



Knowledge Progression



Year 5/6 History – Powerful Leaders – Who Are They and How Did They Shape History?

	Chronological Understanding TERM:	Civilisations from 1000 years ago TERM:	Historical Enquiry Skills TERM:	Local History TERM:
Key Vocabulary	Saxons, Vikings, Celts, longboat, Chieftain, Berserker, Danegeld, Yggdrasil, Danelaw, Asgard, Jarl, Karl, figurehead, Valhalla, agriculture, archaeologists, fertile, WW2, industrial revolution, parliament, Angles, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Manuscript, Neville Chamberlain, tank, Blitz, evacuee, Nazi, Germany, Spitfire, solider, Anderson Shelter, Winston Churchill, air-raid shelter, ration book, Adolf Hitler, land girls, munitions, invaders, raiders, settlers, kingdom, conflict, Alfred the Great.	decades, centuries, millennium, empire, civilisation, Kalkuklan, Tikal, Pok-o-Tok, sacrifice, harvest, warrior, village, city, jungle, cacao, etching, dynasty, maize, codex, hieroglyphs, Stela, scribe, bloodletting, cenote, Ah Kin Mai, Chac.	similarities, differences, compare, reason, importance, resources, Stone Henge, dwellings, materials, significance, jewellery, clothing, status, hierachy, colony, civilisations, priests, nobles, merchants, scribes, artisans, farmers, peasants, Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe, Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe, eye-witness, reliable, legacy, legislation, impact, significance, primary evidence, primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate, reliable, eye-witness, legacy, ambiguous, consequences, omits.	board schools, monitors, logbooks, slates, inkwell, weir, Sir Titus Salt.
Previous knowledge/ Learning	<p>Having completed LKS2, our children will:</p> <p><u>STONE AGE-</u> H1 - Know how Britain changed between the beginning of the Stone Age and the Iron Age (studying three periods: Palaeolithic, Mesolithic, Neolithic and how housing, sourcing of food, advances in tools and weapons shaped this), identifying the main differences between the Stone (3000 BC), Bronze (2100 BC) and Iron (750BC) Ages (religion, technology, travel, Stonehenge). H2 - Know what is meant by hunter-gatherers and what Skara Brae is. H3 - Know how Britain changed from the Iron Age to the end of the Roman occupation whilst placing the Stone Age and the Romans on a timeline, understanding the concept of BC and AD</p> <p><u>ROMANS –</u> H4 - Know why the Romans invaded Britain in 43AD. H5 - Know how the Roman occupation (weaponry and how they conquered: Claudius’ conquest and Hadrian’s Wall) of Britain helped to advance British society e.g. how it impacted upon British technology, culture and beliefs and why they settled in York. H6 - Know how there was a resistance to the Roman occupation and know about Boudica (61AD). H7 - Know about and timeline the life of Julia Caesar, a famous Roman emperor.</p>	<p>Having completed LKS2, our children will:</p> <p><u>GREEKS –</u> H8 - Know the main characteristics of the Athenians and the Spartans. (rulers, lifestyles – creativity vs obedience) H9 - Know about the influence the gods had on Ancient Greece (Zeus, Hera, Poseidon, Athena, Ares) H10 - Know at least five sports from the Ancient Greek Olympics (776BC – first games). H11 - Know how the Greek’s lived (democracy, art, culture, clothing) and how they influenced the western world.</p> <p><u>EGYPTIANS –</u> H12 - Know about and can name some of the advanced societies that were in the world 3000 years ago (Ancient Egypt – 3100BC, Shang Dynasty) H13 - Can place the Egyptians on a timeline and understand the concept of BC and AD H14 - Study the political hierarchy and how roles were defined. Specific focus on Pharaohs. Compare the approaches of: Tutankhamun, Cleopatra and Ramses II. H15 - Study the religious beliefs and rituals (mummification) common during the time. H16 - Know about the clothing and jewellery and how it differed based upon status. H17 - Know about the housing from this period – what they were built from. How they were laid out? H18 - Know about the pyramids: how they were constructed (The first Pyramid structure of Saqqara 2700BC), what each of the chambers and quarters were for.</p>	<p>Having completed LKS2, our children will:</p> <p>H19 - Summarise how Britain may have learnt from other countries and civilisations. H20 - Research what it was like for children in a given period of history and present findings to an audience. H21 - Know that historic items and artefacts have been used to help build a picture of what life was like in the past (specific focus – culture and leisure). H22 - Know about the impact that one period of history had on the world. H23 - Pose their own questions about periods of history. H24 - Understand how there are different accounts of history based upon the author and their perspective.</p>	<p>Having completed LKS2, our children will:</p> <p>H25 - Find out about the history of Guiseley, knowing how their locality has been shaped by what happened in the past. H26 - Know that a Stone Age axe was discovered in the Church yard. H27 - Know that a Roman road (72b) runs over Guiseley moor. H28 - Know that the name "Guiseley" is thought to derive from a Saxon name Gislic coupled with ley which means glade or clearing in a wood, so we have Gislic's glade or Guiseley. H29 - Know that the first settlement begun by Gislic would have been near the spring which is now called Guiseley Wells. H30 - Know that the tower of Guiseley Church was built in the 15th Century. H31 - Know that the first school was built in 1592.</p>
N.C. Objectives	<p>1. To include:</p> <ul style="list-style-type: none"> - Stone age to Iron age - Romans - Anglo-Saxons - Vikings <p>Study a significant turning point in British history, whilst studying British history that extends pupils’ chronological knowledge beyond 1066. (WW2)</p>	<p>1. Choose one of:</p> <ul style="list-style-type: none"> - Mayans - Islamic Civilisations - Benin Civilisations 	<p>1. Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance.</p>	<p>1. A local study linked to one of the periods of time studied under chronology: or, 2. A local study that could extend beyond 1066.</p>



Knowledge Progression



Year 5/6 History – Powerful Leaders – Who Are They and How Did They Shape History?

Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?

Chronological Understanding

POWERFUL KNOWLEDGE:

ANGLO-SAXONS -

- H1 - Know how the Anglo-Saxons attempted to bring law and order to the country and define who the invaders were and why they wanted to settle in Britain.
- H2 - Know that during the A-S period, Britain was divided into seven kingdoms: Kent, Mercia, Northumbria, East Anglia, Essex, Sussex and Wessex. (Kingdoms are created in 556AD and Northumberland becomes the Supreme Kingdom 617AD before Mercia becomes the Supreme Kingdom in 779AD)
- H3 - Know that these kingdoms led to our county boundaries.
- H4 - Use a timeline to plot the key events in Anglo-Saxon history.
- H5 - Know what the mystery of Sutton Hoo is.

VIKINGS –

- H6 - Know where the Vikings originated from (793AD – Attacked the monastery in Lindisfarne travelling from Norway) and show this on a map. Understand how they invaded Britain.
- H7 - Know that the Vikings and the A-S were often in conflict (particularly during the rule of Alfred the Great – 886AD) and that this struggle continued until Edward the Confessor (1042AD).

WW2 -

- H8 - Know what caused WW2.
- H9 - Know about Adolf Hitler and what he believed.
- H10 - Know about the persecution of Jews, Gypsies and homosexuals.
- H11 - Know about Dunkirk and, subsequently, D-Day and how they that turned the tide.
- H12 - Know about how the lives of children were affected by WW2 – The Blitz, evacuation, rationing, the roles of women and what that meant for schooling.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 – Anglo-Saxons:

1. Children use maps of GB and Europe to annotate the origins of different tribes, exploring where the invaders came from. Children to create a passport of a Saxon invader.
2. The pupils explore some of the key reasons the Anglo-Saxons wanted to settle in Britain, e.g. their homelands were often flooded and there was not enough good fertile land to feed everyone. Pupils list the pros and cons of coming to Britain if they were Saxons.
3. The children learn that in Anglo-Saxon England, prior to invasion by the Vikings, the land was divided into 7 main kingdoms. Children label the location of the 7 Anglo-Saxon kingdoms on a map then compare them to the counties we have today. Class split into 7 groups and each group creates/ delivers a presentation about one of the kingdoms.
4. Revise AD and BC. Explain how the Anglo-Saxons arrived in Britain after the Romans had left. Children to arrange key events (e.g. Anglo-Saxon invaders arrive in Britain, the Vikings attack from Norway, Edward the Confessor becomes king) from Anglo-Saxon period on a timeline.
5. Research Alfred the Great – the only English monarch to have the title “the Great”. Children to create a “This is your life” chat show.
6. Pupils learn about the mystery of Sutton Hoo. Pupils will go on a treasure hunt around the school grounds to discover artefacts, deciding what each artefact was used for and who it could belong to: a soldier, a king or a monk. For each artefact, children will write who they think it belonged to and why, and who they think it would not have belonged to and why. Children complete statements bringing all the evidence together. Explain that it is thought to have been probably King Raedwald who ruled East Anglia in the seventh century. What can we not find out from archaeological evidence e.g. voice, appearance, character etc?

Cycle 1 – Vikings:

1. Create a class timeline to learn that although the Roman and Egyptian period may seem more advanced, they came earlier than the Vikings.
2. What does the word “Vikings” mean? Discuss why the Vikings invaded, e.g. acquisition of wealth, better quality and quantity of land for farming, to steal treasures. Children to investigate and create a comic strip of the events and dates of the Viking rule and defeat.
3. Children learn that, despite coming from different places and fighting each other, the Vikings and the Anglo-Saxons had a lot in common. They research and compare the Anglo-Saxons and the Vikings (where they came from, why they came to Britain, when they came to Britain, how they came to Britain, why they were in conflict).
4. Watch BBC One video to learn why the Vikings settled in York. Children create a map to show where the Vikings came from and the movements the Vikings undertook during the invasion of Britain. Find and label these countries on the map: England, Scotland, Wales, Ireland, Denmark, Sweden and Norway. Colour the Viking homelands in yellow, colour the Viking settlements in red, draw arrows on your map to show the routes of the Vikings to the different Viking settlements and make a key on your map to show the Viking settlements and homelands.
5. Split class up into two halves – Monks and Viking raiders. Monks to discuss their opinions of the Vikings after the attack and why they wished not to be disturbed. Vikings to discuss why they attacked. Children to appreciate that bias is a part of primary sources. Class debate on the attack on Lindisfarne (793).
6. Visit to Murton Park, where, arriving as new settlers, the children are given simple period costume and taken to their new homes on our dark-age settlement where they experience first-hand the daily life of a Viking family. On the village they learn new skills and all about the hard work and dangers that were part of daily life.

Cycle 2 – WW2:

1. The children assume the roles of: Treaty of Versailles, League of Nations, Hitler, Britain, France and the USSR, and they research who was to blame for WW2s outbreak before debating and assigning blame.
2. They, using ‘The Boy in Striped PJs, Erika’s Story and a visit to Eden Camp, learn about ‘The Final Solution’.
3. Having completed a treasure hunt around our site, the children will find a “time capsule” from a World War 2 family. They will then make inferences about the items contained within it and compare it to what a modern-day family would treasure.
4. Whilst studying Dunkirk and D-day, the children will learn about waterproofing maps, creating booby traps, how light can be used to create puppets for entertaining children in an Anderson Shelter and how two reports about the same event (the German and British perspective of D-Day and Dunkirk) in a newspaper can be completely different.

Civilisations from 1000 years ago

POWERFUL KNOWLEDGE:

THE MAYANS –

- H13 - Know about the impact that the Ancient Maya had on the modern world (50BC – the first inscription of Mayan hieroglyphs). Study the culture including: number systems, gods, calendar, sports, foods, headdresses, tattoos, weapons.
- H14 - Know why the Maya were considered an advanced society for their time and make links to other, past societies (religion, houses, technology, governance.)
- H15 - Study the reliance on farming and how they believed the gods influenced the harvest and how sacrifice was key.
- H16 - Study the great temples and how their geographical location maps to constellations.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 2 – Mayans:

1. The children are given the Mayan numbers as a jigsaw to complete. This will not be an easy task as they will organise it into groups of 10 rather than the 20 it was.
2. The children become members of a tribe and are allocated resources (gold, beasts, bronze, wood, chocolate) and given a target for survival. They then, up on the banks (jungle), in face paint and wearing headdresses, barter and trade with the other tribes to survive.
3. Reading the traditional story ‘The Rain Player’, they study Pok-o-tok and create layered art work around the gods.
4. Having studied Chichen Itza and its significance to the Maya, the children recreate the temple out of wood and mixed media, whilst learning about the ritualistic sacrifices that were undertaken there and the organisation of Mayan conurbations.
5. Studying the Mayan calendar, the children use printing techniques to reproduce their own version, whilst learning the 20 months.

Historical Enquiry Skills

POWERFUL KNOWLEDGE:

- H17 - Know how an event or events from the past has shaped the modern world.
- H18 - Draw an accurate timeline or chronological framework with different historical periods showing key historical events or lives of significant people.
- H19 - Know how Britain has had a major influence on the world.
- H20 - Compare the similarities and differences between two or more periods of history (Egyptians vs Maya.)
- H21 - Know that many of the early civilisations gave much to the world.
- H22 - Use documents, printed sources, internet databases, pictures, photographs, music, artefacts, historic buildings and visits to sites to collect evidence about the past.
- H23 - Investigate their own lines of historical enquiry after posing their own questions to answer.
- H24 - Evaluate bias and choose the most reliable source (contrasting view points of the D-Day landing.) Whilst doing this, they give clear reasons for why there might be different accounts of history, linking this to their factual understanding of the past.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 – Vikings:

1. Class discuss the problems that may be caused if we, as historians, believe stereotypical views of history. Using two pictures of Vikings, one stereotypical and one more accurate, write paragraphs for both describing what kind of people the Vikings are, using prompts for areas to focus on, e.g. helmet, face.
2. Children act as a Roman child and write a letter to a Viking child, talking about their daily life (comparing housing, school, clothes). What does the Viking child write in response? Write both letters.

Cycle 2 – WW2:

1. The children discover a “time capsule” and will use it to collect evidence about the past.
2. They evaluate bias by comparing newspaper accounts of D-Day from the German and the British press.
3. They discuss how WW2 shaped the face of Europe and the key role that Britain and the allies played in this.

Cycle 2 – Mayans:

1. The children place the Maya on a timeline (this can be temple themed), identifying the key leaders, civil wars and discoveries/advances (chocolate, sports, hunting)
2. They compare the similarities and differences between the Maya and The Egyptians. Central American civilisations vs African from contrasting time periods, learning that, in many ways, the Egyptians were more advanced.

Local History

POWERFUL KNOWLEDGE:

- H25 - Study the Victorian period with specific reference to the model town of Saltaire, knowing about how the lives of wealthy people were different from the lives of poorer people during the Victorian period (housing, education and clothing).
- H26 - Study the homes that children lived in during the Victorian period and the clothes that children wore in during the Victorian period comparing them to modern equivalents.
- H27 - Can explain the jobs children took on during the Victorian era.
- H28 - Can explain how school was different during the Victorian era.
- H29 - Know that the construction of Saltaire was started by Sir Titus Salt. The name of the village is a combination of the founder’s last name and the name of the Aire River which runs through it. Sir Titus Salt, first baronet (20 September 1803 – 29 December 1876), was born in Morley near Leeds.
- H30 - Know that many myths exist about the rules and regulations that Titus Salt placed on his village and its inhabitants, including: Sir Titus Salt destroyed the records of Salts Mill to hide his "ruthlessness" No evidence has been found to support this. It was said in a published article that Titus Salt destroyed the paperwork of Salts Mill to hide his ruthlessness. Titus Salt died in December 1876. Salts Mill continued to operate under the Salt family name until 1892, when it went into administration. Records didn’t survive. Why records didn’t survive - no evidence has been found, to date.
- H31 - Saltaire named a World Heritage Site in 2001
- H32 - The streets of Saltaire are named after Sir Titus Salt’s children, extended family (daughters-in-law), Queen Victoria and Prince Albert, Upper and Lower School Street (self-explanatory), and the architects Lockwood and Mawson. There are also three streets which bear the names of popular Victorian plants: daisy, fern and myrtle.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 - Local History and Book Study:

1. Walking tour of Saltaire - investigating the local history, naming of the streets, river, weir, bridges, park, church, railway line, mill, shops and houses.
2. Using evidence from the visit: What did the residents gain from living in Salts? Draw up the rules that the residents had to abide by. Do the children agree with them all? Would they have wanted to live there? Here, we need to compare the living conditions in Saltaire, to the average workers’ house in Bradford: schooling, clothing, water supply, gas lighting, outdoor privy, separate living and cooking spaces, multiple bedrooms, rent-free for the elderly and sick, they had pensions etc)
3. Pupils will learn how sewing and clothes making were important skills during the Victorian period. Discuss how clothing has changed in the modern day.
4. Understand what it would have been like to live in Saltaire during the Victorian period (1853 – 1876). Use findings from the visit and information the children have gathered, write a diary entry for a character (which the children were given on the visit).
5. Would you have wanted to live in Saltaire? Would you have moved your family? Do you believe Sir Titus salt was a kind and thoughtful man? From all the evidence gained from visit and research, discuss these questions.
6. Children create a biography of Sir Titus Salt.
7. Make a human timeline of events within the Victorian times.