

Upper Key Stage 2 History: Unit 1

Enquiry: *Why did the ancient Maya change their way of life?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> The location of the countries and cities of the modern day region of Central America The way of life of modern Maya people of Central America The natural features of the environment and climate of Central America Who the ancient Maya were and some of their achievements The features and purpose of the structures of the ruined Maya city of Chichen Itza The purpose of a range of ancient Maya artefacts from the city The social and religious importance of the ball game pok-a-tok How the ancient Maya farmed using mountain terraces The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> Maps Journal entries Sketches Sculptures Hieroglyphics Figurines Ancient codex Artefacts <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify and locate the countries and cities of the modern day region of Central America Describe and explain the way of life of modern Maya people of Central America Describe and explain the natural features of the environment and climate of Central America Explain who the ancient Maya were and evaluate some of their achievements Reach an informed judgement based on evidence of the features and purpose of the structures of the ruined Maya city of Chichen Itza Hypothesise about the purpose of a range of ancient Maya artefacts from the city and justify their views Explain the likely social and religious importance of the ball game pok-a-tok Explain how the ancient Maya farmed using mountain terraces Evaluate the range of likely causes of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 Reach an informed judgement regarding the most significant factors and justify their views <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Explain how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time and reach a judgement regarding which they feel was more developed <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About life in Anglo Saxon England which occurred at the same time as the peak of Maya civilisation How and why empires and civilisations such as the Roman Empire, British Empire and Ancient Greece expanded and declined over time
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Upper Key Stage 2 History: Unit 2

Enquiry: *Why was winning the Battle of Britain so important?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> Why Adolf Hitler came to power in Nazi Germany Why Britain entered into war with Nazi Germany in 1939 Which countries were allies of Britain in the war Why Nazi Germany invaded and occupied most of Western Europe by 1940 Why Britain faced the threat of invasion by Nazi Germany in 1940 Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion The main events of the Battle of Britain How and why Britain defeated Nazi Germany in the Battle of Britain The significance of this victory in terms of the final outcome of the Second World War <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> Photographs Maps Films Books Speeches Military and government orders Tabular data sets <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Explain who Adolf Hitler was and why he came to power in Nazi Germany Explain why Britain entered into war with Nazi Germany in 1939 Identify and explain which countries were allies of Britain in the Second World War Explain how and why Nazi Germany invaded and occupied most of Western Europe by 1940 Understand why Britain faced the threat of invasion by Nazi Germany in 1940 Reach an informed judgement about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion Describe and explain the main events of the Battle of Britain Evaluate a range of evidence and reach a judgement about how and why Britain defeated Nazi Germany in the Battle of Britain and justify their views Understand the significance of this victory in terms of the final outcome of the Second World War <p>Pupils working at greater depth will also:</p> <p>Understand the significance of propaganda during the Battle of Britain and consider whether Nazi Germany actually intended to invade Britain if they were successful in defeating the Royal Air Force</p> <p>Prior Learning</p> <p>Earlier in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> The most common reasons why tribes, kingdoms, nations and empires invade the territory of other people About some very significant battles fought by England and Britain such as Trafalgar, Waterloo and Hastings About some of the events of the First World War and how life in Britain changed during the conflict
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Upper Key Stage 2 History Unit 3

Enquiry: *Why is the history of York also the 'History of England'?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> The location of the modern day city of York. That York has been affected by historical events for many thousands of years. Why York was an important city of the Roman Empire. What the purpose of Roman 'head pots' in York might have been. Why the Oshere Anglo Saxon helmet found in York is such an important artefact. Why Northumbria was a powerful Anglo Saxon kingdom. Why and how the Normans built the Cathedral of St Peter. Why the Battle of Marston Moor was one of the most important ever fought in Britain. What the Industrial Revolution was. Some of the changes that occurred in York as a result of the Industrial Revolution. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A local history study 	<ul style="list-style-type: none"> Murals Sketches Engravings Paintings Statues Sculptures Maps Photographs Manuscripts Pamphlets Newspaper reports Factory inspectors reports <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify, locate and describe the location of the modern day city of York. Understand that York has been affected by historical events for many thousands of years. Explain why York was an important city of the Roman Empire. Reach and informed judgement based on evidence as to what the purpose of Roman 'head pots' in York might have been. Reach an informed judgement based on evidence as to why the Oshere Anglo Saxon helmet found in York is such an important artefact. Explain why Northumbria was a powerful Anglo Saxon kingdom. Understand why and how the Normans built the Cathedral of St Peter and evaluate the impact of its construction on the people of York, justifying their views. Explain why the Battle of Marston Moor was one of the most important ever fought in Britain. Explain what the Industrial Revolution was and some important ways it changed society in Britain in the 18th and 19th centuries. Understand some of the changes that occurred in York as a result of the Industrial Revolution. <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand the concept of palimpsest in relation to the city of York <p>Prior Learning</p> <p>In Key Stage 1 pupils learned:</p> <ul style="list-style-type: none"> About historically significant people, events and places in their local area and investigated why they are considered to be of importance
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Upper Key Stage 2 History: Unit 4

Enquiry: *How did a pile of dragon bones help to solve an ancient Chinese mystery?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> That the Shang Dynasty was located in northern China between 1600 BC – 1046 BC This was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisation That until 1899 there was no evidence that the Shang Dynasty had ever actually existed What Wang Yirong discovered at a Peking market in 1899 that was so significant in telling archaeologists about the Shang Dynasty The likely purpose of carved oracle bones during the Shang Dynasty What artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty Why there is no evidence of the lives of ordinary people of the Shang Dynasty How and why the impacts of the reigns of King Cheng Tang and Di Xin were so different The importance of the Shang burial chamber discovered at Yi Au in 1976 What the artefacts and remains found in the tomb tell us about the person who was probably buried there Why tombs of monarchs and noblemen often became the target of graverobbers during the Shang Dynasty How life during the Shang Dynasty compared with life for most people in Bronze Age Britain <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> Photographs Sculptures Maps Frescos Drawings Statues Books Artistic reconstructions Artefacts <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify, describe and explain that the Shang Dynasty was located in northern China between 1600 BC – 1046 BC Recognise that this was the same time as the Bronze Age in Britain and the Ancient Egypt Explain why until 1899 there was no evidence that the Shang Dynasty had ever actually existed Describe what Wang Yirong discovered at a Peking market in 1899 and explain why it was so significant Reach a judgement as to the likely purpose of carved oracle bones during the Shang Dynasty Reach a judgement about what archaeologists believe these artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty Explain why there is no evidence of the lives of ordinary people of the Shang Dynasty Evaluate the impact of the reigns of King Cheng Tang and Di Xin in China and reach a judgement about which was most significant, justifying their views Identify and describe the artefacts discovered in the burial chamber at Yi Au in 1976 Explain the significance of some of these and reach a judgement about what they tell us about the person who was buried there Compare and contrast how life in the Shang Dynasty compared with Ancient Egypt and the Bronze Age in Britain <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Be able to reach a judgement about which society – Shang or Bronze Age – should be considered the most developed and justify their views <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About life in Bronze Age Britain which occurred at the same time as the Shang Dynasty in China About what an empire is and why the Romans invaded Britain to extend their empire About the Maya Civilisation in Central America and why their great jungle cities were ultimately abandoned
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Upper Key Stage 2 History Unit 5

Enquiry: *The story of the Trojan Horse – fact, myth or legend?*

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<ul style="list-style-type: none"> What the term ‘civilisation’ means Why Greece 2500 years ago became one of the most important places in the ancient world The area of the modern world that was once part of the empire of Ancient Greece The major achievements of the Ancient Greece civilisation What a city state is and why there were so many in Ancient Greece Why the city of Sparta and Troy began a war that lasted ten years Why Greek armies laid siege to Troy What the so called ‘trojan horse’ was believed to have been The story of the trojan horse The difference between a myth and legend Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> Maps Paintings Sculptures Engravings Mosaics Statues Manuscripts Written account <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Understand what the term ‘civilisation’ means Explain why Greece 2500 years ago became one of the most important places in the ancient world Identify, locate and observe the area of the modern world that was once part of the empire of Ancient Greece Understand the major achievements of the Ancient Greece civilisation Explain what a city state is and reach an informed judgement as to why there were so many in Ancient Greece Explain why the city of Sparta and Troy began a war that lasted ten years Understand why Greek armies decided to lay siege to Troy Explain what the so called ‘trojan horse’ was believed to have been Describe the story of the trojan horse Explain the difference between a myth and legend Evaluate a range of evidence and reach an informed judgement as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, justifying their views <p>Pupils working at greater depth will also:</p> <p>Evaluate evidence and reach an informed conclusion as to how life in Britain around 1350 BC compared with that in Ancient Greece</p> <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About life in Bronze Age Britain What a ‘civilisation’ is About the Maya and Ancient Greece civilisations
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Upper Key Stage 2 History: Unit 6

Enquiry: *Why did Britain once rule the largest empire the world has ever seen?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> What an empire is Recall their knowledge and understanding of why the Romans built an empire What a colony is The colonies that formed the British Empire at its height in 1921 Why Britain built an empire beginning in the time of King James I The benefits this brought to Britain The hardships faced by many indigenous people whose home these colonies were Why after the Second World War Britain found it increasingly difficult to maintain its empire Why most former colonies are now independent sovereign nations Why Britain went to war with Argentina over the Falkland Islands in 1982 The purpose and countries of the Commonwealth Why many independent countries that were once colonies of the British Empire now belong to the Commonwealth <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> Photographs Sculptures Maps Statues Books Paintings Films Murals <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Understand what an empire is Recall their knowledge and understanding and explain why the Romans built an empire Explain what a colony is Identify and locate on a map the colonies that formed the British Empire at its height in 1921 Explain why Britain built an empire beginning in the time of King James I Evaluate the benefits that having many colonies brought to Britain Understand the hardships faced by many indigenous people whose home these colonies were Reach an informed judgement regarding why after the Second World War Britain found it increasingly difficult to maintain its empire Explain why most former colonies are now independent sovereign nations Explain why Britain went to war with Argentina over the Falkland Islands in 1982 Explain the purpose of the Commonwealth Understand why many independent countries that were once colonies of the British Empire now belong to the Commonwealth <p>Pupils working at greater depth will also:</p> <p>Make an informed judgement as to why many people from former colonies of its empire migrated to Britain in the 1950s and 1960s</p> <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About what an empire is and why the Romans invaded Britain to extend their empire What happened in Britain when it was part of the Roman Empire What happened in Britain after the Romans left
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Upper Key Stage 2 History Enquiry

Enquiry: *Who were Elizabeth's Sea Dogs and why did they make Phillip so angry?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> Why Elizabeth I became Queen of England in 1558 and who her mother and father were Why she had not become Queen after the death of her father Henry VIII Why her half-sister Queen Mary had left England with a huge debt for Elizabeth I to inherit when she died Why these debts made Elizabeth very vulnerable as Queen of England Who Phillip II of Spain was Why Spain had built a huge empire around the world during the 1500s What the so called 'New World' was and why it was so important to Phillip II How Elizabeth I went about quickly increasing the wealth of England as soon as she became Queen What a privateer and letter of marque was How Elizabeth I encouraged seafarers to become privateers Why the actions of English privateers angered Phillip II What the Spanish Armada was and what Phillip II hoped it would succeed in doing How and why the Spanish Armada was defeated in 1588 <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> Photographs Engravings Maps Books Speeches Murals Journals <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Explain why Elizabeth I became Queen of England in 1558 and who her mother and father were Understand why she had not become Queen after the death of her father Henry VIII Explain why her half-sister Queen Mary had left England with a huge debt for Elizabeth I to inherit when she died Empathise why these debts made Elizabeth very vulnerable as Queen of England Describe who Phillip II of Spain was Evaluate and reach an informed judgement as to why Spain had built a huge empire around the world during the 1500s Explain what the so called 'New World' was and why it was so important to Phillip II Understand how Elizabeth I went about quickly increasing the wealth of England as soon as she became Queen Explain what a privateer and letter of marque was Reach an informed judgement about how Elizabeth I encouraged seafarers to become privateers Understand why the actions of English privateers angered Phillip II Explain what the Spanish Armada was and what Phillip II hoped it would succeed in doing Evaluate a range of sources and reach an informed judgement regarding how and why the Spanish Armada was defeated in 1588 and justify their views <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand why it is controversial today that many of Elizabethan heroes of the Armada defeat were also very wealthy slave traders <p>Prior Learning</p> <p>Earlier in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> The most common reasons why tribes, kingdoms, nations and empires invade the territory of other people About some very significant battles fought by England and Britain such as Trafalgar, Waterloo and Hastings About the Roman Empire and why Britain was invaded and occupied by the Romans
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Upper Key Stage 2 History: Enquiry

Enquiry: *What was life like in Baghdad during the Golden Age of Islam?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> Where the modern country of Iraq and city of Baghdad is located. What Abu Jafar al Mansur’s ‘city of peace’ in Iraq might have looked like in AD 766. Why Baghdad had become the most important trading centre in the world by AD 900. The purpose importance of Bayt al – Hikma in central Baghdad around AD 900. The areas of the world known and unknown to the people of Baghdad in the tenth century. The importance of the work of inventors, designers and engineers working in Baghdad during the Golden Age of Islam. Why the period around AD 900 is referred to as ‘The Golden Age of Islam’. Why Baghdad was the first city in the world to have one million inhabitants. How Anglo Saxon life in Britain in the tenth century compared with life in Baghdad. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> Sketches Engravings Paintings Artist reconstructions Statues Sculptures Maps Photographs Manuscripts <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify, locate and describe where the modern country of Iraq and city of Baghdad is located. Reach an informed judgement based on written accounts as to what Abu Jafar al Mansur’s ‘city of peace’ in Iraq might have looked like in AD 766. Understand why Baghdad had become the most important trading centre in the world by AD 900. Explain the purpose importance of Bayt al – Hikma in central Baghdad around AD 900. Describe and explain the areas of the world known and unknown to the people of Baghdad in the tenth century. Reach an informed judgement about why little was known then about the world beyond Europe, the Middle East, East Asia and North Africa. Evaluate the importance of the work of inventors, designers and engineers working in Baghdad during the Golden Age of Islam. Reach an informed judgement as to why the period around AD 900 is referred to as ‘The Golden Age of Islam’. Explain why Baghdad was the first city in the world to have one million inhabitants. <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Reach an informed judgement as to how Anglo Saxon life in Britain in the tenth century compared with life in Baghdad. <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About life in Anglo Saxon England around 900 AD The achievements of empires and civilisations such as the Roman Empire, British Empire and Ancient Greece
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Upper Key Stage 2 History Enquiry

Enquiry: *What happened to the boy behind the golden mask?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> The chronology of the Ancient Egyptian civilisation from 6000 BC to 332 BC What a Pharaoh was and the role they played in Ancient Egyptian society The religious beliefs of Ancient Egyptians The importance of a number of gods in the lives of Ancient Egyptians, particularly Ma'at The importance of the Book of the Dead The significance of the Valley of Kings to Pharaohs When Tutankhamun became Pharaoh and when he died The role that Horemheb and Ay played in Tutankhamun's life as Pharaoh Who Howard Carter was and his work as an archaeologist The significance of the discovery of the tomb of Tutankhamun in 1922 The range of artefacts that the tomb contained What these artefacts suggest about the life and beliefs of Pharaohs Why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt Why the cause of Tutankhamun's death remains a mystery What the possible causes of his death may have been based on the evidence available <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> Photographs Interpretations of hieroglyphics Maps Diaries Artefacts Murals Forensic reports Books Historical fiction <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Draw a timeline and describe the main events of the Ancient Egyptian civilisation from 6000 BC to 332 BC Explain what a Pharaoh was and the role they played in Ancient Egyptian society Explain the religious beliefs of Ancient Egyptians Understand the importance of a number of gods in the lives of Ancient Egyptians and reach a judgement regarding why Ma'at may have been the most important Describe and explain the importance of the Book of the Dead Understand the significance of the Valley of Kings to Pharaohs Identify along their timeline when Tutankhamun became Pharaoh and when he died Evaluate the role that Horemheb and Ay played in Tutankhamun's life as Pharaoh Explain who Howard Carter was and his work as an archaeologist Evaluate the significance of the discovery of the tomb of Tutankhamun in 1922 Identify, observe and describe the range of artefacts that the tomb contained Reach an informed judgement regarding what these artefacts suggest about the life and beliefs of Pharaohs Understand why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt Explain why the cause of Tutankhamun's death remains a mystery Evaluate the possible causes of his death may have been based on the evidence available and reach a judgement about which they feel most likely, justifying their views <p>Pupils working at greater depth will also:</p> <p>Compare and contrast life in Ancient Egypt during the time of Tutankhamun and Bronze Age Britain and reach an informed judgement regarding where it would have been preferable for ordinary people to have lived</p> <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About life in Bronze Age Britain What a 'civilisation' is About the Maya and Ancient Greece civilisations
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Upper Key Stage 2 History Enquiry

Enquiry: *How have medical breakthroughs of the last 250 years affected life in Britain?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> What the term 'life expectancy' means. Why life expectancy in Britain remained low until the beginning of the 1800s. The cause of the Great Bubonic Plague of 1665. How people at the time felt the plague could be prevented and treated. Why the plague spread so rapidly. The significance of what Edward Jenner discovered in 1796. Why many people opposed the introduction of vaccinations. The major medical milestones of the last 250 years. Create a timeline with an equidistant scale to show the chronology of these milestones. Decide which of these developments were the most significant. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> Diaries Sketches Engravings Paintings Pamphlets Posters Flow charts Multiple line graphs Newspaper reports <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Explain what the term 'life expectancy' means. Understand why life expectancy in Britain remained low until the beginning of the 1800s. Describe and explain the cause of the Great Bubonic Plague of 1665. Explain how people at the time felt the plague could be prevented and treated. Reach and informed judgement based on evidence as to why the plague spread so rapidly. Evaluate the significance of what Edward Jenner discovered in 1796. Understand why many people opposed the introduction of vaccinations. Identify, describe and explain the major medical milestones of the last 250 years. Construct a timeline with an equidistant scale to show the chronology of these milestones. Evaluate a range of evidence and reach an informed judgement as to which of these developments were the most significant, justifying their conclusions. <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand the medical developments necessary in Britain and around the world to combat the COVID-19 virus. <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About how and why most people in Prehistoric Britain and the Bronze and Iron Age lived very short lives compared with today. About living conditions in Anglo Saxon Britain for most people.
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