



# Horbury Primary Academy

## Key Stage 2 History



## Progression of Learning Objectives

*"The more you know about the past, the better prepared you are for the future."*

*Theodore Roosevelt*

## History: Key Stage Two

### National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and 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 historical information. They should understand how our knowledge of the past is constructed from a range of sources.

## History Coverage: Key Stage Two

	Year 3	Year 4	Year 5	Year 6
<b>Changes to Britain from Stone Age to Iron Age</b>	Stone Age to Iron Age			
<b>The Roman Empire and its impact on Britain</b>		The Romans in Britain		
<b>Britain's settlements by Anglo-Saxons and the Scots</b>			Anglo-Saxons	
<b>The Viking and the Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</b>			The Vikings	
<b>A local History study</b>	The importance of castles – Sandal Castle	The History of Horbury, our school and school life in the past	Can you dig it? Coal mining and the industrial revolution in Wakefield  Crime and Punishment	World War 1 Including Local links: Wakefield Prison, Caphouse Colliery, Lofthouse Internment Camp, Nellie Spindler, George Kellet
<b>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</b>	The importance of castles -Sandal Castles		Can you dig it? Coal mining and the industrial revolution in Wakefield  Crime and Punishment	World War 1
<b>The achievements of the earliest civilisations</b>	Ancient Egypt			The Ancient Maya
<b>Ancient Greece</b>		Ancient Greeks		
<b>A Non-European society that contrasts with British History</b>	Ancient Egypt			The Ancient Maya Early Islamic civilisation – Golden Age of Baghdad



## British History: Lower Key Stage 2

### National Curriculum Links:

Changes to Britain from Stone Age to Iron Age, The Roman Empire and its impact on Britain, A local History study, A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066.

**Topics covered include:** Stone Age to Iron Age (Yr3), Castles in Britain (Yr3), Romans (Yr4), History of Horbury and our School (Yr4)

### Objectives for Topics

### Vocabulary

#### Stone Age to Iron Age

#### How and why did life change from the Stone Age to the Iron Age and how do we know?

- Know the meaning of the term prehistoric and order the three periods (from the Stone Age to Iron Age) placing them into a timeline showing key event and recognising how far back stone age lasted and that this cannot be shown on a timeline due its duration. Recognise the meaning of BC and AD. Know that the Stone Age, Iron Age and Bronze Age are called this because of the materials available to the people at that time. **KQ: How does the Stone Age, Bronze Age and Iron Age fit into to British history and what key events happened? (Ongoing task throughout unit of work)**
- Understand who lived in Britain during the Stone Age, making deductions to help describe what early Stone Agers needed to survive, recognising that they were hunters and gathers. Use evidence to understand that there was more to Stone Age life than just hunting (e.g making and using tools, burials, hunting ceremonies). **KQ: Was Stone Age man a simple hunter and gatherer, concerned with only survival?**
- Explain how farming changed the lives of stone agers including their ability to tame wild animals towards the end of the Neolithic period (end of the Stone Age). Recognise that change happened over a period of time whilst elements of early hunter and gatherers still continued (continuity and change). **KQ: How much did life change when men learned to farm?**
- Understand how we know about the past thanks to archaeological finds. Investigate sources of evidence in order to prove or disprove hypotheses made about the people who lived during the Stone Age and their way of life. **KQ: What can we learn about life in the Stone Age through a study of Skara Brae?**
- Recognise the key historical site of Stone Henge. Understand the mystery surrounding how Stone Henge was built and investigate different hypothesis about its purpose using evidence to reach my own conclusions. **KQ: What is Stone Henge and why is it such a mystery?**
- Explain how the discovery of bronze changed life in Britain within this period, understanding the concept of mining and the introduction of new tools and weapons . **KQ: How should we remember the Bronze age?**
- Summarise the key changes from the beginning of the Stone Age to the end of the Iron Age, understanding the significance of hillforts. **KQ: How did life change during the Iron Age and how do we know?**

Stone Age  
Iron Age  
Prehistory  
Hunter-gatherer  
Nomad  
Palaeolithic  
Mesolithic  
Neolithic  
Tribe  
Neanderthal  
Homasapiens  
Pelt  
Beaker  
Celt  
Bronze  
Roundhouse  
Hillfort  
Quern  
Smelting  
Druid  
Borer  
Domesticate  
BC  
Chronology  
Celts

Year 3

	<ul style="list-style-type: none"> <li>Know that the people who lived during the Iron Age were the Celts. Characterise what life was like on an Iron Age hillfort by exploring a range of historical sources and make comparisons with modern day towns and villages. <b>KQ: Who were the people that lived during the Iron Age and why were hillforts so important to them?</b></li> </ul> <p>Cross curricular links:</p> <ul style="list-style-type: none"> <li>Explore cave paintings and how and why these were used by Stone Agers to tell stories.</li> </ul>		
Year 3	<b>The History of Castles – Local history (Sandal Castle)</b> <b>What are castles and why is Sandal so important?</b>	Castle Defence Attack Invaders Moat Bailey Battlements Drawbridge Portcullis Barbican Tower Turret Arrow Loops Gatehouse Curtain Wall Keep Parapet	Sandal Magna Hillforts Stone Age Iron Age Motte and Bailey Battle of Wakefield Primary Sources Secondary Sources
	<ul style="list-style-type: none"> <li>Use evidence and images to identify what a medieval castle is, describing the key features that many share. Children to draw their own conclusions on whether castles were built for defence or attack using simple evidence to justify their reasoning. <b>KQ: What are castles and were they built for attack of defence?</b></li> <li>Develop a chronological understanding of the history of castles noting how they have evolved over time. Children make comparisons between early iron age hillforts and later medieval castles such as Sandal Castle using images and written descriptions. <b>KQ: How have castles changed over time?</b></li> <li>Identify what and where Sandal Castle is and why it was built, understanding the importance of its location. Describe why its locality and purpose made it such an important castle when it was in use. <b>KQ: Why was Sandal Castle built where it was and what was its purpose?</b></li> <li>Children to understand how archaeologists are able to reconstruct the past. Children to visit Sandal Castle to investigate its location and ruins in order to identify its features and build own images of what it was like. <b>KQ: What is left of Sandal castle today and what evidence is there of its existence?</b></li> <li>Describe why Sandal Castle is such a significant castle summarising the main events of the Battle of Wakefield. <b>KQ: What happened at the Battle of Wakefield?</b></li> <li>Use our understanding of the modern day in order to create own hypothesis why castles are no longer in use in the present day and investigate further using own research. <b>KQ: Why do we no longer use castles like we did in the past?</b></li> </ul>		
Year 4	<b>The Romans</b> <b>Who were the Romans and what impact did they have on Britain?</b>	Romans Romanisation Invade conquer Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon	Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre Senate Gladiator Republic Londinium
	<ul style="list-style-type: none"> <li>Recall prior knowledge about a time period (Ancient Egypt, Ancient Greeks) and record own inquiry questions based upon a historical time period (The Romans).</li> <li>Locate the Romans on a World Timeline, understanding where they fit in to British history. Plot key events onto a scaled timeline (including the establishment of Rome and their invasion of Britain). Using key terms accurately and be able to round up time differences into centuries and decades - showing an awareness of BC and AD. <b>KQ: Where does the Romans fit in with world and British history?</b></li> <li>Explain how historic items and artefacts from the Roman Period can be used to help build up a picture of life in the past. Compare how the lives of the wealthy and poor were different. <b>KQ: What do artefacts tell us about the life of wealthy and poor Romans?</b></li> </ul>		

	<ul style="list-style-type: none"> <li>• Use primary and secondary sources to research the Roman invasion of Britain and the impact this had upon the Britons (Celts) including knowledge of Hadrian’s Wall. <b>KQ: What impact did The Roman Invasion have on Britain and what evidence is there today?</b></li> <li>• Understand how opinions and views differ. Research two versions of an event – Boudicca - describing how they differ and why. Use research and understanding of the event to record an accurate diary including key dates and events. <b>KQ: Why did Boudicca stand up to the Romans and what image do we have of her today?</b></li> <li>• Research the outfits worn by Roman soldiers and learn advantages and disadvantages of aspects of the armour. <b>KQ: Why was the Roman empire so successful at invading and conquering?</b></li> <li>• Describe a Roman soldier's life through secondary sources and record a postcard including key aspects – work and leisure activities. <b>KQ: What was life like as a Roman Soldier?</b></li> <li>• Explain how Roman inventions from the past have shaped our lives today and present this in a poster format - roads, glass, cabbage, wine and law and order <b>(link to local archaeological finds in Wakefield)</b> <b>KQ: Why should we remember the Romans in Britain?</b></li> <li>• Demonstrate an understanding of specific vocabulary that relates to the Roman Empire and use those words in the correct contexts.</li> </ul> <p style="text-align: center;"><b>Roman Impact visitor (Visit from Portals from the Past – Roman Day)</b></p>	<p>Testudo Circus Maximus Legionary</p>	<p>Roman Baths Boudicca Julius Caesar</p>
<b>Year 4</b>	<p><b>Local History – Horbury and our school</b></p> <p><b>What and how can we find out about Horbury’s and our School’s history?</b></p>	<p>Victorian Edwardian Drill Census Primary evidence Secondary evidence Questionnaire Chronology Past Carr Lodge Photography Tithe Barn street Log books diverse</p>	
	<ul style="list-style-type: none"> <li>• Understand when and why Horbury developed where it did and how it has changed over time (Horbury Bridge, cotton mills, farming, coal mining). <b>KQ: Why did Horbury develop and how has it changed over time?</b></li> <li>• Know facts about the historical buildings in Horbury and have an awareness of their chronology, comparing the style of modern buildings with those of the past. <b>KQ: What do the buildings of Horbury tell us about its history?</b></li> <li>• Research what school life was like for a child in the Edwardian period and be aware of the subjects taught including the 3Rs and drill. <b>KQ: Has school life always been like we know it today?</b></li> <li>• Identify similarities and differences between their own lives and a child of the past. <b>KQ: What would my life be like if I lived in the past?</b></li> <li>• Describe how Horbury Primary Academy has changed since its establishment in 1913. <b>KQ: How has horbury Primary changed over time.</b></li> <li>• Explain how log books (primary sources) and photographs help to build up a picture of life in the past. <b>KQ: How do we build a picture of the past using different sources of evidence?</b></li> <li>• Consider the validity of primary sources through a school questionnaire. <b>KQ: What questions can I ask to validate primary sources?</b></li> <li>• Explore how culture and religion have become more diverse within our locality using history sources such as the census. <b>KQ: How has our society changed over time?</b></li> <li>• <b>Walk around Horbury following Horbury Trail.</b></li> </ul>		

## World History: Lower Key Stage 2

**National Curriculum Links:** The achievements of the earliest civilisations - Ancient Egypt, Ancient Greece – a study of Greek life and achievements and their influence on the western world

**Topics covered include:** Ancient Egyptians (Yr3) Ancient Greece (Yr4)

### Objectives for Topics

### Vocabulary

#### The Ancient Egyptians

#### Why are the Ancient Egyptians so famous?

- Analyse a range of Egyptian artefacts, deciding if an artefact belonged to the Egyptian time period, in order to explain what they were used for and why they were made. **KQ: What do artefacts tell us about the Ancient Egyptians?**
- Place the Egyptian era onto a World History timeline knowing the difference between A.D and B.C and what they stand for. Order an increasing number of dates, events and people significant to Egyptian era on to a time. **KQ: When was the Ancient Egyptian period in history?**
- Know where the Ancient Egyptians were located and explain why the River Nile was important to their survival (water, food – fishing, fertile soil for farming, create mud for building, transport and for papyrus). **KQ: Why were the Ancient Egyptians located where they were?**
- Know that during ancient times in Egypt, they had pharaohs (both male and female) who ruled the land. Understand the importance of archaeologists (e.g Howard Carter) and know the story of Tutankhaman’s discovery. **KQ: Who ruled Ancient Egypt and how do we know?**
- Know that Egyptians had lots of different Gods and Goddesses. Begin to name gods and goddesses understanding that they represented different aspects of their beliefs and life (e.g god of the underworld). **KQ: Why were gods so important to the Ancient Egyptians?**
- Understand the process of mummification and explain that they did this in order to preserve the body ready for the next life (the afterlife). **KQ: What did the Ancient Egyptians believe about life after death?**
- Explore different sources of evidence to describe the lives of both wealthy and poor Egyptians. Research what the Ancient Egyptians ate and drank, explaining the difference between the wealthy and the poor and making comparisons to the food and drink we have today. **KQ: What was life like in Egyptian society for the rich and the poor?**
- Know that the Ancient Egyptians were one of the first civilisations to invent writing and understand what this looks like (hieroglyphics). Explain how the past Egyptian inventions have influenced the present. **KQ: What did Egyptians invent that is important to us today?**
- Demonstrates an understanding of specific vocabulary that relates to the Egyptians and use those words in the correct contexts.

Pharaoh  
Scarab  
Papyrus  
Scribe  
Amulet  
Canopic jar  
Sarcophagus  
Tomb  
Afterlife  
Hieroglyphics  
Mummification  
Irrigation  
Shaduf  
Sphinx  
Oasis  
Egyptologist  
Ankh  
Pyramid  
Barter  
Rosetta Stone

Year 3

## Ancient Greece

### What was life like in Ancient Greece and why should we remember them?

- Know where the Ancient Greeks fit in with World History placing significant events of this empire into a timeline whilst making reference to centuries. **KQ: When did Ancient Greece exist and how does it link to our prior learning?**
- Explain how historic items and artefacts can be used to build up a picture of life in the past (farming, war, sport) by looking at Greek artefacts and vases. **KQ: What do Greek artefacts tell us about their lives?**
- Understand who Alexander the Great was and explain how he was able to expand the empire. **KQ: If he was to rule now, would he be called great?**
- Develop key knowledge about the city states Athens and Sparta and identify differences – understand that the Athenians coined the word democracy and its meaning. Make comparisons with these city states and Wakefield. **KQ: What was like life?**
- Use a wider range of primary and secondary sources to research what it was like for children in a given time period of history – Spartans and Athenians. Children will present findings to an audience. **KQ: What was life like for the Spartans and Athenians?**
- Document the key events of the Battle of Marathon in a diary format including key events and dates. **KQ: What was the Battle of Marathon and why was it so significant?**
- Compare and contrast the Ancient Greek Olympics and Modern Olympics, identifying similarities and differences. Know at least 5 sports from the ancient Greek Olympics. **KQ: Just how similar were the Ancient Greek Olympics and the Olympics we celebrate today?**
- Explain how the Greek Empire grew (noting changes over time) and its impact upon the world (Mathematics, philosophy, astronomy, medicine and literature) with a focus. **KQ: What is the Ancient Greek Legacy?**
- Demonstrates an understanding of specific vocabulary that relates Ancient Greece and use those words in the correct contexts.

Democracy  
Acropolis  
City-state  
Parthenon  
Marathon  
Olympics  
Citizen  
Philosopher  
Alphabet  
Tragedy  
Agora  
Hellenistic  
Phalanx  
Aristocrat  
Mythology  
Column  
Hoplite  
Peninsula  
Oracle  
Terraced

## British History: Upper Key Stage 2

**National Curriculum Links:** Local History Study, Britain’s settlements by Anglo-Saxons, The Viking and the Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor, a study of an aspect or theme that extends pupils’ chronological knowledge beyond 1066,

**Topics covered include: The Anglo-Saxons (Yr5), The Vikings (Yr5), Can you dig it – coal mining and the industrial revolution in Wakefield (Yr5), Crime and Punishment Through the Ages (Yr5), World War I (Yr6),**

### Objectives for Topics

### Vocabulary

#### The effects of Anglo Saxons, Viking and Scots settlements in Britain.

#### What was Britain like under Anglo-Saxon and Viking rule?

- Create and use timelines to build our understanding of how The Picts, Romans, Anglo Saxons and Vikings fit into British history using our knowledge and understanding of timelines. To use our understanding of interval, sequence, duration and concurrence to answer questions to secure our chronological understanding of the given periods. **KQ: When did the Anglo Saxons and Vikings arrive in Britain and what was happening at the time?**
- Understand why people invade and migrate to other countries/places investigating reasons and identifying push and pull factors. **KQ: Who were the Anglo Saxons and why did they settle in Britain?**
- Investigate artefacts and different sources of evidence in order to characterise what daily village life was like in Anglo Saxon Britain including the location, structure, building materials, jobs, food and responsibilities including the life of children. **KQ: What was daily life like in a Saxon settlement?**
- Develop a sense of governance in Anglo Saxon times in order to be able to identify similarities and differences between modern day Britain (government, counties, councils) and the Anglo Saxon Kingdoms. **KQ: How was Britain divided and ruled during early Anglo Saxon times?**
- **KQ: How effective was Anglo-Saxon law and justice?**
- Explain why archaeological discoveries are important and shape our view of the past. Use evidence to draw conclusions about the past and prove hypothesis either correct or wrong. **KQ: Why is Sutton Hoo important and what does it tell us about Saxon Britain?**
- Explain how significant events and people from the past have shaped our views and beliefs today understanding aspect of society and that have continued and changed. **KQ: Why is it important to learn about Anglo Saxon religion and beliefs?**
- Describe accurately the Vikings understanding how our images have become stereotyped and unreliable. **KQ: Who were the Vikings and what were they really like?**
- **KQ: What were Viking warriors really like?**
- Summarise Viking raids at Lindisfarne identifying the cause and consequences that Viking Raids had on both Britain and their own reputations. Investigate different versions of the same event, recognising the reasons for bias and the

Dark ages  
Invaders  
Raiders  
pillage  
Hengist and Horsa  
Angles, Saxons, Jutes  
Angland – England  
Kingdoms  
Thane  
Thatch  
Wattle and daub  
Wergild  
Shires  
Legacy  
Pagan  
Christianity  
Augustine  
Athelstan  
Sutton Hoo  
Churl  
Archaeologists  
Governance  
Monarchy

Year 5

Year 5	<p>importance of written sources. <b>KQ: Why did the Vikings raid Lindisfarne and how did it give them such a fearsome reputation?</b></p> <ul style="list-style-type: none"> <li>Understand that the Vikings settled in Britain and characterise what Danelaw was. Recognising the importance of key cities such as York (Yorvik) . <b>KQ: Were the Vikings more than just raiders?</b></li> <li>Use different sources of evidence to identify clues, including recognising how evidence can be biased, that suggest why King Alfred the Great was deemed so great, identifying which of his achievements were most significant. <b>KQ: Who was Alfred and was he really a great monarch?</b></li> <li><b>KQ: Why should we remember Athelstan?</b></li> <li>Summarise the events that led to the end of the Anglo-Saxon period noting similarities and differences between other invaders with whom the children have learnt and the impact it had upon Britain. <b>KQ: What happened to cause the demise of Anglo-Saxon Britain?</b></li> </ul> <p><i>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer and kingdoms.</i></p> <p>Cross curriculum links –</p> <ul style="list-style-type: none"> <li>The children will explore the myth/legend of Beowulf in Reading/Writing</li> </ul>	
	<p style="text-align: center;"><b>Crime and Punishment</b></p> <p style="text-align: center;"><b>How has crime and punishment changed through the ages?</b></p> <ul style="list-style-type: none"> <li>Characterise the crime and punishments in each period (Roman and Anglo-Saxon) noting similarities and differences that existed between the two and with modern society. <b>KQ: How did Roman crime and punishment compare with Anglo-Saxon crime and how did they influence Britain today?</b></li> <li>Use stories of the past to form a picture of what crime and punishment was like in medieval England understanding how peoples perspectives differ during this period depending on their viewpoint, understanding that laws and justice favoured the rich and wealthy. <b>KQ: What does the story of Robin Hood tell us about medieval justice?</b></li> <li>Infer from different sources of evidence elements of crime and punishment that changed and continued during this period. Children to summarise new crimes, including characterising the factors behind being a highway man and understand why the Tudors were named the Torturing Tudors. <b>KQ: How did crime and punishment change between 1500 and 1750?</b></li> <li>Understand and form own opinions, why, even though capital punishment became more prominent and that crimes (many which were minor offences) were dealt with more severely during the 18<sup>th</sup> century, the number of executions reduced. <b>KQ: What was the bloody code and did it really work?</b></li> <li>Understand how crime and punishment changed during the Victorian period, including the common crimes, and who committed them, the introduction of Victorian prison (Wakefield Prison), and the punishment of transportation. <b>KQ: Why did crime and punishment change so much in the 19<sup>th</sup> Century?</b></li> <li>Create an accurate picture of modern day crime and punishment (noting the crimes and punishments in modern day Britain) and create timelines summarising the significant events and changes that have shaped modern day crime and punishment. <b>KQ: How has the past influenced modern day crime and punishment?</b></li> </ul>	<p>Crime Punishment Deterrent/deter</p> <p><b>Chronology/chronological</b></p> <p>Court Judge Jury Theft Exile Hue and cry Transportation Execution Torture Dunking stool Bridle stocks Stake Trial by ordeal Weregild Sir Robert Peel Bobbies/Peelers Hearsay Assault Murder</p>

Year 5	<p><b><i>Demonstrates an understanding of historic crime and punishment specific vocabulary and use those words in the correct contexts.</i></b></p> <p><b><u>Cross curricula links:</u></b></p> <p><b>Homework – Task 1: What was Anglo-Saxon crime and punishment like?</b>  <b>Task 2: When, why and how did the police force develop?</b></p> <p>Children will also build an understanding of what it was like for a poor child during the Victorian period through studying the story of Oliver Twist – making comparisons with their own lives.</p>	<p>Treason Prison Tread wheel</p>
	<p><b>Local Study - Coal Mining and the industrial revolution in Wakefield</b></p> <p><b>What was life like working down the pit and what caused it to change?</b></p>	<p>Industrial Revolution</p>
	<ul style="list-style-type: none"> <li>• Use a timeline to show how life suddenly changed during the industrial revolution from farming to industry. Characterise what life was like before the Industrial Revolution which begun in 1750; population was 11 million, 80% of population lived in the countryside and lived on farms, London was the only city that had a population of 10000+, most things were produced by hand within the family homes, no industrial machinery used to produce things on mass and the main form of transport was the horse and cart and the after. <b>KQ: How did life in Britain change as a result of the Industrial Revolution?</b></li> <li>• Explain the main causes of the Industrial Revolution and use evidence to prove the impact that this had on British cities like Wakefield (factories, town/cities, transport such as canals, railways and new machinery all developed) understanding the need for coal mining. <b>KQ: What impact did the industrial revolution have on Wakefield and how can we prove it?</b></li> <li>• Investigate the different jobs during Victorian mining, what conditions were like and understand that families often worked together to survive. <b>KQ: What were the jobs and dangers of working down the pit?</b></li> <li>• Use primary and secondary evidence to describe what it was like to work in a mine as a child in Victorian times making comparisons between life then and now. <b>KQ: How did the life of poor children working in mines differ to our own?</b></li> <li>• Explain what happened at the Husker Pit Disaster (Husker Pit Silkestone-Barnsley) and how key events can trigger a change in how people views aspects of society. <b>KQ: What was the Husker pit disaster and what impact did it have?</b></li> <li>• Explain the role of parliament in making decisions about England and understand how the work of significant individuals can change aspects of society (Lord Shaftesbury) detailing the events that led up to the 1842 Mines Acts. <b>KQ: Why do children and families no longer work in mines?</b></li> <li>• Describe how mining has changed from the Victorian times to the present day (e.g changes in technology, health and safety legislation, ban on child labour and the demand for coal) exploring. (refer to national coal mining museum visit). <b>KQ: How has coal mining changed through time?</b></li> </ul>	<p>Government Population Cause Industry Change Horse and cart Trade Agriculture Farming Factories Steam power Efficient British Empire Colonies Export Trade Victorian Banksman Bell pit Cage Coal face Collier Furnace</p>

	<ul style="list-style-type: none"> <li>Understand why there was a decline in coal mining, which meant many pits closed, understanding the significance of the mining strikes in the 1980s. <b>KQ: Why has there been a decline in coal mines since the 1980s?</b></li> </ul> <p><b>Local History Links:</b>  National Coal mining museum trip  Sally Fletcher Victorian Mining workshop – the life of a mining family during the industrial revolution.  Husker Pit Disaster study  Homework:</p>	Shaft Tallow candles Winding gear Trapper Legislation Disaster Social reform
Year 6	<h3>WW1: World War One (The Great WAR)</h3> <p><b>What impact did WW1 have on Wakefield, the people of Britain and our lives today?</b></p>	Britain, Russia, Germany, France, Italy, Bosnia, Austria, Hungary, Belgium Assassination Arch
	<ul style="list-style-type: none"> <li>Select an appropriate scale to create a timeline to summarise the main events from WWI in chronological order (both in Europe and on the Homefront), identifying significant events. Use scaling to place WW1 into a chronological narrative of the 20<sup>th</sup> century making comparisons with our own life, the life of the school and other key events. <b>KQ: When was WW1 and what key events happened?</b></li> <li>Investigate a wide range of evidence linked to WW1 (<b>using imperial war museum loan box</b>) making predictions and own hypothesis about their uses and inferring what the war was actually like. Ask inquisitive questions to further extend understanding. <b>KQ: What does the evidence tell us about WW1?</b></li> <li>Identify and understand the trigger for WW1 and how peoples’ actions have an effect on others, explaining how alliances and invasions had an impact upon Britain’s involvement in the war (causation and consequence). <b>KQ: Did Britain have to join the war?</b></li> <li>Explain how propaganda was used in Britain to increase the recruitment drive. Explain how and why poster and the government offered a different image/viewpoint of the war compared to the reality. <b>(Refer to the use of Wakefield Prison to house conscientious objectors)</b> <b>KQ: Why did so many men join the war even though it was so dangerous?</b></li> </ul> <p>Investigate and compare what life was like for a local soldier in WW1 from a Wakefield Soldiers Point of view:</p> <ul style="list-style-type: none"> <li>Characterise the conditions that the soldiers faced in the trenches and on No-Man’s Land using a range of written, visual and audio sources, selecting the most reliable sources of evidence. Use evidence to decide why trenches were used and whether they were successful. <b>KQ: What were the trenches like and why were they important to the war effort?</b></li> <li>Describe and evaluate what food the soldiers ate and why rationing was introduced. Create own questions in order to guide own learning through an interview with a soldier (hot seat teacher). <b>KQ: How were the diets of soldiers affected by the war?</b></li> <li>Describe and evaluate the weapons that were used during WW1, noting how the war influenced many significant advances in technology and weapons which we still use today (tanks, RAF, communication). <b>KQ: How have the advances made during WW1 influenced modern day technologies?</b></li> <li>Characterise the injuries suffered and treatments developed during WW1 whilst also grasping how female nurses (<i>Nellie Spindler-local nurse</i>) contributed during the war effort. Offer explanations why different versions of events from the</li> </ul>	Duke Franz Ferdinand Lord Alliances Kitchener Allied George Kellet Triple entente Nellie Spindler Axil forces Propaganda Bias Conscription Conscientious objectors White feather Military Aeroplane Tank Vickers Machine Gun Artillery Ammunition Mustard gas Western Front Trench Trench foot shrapnel parapets Firing step No-Man’s Land Medics Prosthetic Casualty Blighty wound

past and during that time period may differ (e.g nurses, doctors, patients view). [KQ: How have medical advances in WW1 influenced our lives today?](#)

- Understand the racial inequality faced by black soldiers during WW1 identifying a significant individual (Walter Tull - the first black officer in the British army) and the legacy he left. [KQ: How did black soldiers contribute to the British war effort and how were they treated?](#)
- Investigate local history links in order to understand the impact WW1 had on society in Wakefield and the views people had of aliens living Britain. (refer to *Lofthouse internment camp*) [KQ: How did society change in Wakefield during WW1?](#)

*Demonstrates an understanding of WW1 specific vocabulary and use those words in the correct contexts.*

*(cause, treaty, alliance, invaders, legacy, inequality, propaganda, causation, society, conscription, Homefront, front line, Western Front).*

**Cross curricula links:**

- **Reading** – Christmas Truce, Trench diaries comprehension, Munitionettes – an army of workers
- **Reading and English:** conduct research on the Homefront in Britain and present findings in a non-chronological report. [KQ: What was life really like on the Homefront in Wakefield?](#)
- **Writing** – Christmas Truce newspaper report, Trench diaries, Homefront non-chronological report, trench setting description, dialogue of between contrasting characters
- **Art** – Soldier portraits, Silhouette Art, before and after landscapes
- **Geography** – how did the borders of Europe change?

**Homework project:**

- To conduct research on own area of interest linked to WW1.
- To create a fact-file describing the life of Nellie Spindler (Wakefield Nurse).
- To plan and present a self-directed project about WW1 animals.
- To summarise a key WW1 battle (Battle of Jutland or Battle of the Somme).

Field medic  
Armistice day  
Home front  
Munitionette  
Defence of the Realm Act (DORA)  
Rationing  
Zeppelin  
Navy  
U-boats  
Internment camps/internee/aliens  
Battle of The Somme  
Battled of Jutland  
Chronology  
Chronological  
Scaling  
Decade  
Century

## World History: Upper Key Stage 2

**National Curriculum Links:** A non-European Society that provides contrasts with British History...Islamic Civilisation, including a study of Baghdad c. AD900

**Topic covered:** The Ancient Mayans (Yr6), Early Islamic Civilisation (Yr6)

### Objectives for Topic

### Vocabulary

#### The Ancient Maya

#### What was Maya life like and why did they seem to disappear?

- Choose an appropriate scale in order to create a timeline showing how the Maya fit into a chronological framework recognising periods that happened concurrently, working out durations and times differences between periods. **KQ:** *When were the Ancient Maya and what was happening around the world when they existed?*
- Understand how archaeologist's interpret evidence. Investigate a range of primary and secondary evidence sources (deciding which are most reliable and why) in order to deduce and infer facts about the Maya. **KQ:** *What can we infer and deduce about the Maya period using different sources of evidence?*
- Understand when, how and why the Ancient Maya were discovered understanding who explorers/conquistadors and archaeologists are and how their motives differ, identifying that many sources of evidence were destroyed. **KQ:** *Why do we know so little about the Ancient Maya?*
- Describe the characteristics of Maya States and how society were organised. Compare and contrast the Mayan societal structure with modern day Britain (explaining the difference between democracy and absolute monarchy). **KQ:** *What was life like in Maya society for the rich and poor and how did their lives compare to ours today?*
- Describe Maya beliefs and how religion influenced their daily lives making comparisons with other historical periods/cultures (e.g Paganism) studied as well as our own beliefs noting the diverse nature of modern day Britain. Describe the journey to the afterlife and role of different gods. **KQ:** *Why was bloodletting and sacrifice part of the daily life of the Maya?*
- Understand that the Ancient Maya developed their own number and writing systems and how they were used. Recognised that we have been able to learn about the Maya from the glyphs that they left behind, understanding what they tell us about the Ancient Maya life. **KQ:** *What can we learn from the number and writing system used by the Ancient Maya?*
- Research how the Maya have influenced modern society and the wider world in a number of ways (ranging from food, entertainment, medicine and sport). **KQ:** *Why it is important to learn about the Ancient Maya and what made them great?*
- Identify similarities and difference between periods that happened concurrently around in Britain and around the world (The Vikings/The Egyptians). **KQ:** *How does the life of the Maya compare with other periods that we have studied?*

Mesoamerica (Central America)  
 Yucatan  
 Native  
 Conquistador  
 Archaeologists  
 State  
 Temple  
 Ahau-Ahaw – Main King  
 Absolute Monarchy  
 Democracy  
 Paganism  
 Tecan Uman – last king  
 Itzamna – Main god  
 Priest  
 Noble  
 trade  
 Afterlife  
 Underworld – Xibalba  
 Sacrifice  
 Blood-letting ritual  
 Glyphs  
 Codices  
 Huipil  
 Chichen Itza, Tikal, Copan  
 Cocoa  
 Pok-a-Tok  
 Collapse  
 Demise  
 Concurrence

Year 6

Year 6	<ul style="list-style-type: none"> <li>Evaluate evidence in order to create my own hypothesis explaining what caused the Maya Demise. <b>KQ: What really happened to cause the Ancient Maya’s demise?</b></li> </ul> <p><i>Demonstrates an understanding of specific vocabulary and use those words in the correct contexts (conquistadors, society, absolute monarchy, democracy, Sacrifice, paganism, decline, collapse, concurrence).</i></p> <p><b>Cross curriculum Links:</b></p> <ul style="list-style-type: none"> <li><b>Reading/computing Project</b> - To plan, research and present a self-directed project based on a Mayan State/Kingdom. Children generate three questions to answer.</li> <li><b>Mayan Workshop (Past Productions)</b> – understand culture, way of life, beliefs and the Mayan Creation story.</li> <li><b>Art</b> - understand the importance of masks and the reasons they were worn drawing links to other historical periods/cultures. Design and make (using clay) own mask linked to a Mayan purpose (e.g death mask).</li> </ul>	
	<p><b>Early Islam and The Golden Age of Baghdad</b></p> <p><b>Why is it important to learn about Early Islam and the Golden Age of Baghdad?</b></p> <ul style="list-style-type: none"> <li>Place Early Islam on maps and timelines showing an understanding of how this time period fits in with periods associated with the wider world and Britain (concurrence). <b>KQ: When and where did the Islamic Civilisations develop?</b></li> <li>Evaluate reasons based on evidence to decide why Early Islam was so successful and able to spread so far (using written extracts and maps from the time period to draw conclusions). <b>KQ: How did Early Islam become so successful and spread so far?</b></li> <li>Deduce and infer from different sources of evidence why it is important to learn about Baghdad and the Early Islamic Civilisation (making reference to Medicine, Hospitals, trade, scholars and The House of Wisdom) Children understand the importance of archaeologists. <b>KQ: Why is it important that we learn about Islam civilisations of the 10<sup>th</sup> Century?</b></li> <li>Use written sources (understanding why they are important) to build an image of how Baghdad was constructed, recognising the importance of trade (The Silk Road), learning and religion. Children to make comparisons with other civilisations and cities. <b>KQ: What can we learn about Early Islam from studying Baghdad?</b></li> <li>Use chronological understanding and prior learning to make comparisons (similarities and differences) between the daily life of the people of Baghdad compared to the Anglo Saxon people living in London at the same time (900AD). <b>KQ: What was daily life like for the people of Baghdad compared to those living in London?</b></li> <li>Understand the impact of Early Islamic inventions on the modern world including how they influence life today, noting which developments/advances were most significant. <b>Which of the early Islamic achievements have influenced our lives most today?</b></li> </ul>	<p>Abbasid Caliphate Caliph Arab Dark Ages Golden Age Dinar Imam Qur’an Calligraphy Mecca House of Wisdom Mongols Crusades Sultan Scholar Bazaar Rebab Silk Road Merchant Martyrs Cavilary Mosque</p>

<p>Demonstrates an understanding of specific vocabulary that relates to Ancient Islamic Civilisations and use those words in the correct contexts (invade, conquer, empire, Islam, Muslim, Arab, concurrence, trade, education, expansion, golden age, legacy)</p> <p><b>Cross curricula links:</b></p> <ul style="list-style-type: none"> <li>- <b>R.E</b> – Children study a unit of work based on Islam (5 pillars, Qur’an, mosques, Ramadam, The story of Muhammed and Islamic Art)</li> <li>- <b>Art</b> – Children understand how art is used expressed, recreating Islamic art styles</li> <li>- <b>Homework</b> – Why did the Golden Age of Baghdad end? The siege of Baghdad?</li> </ul>	<p>Tolerance          Baghdad          Algebra          Ibn Battuta          Rihla          Al-Zahrawi          Islam          Muslim          Empire</p>
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