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. *Describe the causes and consequences of a significant event in history.*
- Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. *Articulate the significance of a historical person, event, discovery or invention in British history.*
- The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. *Describe the growth of the British economy and the ways in which its growth impacted on British life.*
- Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. *Articulate and present a clear, chronological*

<p><i>world history narrative within and across historical periods studied.</i></p>		
<p>Prior Learning</p>	<p>Key Question(s):</p>	<p>Future Learning</p>
<ul style="list-style-type: none"> • Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. • Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. • The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. • The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. 	<ul style="list-style-type: none"> • Why were there alliances between countries? • Did life change for people in Britain? • When did the First World War end? Why was the Treaty of Versailles signed? • Who was Adolf Hitler and what was his aim with the Second World War? • What is Remembrance and why are poppies the symbol? 	

- The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.
- Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.
- Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.
- Using a range of historical sources and artefacts can reveal clearer and more accurate picture about a historical event or person.
- Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.
- Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346-1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).
- Aspects of history that can be compared and contrasted to include rulers and monarchs, everyday life, homes and work, technology and innovation.
- Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.

- Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.
- Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

Teaching Ideas