



## **BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE**

### **Immersion Curriculum: History Y5/6**

At Amberley, each unit of history contains the key elements of: investigating and interpreting the past; build an overview of world history; understand chronology and communicate historically.



#### **Intent:**

For all learners to have...

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods
  - The ability to think critically about history and communicate ideas confidently
- The ability to think, reflect, debate, discuss and develop a sense of curiosity, ask questions and take opportunities to undertake high-quality research across a range of history topics.
  - A passion for history and an enthusiastic engagement in learning

Focus		Milestone for end of Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key stage 2
<b>The Ancient Greeks</b>		<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past</li> <li>• Compare some of the times studied with those of other areas of interest around the world</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li> <li>• Use original ways to present information and ideas</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>
<b>Duration</b>	<b>Cycle</b>		
2 weeks	A Term 1		
<b>Making it Real</b>		<b>Ongoing Milestones:</b>	<b>Key Vocabulary:</b>
British values: links between the Ancient Greeks and current democracy (general and local elections, school council, etc).		<ul style="list-style-type: none"> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</li> <li>• Use dates and terms accurately in describing events</li> <li>• Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> </ul>	Century, decade, chronology, era, time period, AD, BC, society, social, cultural and religious diversity, legacy.

Focus		Milestone for end of Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key stage 2
<b>World War 2</b>		<ul style="list-style-type: none"> <li>• Select suitable sources of evidence, giving reasons for their choices</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• a local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality).</li> </ul>
Duration	Cycle		
1 week	A Term 2		
Making it Real		<b>Ongoing Milestones:</b>	<b>Key Vocabulary:</b>
Local War Memorial and plaque found in library; completing study during the week preceding or following Remembrance Day; Links to the values of Peace and Compassion.		<ul style="list-style-type: none"> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</li> <li>• Use dates and terms accurately in describing events</li> <li>• Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> </ul>	dates, time period, era, chronology, continuity, change, century, decade, legacy, war, peace, service, Blitz, evacuation, home front, Propaganda.

Focus		Milestone for end of Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key stage 2
<b>Invaders</b>		<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past</li> <li>• Use sources of information to form testable hypotheses about the past</li> <li>• Refine lines of enquiry as appropriate</li> <li>• Describe the main changes in a period of history (using terms such as : social, religious, political, technological and cultural)</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li> <li>• Use literacy skills to an exceptional standard in order to communicate information about the past</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>
Duration	Cycle		
2 weeks	A Term 3		
Making it Real		<b>Ongoing Milestones:</b>	<b>Key Vocabulary:</b>
Links to wars around the world and the plight of refugees.		<ul style="list-style-type: none"> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</li> <li>• Use dates and terms accurately in describing events</li> <li>• Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> </ul>	Social, religious, technological and cultural change, shires, Hundreds, dates, time period, era, chronology, continuity, change, century, decade, legacy, Norman conquest, nobles, peasants.