



Sticky Knowledge: History

Year 5	Year 6
<input type="checkbox"/> Know how Britain changed between the end of the Roman occupation and 1066	<input type="checkbox"/> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin
<input type="checkbox"/> Know about how the Anglo-Saxons attempted to bring about law and order into the country	<input type="checkbox"/> Know where the Vikings originated from and show this on a map
<input type="checkbox"/> Know that during the Anglo-Saxon period Britain was divided into many kingdoms	<input type="checkbox"/> Know that the Vikings and Anglo-Saxons were often in conflict
<input type="checkbox"/> Know that the way the kingdoms were divided led to the creation of some of our county boundaries today	<input type="checkbox"/> Know why the Vikings frequently won battles with the Anglo-Saxons
<input type="checkbox"/> Know how the lives of wealthy people were different from the lives of poorer people	<input type="checkbox"/> Know how to place features of historical events and people from the past societies and periods in a chronological framework
<input type="checkbox"/> Use a time line to show when the Anglo-Saxons were in England	<input type="checkbox"/> know how Britain has had a major influence on the world



History: Key Stage 2			
CHRONOLOGY (Stone age to 1066)		Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings 		<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066
Years 5 and 6	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to show when the Anglo-Saxons were in England Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons L.C.C-Were the Vikings always victorious and vicious? L.C.C-Were the Anglo-Saxons really smashing? 	Theme Week-local heritage-What is so 'great' about Greater Manchester?	<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time Theme Week-local heritage-What is so 'great' about Greater Manchester?
		<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world. Theme Week-local heritage-What is so 'great' about Greater Manchester? 	



History: Key Stage 2			
ANCIENT ANCIENTS (approx. 3000 years ago)		CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
<ul style="list-style-type: none"> Cover each of and then choose one to look at in depth: Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty 		<ul style="list-style-type: none"> Choose one of: Mayans Islamic Civilizations Benin Civilization 	<ul style="list-style-type: none"> Greek life and influence on the Western world
Years 5/6		<ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe L.C.C-What was 'golden' about the golden age of Islam? (Covered as part of 2 year overview) 	



Department
for Education

History programmes of study: key stage 3

National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

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