



History Key Knowledge Overview Year B

'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.' Deuteronomy 32:7

What Have we Learnt from The Past?

<u>Autumn Term LKS2</u>	<u>Key Knowledge - Bold is on knowledge mat</u>	<u>Key Vocabulary</u>
<p>NC Objectives: Pupils should be taught about: The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>◆ H2.1: Constructing the past - develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>◆ H.2.2: Sequencing the past - develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>◆ H.2.5: Significance and interpretations - Address and devise historically valid questions about cause. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>◆ H.2.7: Using sources as evidence - Understand how our knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> • I know where Egypt is and can identify some of the geographical features of the area. • I know that the Egyptian period happened from 3100 BC to 30 BC. I know that there were changes over this period. • I can put the Egyptian period on a time line alongside other historical periods that I have studied. I know that some of these periods ran concurrently. • I know that a civilization is a stage when human society, culture reaches an organised level and people start to keep written records. I know what it needs to grow and succeed. • I know that mummification is part of the belief system around the afterlife. • I understand and can describe the mummification process. • I know key facts about some of the mummies found. • I know that in 1922 Howard Carter who was an English archaeologist uncovered the tomb of Tutankhamun. His tomb was very well preserved and we have learnt a lot about the Ancient Egyptians from artefacts found there, • I know that being a scribe was a skilled role, I know what hieroglyphics were and why they were important. • I know what a pyramid was, why they were important and how they were built. • I know that some of the reasons the Nile was important were because of agriculture, travel and trade. <p>Re-visit question - What have we learnt from the past? What made the civilization significant? Cause and effect. What impact has this had?</p> <p>Throughout term focus on historical sources</p>	<p>Canopic jar Civilization Hieroglyph Inscription Mummy Papyrus Pharaoh Pyramid Sphinx Tutankhamun</p>

Times Gone By... Tudors – Spring

National Curriculum Links	Key Knowledge	Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Pupils should be taught about: H5</p> <ul style="list-style-type: none"> ▪ a local history study: a study over time tracing how several aspects of national history are reflected in the locality. ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> ▪ The Tudor period lasted from 1485-1603... 1485-1509. HENRY VII (1457-1509) Reigned 1485-1509 1509 – 1547. HENRY VIII (1491-1547) Reigned 1509-1547 1547 – 1553. EDWARD VI (1537-1553) Reigned 1547-1553 1553 – 1558. MARY I (1516-1558) Reigned 1553-1558 1558 – 1603. ELIZABETH I (1533-1603) ▪ Tutbury Castle was first recorded in 1071, as one of the new castles to show authority across the Midlands, as a fortress and home. It dominated the town below. ▪ Henry VIII visited the castle in 1511. A very famous and glamorous visitor for the area. ▪ Repairs were made between 1561-1566, as it fell into ruin. ▪ During the Tudor period, Mary Queen of Scots was held prisoner by Elizabeth I at the castle on four occasions (from 1569 onwards) and it was her first English prison. She left Tutbury for the last time in 1585 when she was moved to Chartley. ▪ Now it is a tourist attraction and historic site for visits. ▪ For poor Tudor children childhood was harsh and short-lived, and children had to grow up fast. Poor people, including children, worked six days a week. Poor children weren't educated because their job was to bring money in for their family. ▪ Although life was better for wealthy children, it was very different to how children live today. Only wealthy Tudor families could send their boys to grammar schools due to the high fees. Boys started aged eight and were regularly beaten by schoolmasters. At age 12, noble girls could marry and boys at 14. Wealthy Tudors wanted everyone to know they had money and publicly showed off their wealth through their food and clothes. <p>Notes from the History Skills Progression Map: I can begin to date events. I can place the time being studied, artefacts and historical figures on a timeline using dates. I can compare life then with our life today. I can find out about the everyday lives of people in time studied. I can describe some relevant causes for and effects of key events. I can sequence significant events, people and periods using some dates and time period labels. I can use evidence to reconstruct life in time studied. I can offer a reasonable explanation for some events. I can give a broad overview of life within a given time period. I understand the importance of causes and effects for some key events within our historical period. I can identify and describe people and events over a period of time. I can begin to note contrasts and trends over time. I can give a broad overview of life within a given time period.</p>	<p>Tudor (times)</p> <p>Henry VIII</p> <p>Elizabeth I</p> <p>William Shakespeare</p> <p>Lifestyle</p> <p>Monarch</p> <p>Reign</p> <p>Local history</p> <p>Castle</p> <p>Tutbury (Castle)</p>

I can compare and look for links and effects in time studied.
 I can confidently explain the significance of causes and effects of key events within our historical period.

Children will be given the opportunity to apply these skills across the lessons, visit Tutbury Castle (as a local site of historical significance) and work with a range of historical sources to research, answer questions and question the validity of them.

Changes - Key Knowledge

<u>Spring Term LKS2</u>	<u>Key Knowledge - Bold is on knowledge mat</u>	<u>Key Vocabulary</u>
<p>NC Objectives</p> <p>Pupils should be taught:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>to develop a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant</p>	<ul style="list-style-type: none"> • After WWI, Germany was unhappy about the Treaty of Versailles and the implications for the country. • Adolf Hitler was voted into power by the Nazi party in 1933 because he promised to build up the German Army and Navy again. • Germany made links with Italy and Japan then started taking land in 1936. • On September 1st 1939, Germany invaded Poland • Neville Chamberlain declared that Britain was at war with Germany on September 3rd 1939. This was the start of World War II. • Many countries were involved in WWII and they were split into two sides - the Axis and Allies. • Countries on the side of the Allies were Britain, United States, France, Greece, Australia, Canada, Belgium, India, Poland, South Africa, USSR, Yugoslavia, China and many others. The countries on the Axis side were Germany, Japan, Italy, Hungary, Romania, Slovakia and Bulgaria. • The Blitz was the name given to the air raids that the German air force (Luftwaffe) carried out on cities in Britain during WWII. • Many children were evacuated from the cities to the countryside to protect them from the bombing. This was called Operation Pied Piper. • The Blitz ended in May 1941 because Germany wanted to concentrate it's efforts on invading Russia. • By the end of the Blitz, 60,000 people had lost their lives, 87,000 people has been badly hurt and 2 million homes had been destroyed. • Rationing was introduced in Britain in 1940 and the food included in the list. • What life was like for children in Alton / Denstone / Draycott. • Victory in Europe was declared by the Allies on May 8th 1945. WWII ended on September 2nd 1945. • I can locate the countries named above on a map and can say the major cities involved. 	<p>War - An armed conflict between different countries or different groups</p> <p>Blitz - an intensive or sudden military attack or serious damage to something</p> <p>Evacuation - to remove a person or people from a place to get them to safety</p> <p>Evacuee - a person evacuated from a place of danger</p> <p>Refugee - a person or people who have been forced to leave their country or their home in order to escape war, persecution or natural disaster</p> <p>Ration - a fixed amount of food officially allowed to each person during a time of shortage (such as war)</p> <p>Air raid - an attack in which bombs are dropped from an aircraft onto a ground target</p> <p>Nazi - a member of the National Socialist German Worker's Party, which during the war was led by Adolf Hitler</p> <p>Neville Chamberlain - Prime Minister of the United Kingdom from May 28, 1937 to May 10, 1940</p> <p>Winston Churchill - Sir Winston Churchill was the Prime Minister of the United Kingdom from 1940 to 1945 during the second World War and again from 1951 to 1955. He led Britain to victory during the Second World War.</p> <p>Adolf Hitler - was an Austrian-born German politician who was the dictator of Germany from 1933 to 1945. He rose to power as the leader of the Nazi party.</p>

<p>historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none">• I can name the cities upon which bombs were dropped during The Blitz.• I can describe different ways people tried to protect themselves from bombing.• I can list the items evacuees took when they left their homes in or near the cities.• I know what rationing was, why it took place and what was involved.	<p>Local History - looking at past events that are important to our local area.</p>
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