

Year 5 History Curriculum Milestone 3

Period of History	Key Vocabulary	Sticky Facts	Essential knowledge and Learning Experiences
Theme in British History beyond 1066: Achievements and Legacies The Victorians 1837 – 1901 Balloon Blaster Rich and Poor Tudors 1485 - 1603	Monarch Era Inventions Economics Enslavement	<ul style="list-style-type: none"> The Victorian era was from 1837 to 1901 – the reign of Queen Victoria. 	<ul style="list-style-type: none"> To know when the Victorian period happened.
		<ul style="list-style-type: none"> The Tudor reign started with Henry VII in 1485 and ended with Elizabeth I in 1603 	<ul style="list-style-type: none"> To know who the Tudors were and when they ruled.
		<ul style="list-style-type: none"> The Victorian reign was a time of significant change in technology, economics and socially. The Railway network was created in the 1800's. The postage stamp – the Penny Black was introduced and the postal service as we know today was started. The first petrol motor car was invented. There was a huge contrast between rich and poor people. 	<ul style="list-style-type: none"> To research Victorian inventors and their inventions. To understand how the inventions affected the way Victorians lived their lives and how we use those inventions today. To investigate how people from different social classes lived.
		<ul style="list-style-type: none"> Rich children in Victorian times had toys such as a rocking horse and clockwork toys. Poor children played games with hoops, marbles and skipping ropes in the street. 	<ul style="list-style-type: none"> To explore the differences between rich and poor children's toys during the Victorian era. To explore how toys have changed through history.
		<ul style="list-style-type: none"> Harriet Tubman was an escaped enslaved woman. She helped to lead enslaved people to freedom. An enslaved person is someone who has no freedom or rights and is not paid for any work done. The Tudors were the Royal family that came into power in 1485. Henry VIII and Elizabeth I were two of the most notorious Tudor monarchs. Food and drink were seen as a sign of wealth in Tudor times. Rich people ate a lot of meat including swan and seagull. Poor people ate mainly vegetables. 	<ul style="list-style-type: none"> To describe the differences between rich and poor people from different periods in history. To make deductions about the past – understanding how difficult life was for enslaved people. To understand why people acted as they did in history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Milestone 3 History

		<ul style="list-style-type: none"> Rich Tudors' clothing was lavish – decorated with gold and jewels. Poor Tudors' wore simple loose fitting cotton clothes. 	
Ancient Greece 700-480BC Achievements and Legacies		<ul style="list-style-type: none"> The Ancient Greeks lived between 700 and 480BC 	<ul style="list-style-type: none"> To know when the Ancient Greeks lived.
		<ul style="list-style-type: none"> Ancient Greeks were the first to introduce democracy. Democracy is where the people are allowed to vote for their leaders and new laws. Ancient Greeks believed in many Gods and Goddesses. It is believed the 12 most important Gods lived on Mount Olympus. Zeus was the most powerful of the Gods. The Ancient Greeks loved sports. The first Ancient Olympics was in 776BC in Olympia. Women were not allowed to enter the Olympics as they were not treated as equal to men. The Olympics were held as part of a festival to honour Zeus. 	<ul style="list-style-type: none"> To understand democracy. To know the differences between modern and ancient Olympics. To understand the religious beliefs of the Ancient Greeks.
Non-European society Achievements and Legacies The Mayan civilisation 1100BC to 1500AD		<ul style="list-style-type: none"> The Maya were an ancient civilisation who lived in Central America. They lived in an area known as the Yucatan between 1100BC until 1500AD. 	<ul style="list-style-type: none"> To know where and when the Mayans lived.
		<ul style="list-style-type: none"> They created irrigation canals to water fields. The Mayan weaved cotton for clothes. The Mayan traded using cocoa beans as their currency. The Mayan were interested in astronomy and calculated that a year was 365 days. The Mayans had a writing and number system which included 0. Chichen Itza was a sacred city of pyramids and temples. Mayan children were considered grown up enough to contribute to the community at the age of 5 or 6. 	<ul style="list-style-type: none"> To understand the achievements and legacies of the Mayans and why these were so important. Understand why their achievements made them such an important and longstanding civilisation. Make comparisons between the pyramids of the Mayan and that of the Ancient Egyptians. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. To make comparisons between the life of a child today and that of a child in Mayan times.

Year 6 History Curriculum Milestone 3			
Period of History	Key Vocabulary	Sticky Facts	Essential knowledge and Learning Experiences
Stone Age to Iron Age Prehistoric – 43AD Beliefs		<ul style="list-style-type: none"> The stone-age period started around 3 million years ago when humans started to live in Europe. The stone-age was followed by the bronze-age period. This is when humans started to use metal. The bronze-age was followed by the iron-age. The Iron Age came to an end around 550BC with the rise of the Vikings. 	<ul style="list-style-type: none"> Know approximately when the stone age started and when the Iron Age finished.
		<ul style="list-style-type: none"> It is believed that cave paintings were completed as a form of worship. Stone Age people are believed to have worshipped animals. Stonehenge was probably built as a burial site during the Neolithic era but has been used for different religious ceremonies. A grave dating back to around 2300BC was discovered in 2002. It was 3 miles from Stonehenge and contained the complete skeleton of a man with an array of items. He was dubbed the Amesbury Archer. 	<ul style="list-style-type: none"> To understand the significance of cave paintings, stone circles and henges to people's beliefs at the time. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
The Romans 43 BC to 410 AD Conflict, Crime and Punishment.		<ul style="list-style-type: none"> 55BC Caesar's first expedition to Britain. 410 AD Roman rule ends in Britain. 	<ul style="list-style-type: none"> Be able to place the Roman settlement of Britain on a timeline.
		<ul style="list-style-type: none"> Gladiators were Romans who were made to fight, often because they had committed crimes and this was their punishment. The Colosseum in Rome, which still stands today was a public arena where Gladiator battles were fought. 	<ul style="list-style-type: none"> To compare conflicts from different times in history. To understand how effective different armies were in history and the reasons for this. To explore the different weaponry used for different conflicts throughout history. To investigate the impact of battles and conflicts on life as we know it today.

Milestone 3 History

Beliefs		<ul style="list-style-type: none"> The Romans believed in different Gods and Goddesses for different things. Many planets were named after Roman Gods and Goddesses. 	<ul style="list-style-type: none"> To reason about what life could have been like if battles and conflicts did not occur or if the outcomes were different. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Theme in British History beyond 1066: Conflict, Crime and Punishment. Normans 1066-1154 Tudors 1485-1603	Victor Conqueror playwright heresy reformation	<ul style="list-style-type: none"> The Normans came to power in Great Britain in 1066 and ended in 1154. 	<ul style="list-style-type: none"> To know who the Normans were and when they lived.
		<ul style="list-style-type: none"> The Tudor reign started with Henry VII in 1485 and ended with Elizabeth I in 1603 	<ul style="list-style-type: none"> To know who the Tudors were and when they ruled.
		<ul style="list-style-type: none"> The Stuart reign followed the Tudors when they died out in 1603 and ended in 1714 with the death of Queen Anne. 	<ul style="list-style-type: none"> To know who the Stuarts were and when they ruled.
		<ul style="list-style-type: none"> The Battle of Hastings took place in 1066. The Anglo Saxon King – Harold II (Godwinson) was supposedly shot in the eye by an arrow and is reported to be buried in Waltham Abbey church. William the Conqueror, the victor at the Battle of Hastings, was the first Norman King – he brought an end to the Anglo-Saxon period. William was from Normandy in France. William Shakespeare was a Tudor playwright who lived from 1564-1616. Macbeth is one of Shakespeare’s most famous plays set in Scotland. 	<ul style="list-style-type: none"> To compare conflicts from different times in history. To investigate how stories can be different - seek out and analyse a wide range of evidence in order to justify claims about the past. To understand how effective different armies were in history and the reasons for this. To explore the different weaponry used for different conflicts throughout history. To investigate the impact of battles and conflicts on life as we know it today. To reason about what life could have been like if battles and conflicts did not occur or if the outcomes were different.

Milestone 3 History

<p>Beliefs</p> <p>Witch hunts</p> <p>Tudors 1485-1603 and Stuarts 1603-1714</p>		<ul style="list-style-type: none"> • Women believed to be witches were hunted down and killed, often in awful ways. • Henry VIII split with the Catholic Church because the Pope would not agree to his divorce from Catherine of Aragon. This split was called the Reformation. • During the Tudor period there was much conflict between Catholics and Protestants. You could get into a lot of trouble for your beliefs. • The Gunpowder plot was a failed attempt to assassinate the King of England in 1605. 	<ul style="list-style-type: none"> • To know who William Shakespeare was and what he is famous for and why we still learn about him today. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand how the Reformation has affected us today. • Reason about what life would have been like if the Gunpowder plot had been successful.
<p>Ancient Greece</p> <p>700-480BC</p> <p>Conflict, Crime and Punishment.</p>	<p>Conflict</p> <p>Victory</p> <p>Defeat</p> <p>Outflanking</p> <p>Weaponry</p> <p>shield</p>	<ul style="list-style-type: none"> • The Ancient Greeks lived between 700 and 480BC • The Battle of Marathon took place in 490BC and it was between the Athenians and the Persians. • A marathon is named in honour of the Greek runner, Pheidippides, who ran 26 miles to tell the people of Athens of their victory. • It was the first battle in history where outflanking was used as a battle strategy. • Weaponry (shields) were used as a defence. 	<ul style="list-style-type: none"> • To know when the Ancient Greeks lived. • To understand when the Battle of Marathon occurred and the reasons why it did. • To understand the Ancient Greek's influence on the Western world. • To compare conflicts from different times in history.

History National Curriculum Skills - Chris Quigley

To investigate and interpret the past	To understand chronology	To build an overview of world history	To communicate historically
<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.