

<h2 style="text-align: center;">History – Upper Key Stage 2</h2> <h3 style="text-align: center;">Units of Work &amp; NC links for Years 5 and 6</h3>				
	Year 5 (History units of work)	National Curriculum Link	Year 6 (History units of work)	National Curriculum Link
	<p><b><u>AUTUMN TERM:</u></b>  <i>The Vikings and Anglo-Saxons: Who got what in the struggle for Britain?</i></p> <p><b><u>SUMMER TERM:</u></b>  <i>The Maya: Why were the Maya more advanced than Britain in 900AD?</i></p>	<p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p><i>The non-European society that provides contrasts with British history: The Mayan Civilisation.</i></p>	<p><b><u>AUTUMN TERM:</u></b>  <b>A Quick March through the Wars: Is it ever right to fight?</b>                      E.g. - 1066, Civil War, WW1, WW2</p> <p><b><u>SUMMER TERM:</u></b>  <b>Local Study: How was Stockport impacted by World War 2?</b>  <i>(Stockport air raid shelter)</i></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Local study of History.</p>

## Upper Key Stage 2 – Knowledge outcomes by the end of UKS2 for Y5 & Y6

*(with support and guidance from Chris Trevor)*

Historical chronology and understanding	<ul style="list-style-type: none"> <li>• I can place events, people and changes of British, local &amp; world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE &amp; AD.</li> <li>• I can tell the story of events within and across the time periods I have studied.</li> <li>• I can identify specific changes within and across different periods over a long arc of development.</li> </ul>
Historical concepts	<ul style="list-style-type: none"> <li>• I understand the complexity of people’s lives in the past and how some societies are very different due to changes of the challenges at the time.</li> <li>• I can discuss trends over time.</li> <li>• I can see the relationship between different periods and the legacy or impacts for me and my identity.</li> </ul>
Historical Interpretation	<ul style="list-style-type: none"> <li>• I can explain that the past can be represented or interpreted in many different ways.</li> <li>• I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>• I can devise my own historically valid questions.</li> <li>• I know how our knowledge of the past is constructed from a range of sources.</li> <li>• I carefully select and organise relevant historical information from a range of historical sources of information.</li> </ul>
Historical communication	<ul style="list-style-type: none"> <li>• I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods (e.g. - century, decade).</li> </ul>

Year 6 – History (Assessment of Knowledge and Skills)				
Year 6 – Skills (How to achieve end of UKS2 outcomes)		UKS2 Outcomes (Achieved by the end of Year 6)	Assessment of Year 6 children (initial – E & X, other chn not initialled are assessed by teacher as M)	
Historical chronology and understanding	<ul style="list-style-type: none"> <li>Uses timelines to demonstrate changes and developments in culture, technology, religion and society (<i>children identify their own areas based on interest in learning to enable them to compare changes later on</i>).</li> </ul> <p><b>Timeline of development of technology for fighting wars across the last century.</b></p> <p><b>Timeline for the development of medicine over the major wars of the last century.</b></p> <p><b>Timeline for the communication and reporting of war over the last century.</b></p>	<ul style="list-style-type: none"> <li>I can place events, people and changes of British, local &amp; world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE &amp; AD.</li> <li>I can tell the story of events within and across the time periods I have studied.</li> <li>I can identify specific changes within and across different periods over a long arc of development.</li> </ul>	<u>E</u>	<u>X</u>
	<ul style="list-style-type: none"> <li>Uses these key periods as reference points. <b>WW1, WW2 and War in Afghanistan.</b></li> <li>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> </ul> <p><b>Development of technology for fighting wars across the last century.</b></p> <p><b>Development of medicine over the major wars of the last century.</b></p> <p><b>Development of communication and reporting of war over the last century.</b></p>			

Year 6 – History: Knowledge and Skills Assessment

	<ul style="list-style-type: none"> <li>Names date of any significant event studied from past and place it correctly and chronologically on a timeline.</li> <li>Major wars that Britain has been involved in over the last 1000 years ordered onto a timeline.</li> </ul>			
<p>Historical concepts</p>	<ul style="list-style-type: none"> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Analysis of paintings from 19<sup>th</sup> Century. Looking at different perspectives of war, empire and imperialism (the Sepoy Rebellion, Richard Armitage – Retribution)</li> <li>Gassed World War 1 Painting</li> <li>Letters from soldiers on the front line in World War 1.</li> <li>Newspaper photographs of events from modern history (Twin Towers, Troops in Afghanistan.)</li> </ul> <p>Identifies how any of above may have changed during a time period.</p> <p>Development of technology for fighting wars across the last century.</p> <p>Development of medicine over the major wars of the last century.</p> <p>Development of communication and reporting of war over the last century.</p> <ul style="list-style-type: none"> <li>Gives own reasons why changes may have occurred, backed up with evidence. Children give</li> </ul>	<ul style="list-style-type: none"> <li>I understand the complexity of people’s lives in the past and how some societies are very different due to changes of the challenges at the time.</li> <li>I can discuss trends over time.</li> <li>I can see the relationship between different periods and the legacy or impacts for me and my identity.</li> </ul>	<p><u>E</u></p>	<p><u>X</u></p>

Year 6 – History: Knowledge and Skills Assessment

	<p>an opinions as to who they should side with during the Civil War. Oliver Cromwell vs Charles I.</p> <ul style="list-style-type: none"> <li>Shows identified changes on a timeline. See above</li> <li>Describes similarities and differences between some people, events and objects studied. See above</li> <li>Describes how some changes affect life today. Compare and contrast reporting, technology and medicine over 3 significant wars over the last century.</li> <li>Makes links between some features of past societies. See above</li> </ul>			
<p>Historical Interpretation</p>	<ul style="list-style-type: none"> <li>Understands that the past has been represented in different ways. Key lesson on how wars have changed in how they are being reported.</li> <li>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Key lesson on how wars have changed in how they are being reported.</li> <li>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. (Richard Armitage painting. John Hurt Gassed, First World War – Records of atrocities overseas hidden from the public so as not to discourage signing up.)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that the past can be represented or interpreted in many different ways.</li> <li>I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</li> </ul>	<p><u>E</u></p>	<p><u>X</u></p>

Year 6 – History: Knowledge and Skills Assessment

<p>Historical enquiry</p>	<ul style="list-style-type: none"> <li>Identifies and uses different sources of information and artefacts. (Paintings, diaries, and photographs)</li> <li>Evaluates the usefulness and accurateness of different sources of evidence. <i>To do in local history unit (Summer)</i></li> <li>Selects the most appropriate source of evidence for particular tasks. <i>To do in local history unit (Summer)</i></li> <li>Forms own opinions about historical events from a range of sources. <i>To do in local history unit (Summer)</i></li> </ul>	<ul style="list-style-type: none"> <li>I can devise my own historically valid questions.</li> <li>I know how our knowledge of the past is constructed from a range of sources.</li> <li>I carefully select and organise relevant historical information from a range of historical sources of information.</li> </ul>	<p><u>E</u></p>	<p><u>X</u></p>
<p>Historical communication</p>	<ul style="list-style-type: none"> <li>Presents information in an organised and clearly structured way. <i>To do in local history unit (Summer)</i></li> <li>Makes use of different ways of presenting information. <i>To do in local history unit (Summer)</i></li> <li>Presents information in the most appropriate way (e.g. – written explanation/tables and charts/labelled diagram). <i>Range of question types allows children to demonstrate knowledge and understanding. See history books.</i></li> <li>Makes accurate use of specific dates and terms. <i>Battle vs War, Civil War, Empire, Colonisation, Imperialism, Attrition, Terrorism, Arms Race, Militarism.</i></li> </ul>	<ul style="list-style-type: none"> <li>I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods (e.g. - century, decade).</li> </ul>	<p><u>E</u></p>	<p><u>X</u></p>