



History Phase Overview UKS2



Cycle A

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 Show a chronologically secure knowledge and understanding of local, national and global history.	I1 Recognise when they are using primary and secondary sources of information to investigate the past	H1 Show an awareness of the concept of propaganda and censorship
C2 Able to tell the story of events within and across the time periods studied	I2 Select relevant sections of information to address historically valid questions and construct detailed, informed responses	H2 Consider a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
C3 Describe connections, contrasts and trends over short and longer time periods	I3 Use a wide range of different evidence to collect evidence about the past	H3 Consider different ways of checking the accuracy of interpretations of the past
C4 Order an increasing number of significant events, movements and dates on a timeline using dates accurately	I4 Able to devise questions about change, cause and consequences, similarity, difference and significant people/events in a wider context	H4 Realise that there is often not a single answer to historical questions
C5 Accurately use dates and terms to describe historical events		H5 See the relationship between different periods, and the legacy or impact for people today
C6 Know and describe in some detail the main changes to an aspect in a period of history being studied		



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<u>Autumn</u> <u>What was the impact of WW2 on Britain?</u>	<u>Spring</u> <u>Why should the Titanic disaster never be forgotten?</u>	<u>Summer</u> <u>How did Britain change from the time of the Anglo-Saxons and Scots to the Vikings?</u>
C1, C3, C4, C5, C6, I1, I2, I3, I4, H1, H2, H3, H4, H5	C1, C3, C4, C5, C6, I1, I2, I3, H2, H3, H4, H5	C1, C2, C3, C4, C5, C6, I1, I3, I4, H2, H3, H4, H5
<u>Subject Specific Vocabulary</u>		
Axis Powers, allies, propaganda, no-mans-land, Armistice Day, Conscription	Captain Edward Smith, voyage, passenger, iceberg, society (third, second, first class)	Anglo-Saxon, Scot, Viking, Shire Reeve, churl, longship, longhouse, Jorvik
<u>I will ...</u>		
<ul style="list-style-type: none"> • Know the dates that WW2 started and ended • Know about the main events that led to WW2 beginning • Know about the significant leaders such as Hitler and Churchill • Know the names and locations of the countries that supported Britain • Know the impact that the war had on ordinary people 	<ul style="list-style-type: none"> • What factors contributed to the sinking of the Titanic • How the sinking of the Titanic changed the law • What a class system is and how it compares to today's society • How to investigate who was at fault for the sinking of the Titanic by comparing different sources of information 	<ul style="list-style-type: none"> • Know about how the Anglo-Saxons attempted to bring about law and order to the country • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know where the Vikings originated from and show this on a map • Know that the Vikings and the Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons



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Cycle B

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world	I1 Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites	H1 Find and analyse a wide range of evidence about the past
C2 To identify specific changes within and across different periods over a long period of history	I2 Investigate own lines of enquiry by posing historically valid questions to answer	H2 Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
C3 Use timelines to place events, periods and cultural movements from around the world	I3 To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time	H3 Select different ways of checking the accuracy of interpretations of the past
C4 Use timelines to demonstrate changes and developments in culture, technology, religion and society		H4 Start to know the difference between primary and secondary evidence and the impact of this on reliability
C5 Describe main changes in a period in history using words such as: social, religious, political, technological and cultural		H5 Show an awareness of the concept of propaganda
C6 Nae the date of any significant event studied from the past and place it correctly on a timeline		H6 Know that people in the past represent events or ideas in a way that may be to persuade others
		H7 Begin to evaluate the usefulness of different sources
		H8 Form own opinions about historical events from a range of sources



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<u>Autumn</u> <u>What has been the impact of immigration on Britain over the past 100 years?</u>	<u>Spring</u> <u>What did the Ancient Greeks bring to the world?</u>	<u>Summer</u> <u>Who were the Mayans and what have we learnt from them?</u>
C1, C3, C5, C6, I1, I2, I3, H4, H5, H6, H7, H8	C1, C2, C3, C4, C5, C6, I1, I2, I3, H2, H3, H4, H7, H8	C1, C2, C3, C4, C5, C6, I1, I2, I3, H2, H3, H4, H6, H7, H8
<u>Subject Specific Vocabulary</u>		
Immigration, prejudice, Caribbean, opposition, Windrush generation, Asian community	Philosophy, Athenians, Spartans, democracy, Zeus, Olympics	Chichen, itza, itzamna, codices, ahau or ahaw, batab, Kukulcan
<u>I will</u>		
<ul style="list-style-type: none"> • Know why many people found Britain an attractive place to come to live • Know about the prejudice that many immigrants met when they arrived in Britain • Know what is meant by the Windrush generation • Know why there are large Asian communities in the North-West of England • Know about the impact many individuals from immigrant families have on our lives today 	<ul style="list-style-type: none"> • Know where Greece is • Know that the Ancient Greeks were an advanced civilization • Know that the Spartans and Athenians often battled for supremacy • Know that the Ancient Greeks believed in a number of Gods • Know that the Ancient Greeks were responsible for starting the Olympic movement • Know that Ancient Greeks have been associated with the birth of democracy 	<ul style="list-style-type: none"> • Know about the impact that the Mayan civilization has had on the world • Know why they were considered an advanced society in relation to that period of time in Europe • Know what was happening in Britain when the Mayans were most powerful • Know how different the Mayans' and the Egyptian pyramids were • Know how the Mayan's belief in Gods created a culture of sacrifice • Understand how the pok-ta-pok Mayan game could be described as the earliest football match • Understand why the Mayan's civilization died out