

## 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"> <li>The location of the countries and cities of the modern day region of Central America</li> <li>The way of life of modern Maya people of Central America</li> <li>The natural features of the environment and climate of Central America</li> <li>Who the ancient Maya were and some of their achievements</li> <li>The features and purpose of the structures of the ruined Maya city of Chichen Itza</li> <li>The purpose of a range of ancient Maya artefacts from the city</li> <li>The social and religious importance of the ball game pok-a-tok</li> <li>How the ancient Maya farmed using mountain terraces</li> <li>The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</li> <li>How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Journal entries</li> <li>Sketches</li> <li>Sculptures</li> <li>Hieroglyphics</li> <li>Figurines</li> <li>Ancient codex</li> <li>Artefacts</li> </ul> <p><b>Disciplinary thinking skills the pupils will use to understand what they know</b></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;"><b>SEND</b></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><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Identify and locate</b> the countries and cities of the modern day region of Central America</li> <li><b>Describe and explain</b> the way of life of modern Maya people of Central America</li> <li><b>Describe and explain</b> the natural features of the environment and climate of Central America</li> <li><b>Explain</b> who the ancient Maya were and <b>evaluate</b> some of their achievements</li> <li><b>Reach an informed judgement</b> based on evidence of the features and purpose of the structures of the ruined Maya city of Chichen Itza</li> <li><b>Hypothesise</b> about the purpose of a range of ancient Maya artefacts from the city and <b>justify</b> their views</li> <li><b>Explain</b> the likely social and religious importance of the ball game pok-a-tok</li> <li><b>Explain</b> how the ancient Maya farmed using mountain terraces</li> <li><b>Evaluate</b> the range of likely causes of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</li> <li><b>Reach an informed judgement</b> regarding the most significant factors and <b>justify their views</b></li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li><b>Explain</b> 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</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>About life in Anglo Saxon England which occurred at the same time as the peak of Maya civilisation</li> <li>How and why empires and civilisations such as the Roman Empire, British Empire and Ancient Greece expanded and declined over time</li> </ul>
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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"> <li>Why Adolf Hitler came to power in Nazi Germany</li> <li>Why Britain entered into war with Nazi Germany in 1939</li> <li>Which countries were allies of Britain in the war</li> <li>Why Nazi Germany invaded and occupied most of Western Europe by 1940</li> <li>Why Britain faced the threat of invasion by Nazi Germany in 1940</li> <li>Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion</li> <li>The main events of the Battle of Britain</li> <li>How and why Britain defeated Nazi Germany in the Battle of Britain</li> <li>The significance of this victory in terms of the final outcome of the Second World War</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Maps</li> <li>Films</li> <li>Books</li> <li>Speeches</li> <li>Military and government orders</li> <li>Tabular data sets</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></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;"><b>SEND</b></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><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Explain</b> who Adolf Hitler was and why he came to power in Nazi Germany</li> <li><b>Explain</b> why Britain entered into war with Nazi Germany in 1939</li> <li><b>Identify and explain</b> which countries were allies of Britain in the Second World War</li> <li><b>Explain</b> how and why Nazi Germany invaded and occupied most of Western Europe by 1940</li> <li><b>Understand</b> why Britain faced the threat of invasion by Nazi Germany in 1940</li> <li><b>Reach an informed judgement</b> about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion</li> <li><b>Describe and explain</b> the main events of the Battle of Britain</li> <li><b>Evaluate</b> a range of evidence and <b>reach a judgement</b> about how and why Britain defeated Nazi Germany in the Battle of Britain and <b>justify their views</b></li> <li><b>Understand</b> the significance of this victory in terms of the final outcome of the Second World War</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <p><b>Understand</b> 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><b>Prior Learning</b></p> <p><b>Earlier in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>The most common reasons why tribes, kingdoms, nations and empires invade the territory of other people</li> <li>About some very significant battles fought by England and Britain such as Trafalgar, Waterloo and Hastings</li> <li>About some of the events of the First World War and how life in Britain changed during the conflict</li> </ul>
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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"> <li>The location of the modern day city of York.</li> <li>That York has been affected by historical events for many thousands of years.</li> <li>Why York was an important city of the Roman Empire.</li> <li>What the purpose of Roman 'head pots' in York might have been.</li> <li>Why the Oshere Anglo Saxon helmet found in York is such an important artefact.</li> <li>Why Northumbria was a powerful Anglo Saxon kingdom.</li> <li>Why and how the Normans built the Cathedral of St Peter.</li> <li>Why the Battle of Marston Moor was one of the most important ever fought in Britain.</li> <li>What the Industrial Revolution was.</li> <li>Some of the changes that occurred in York as a result of the Industrial Revolution.</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A local history study</li> </ul>	<ul style="list-style-type: none"> <li>Murals</li> <li>Sketches</li> <li>Engravings</li> <li>Paintings</li> <li>Statues</li> <li>Sculptures</li> <li>Maps</li> <li>Photographs</li> <li>Manuscripts</li> <li>Pamphlets</li> <li>Newspaper reports</li> <li>Factory inspectors reports</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></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;"><b>SEND</b></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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## 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"> <li>That the Shang Dynasty was located in northern China between 1600 BC – 1046 BC</li> <li>This was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisation</li> <li>That until 1899 there was no evidence that the Shang Dynasty had ever actually existed</li> <li>What Wang Yirong discovered at a Peking market in 1899 that was so significant in telling archaeologists about the Shang Dynasty</li> <li>The likely purpose of carved oracle bones during the Shang Dynasty</li> <li>What artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty</li> <li>Why there is no evidence of the lives of ordinary people of the Shang Dynasty</li> <li>How and why the impacts of the reigns of King Cheng Tang and Di Xin were so different</li> <li>The importance of the Shang burial chamber discovered at Yi Au in 1976</li> <li>What the artefacts and remains found in the tomb tell us about the person who was probably buried there</li> <li>Why tombs of monarchs and noblemen often became the target of graverobbers during the Shang Dynasty</li> <li>How life during the Shang Dynasty compared with life for most people in Bronze Age Britain</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Sculptures</li> <li>Maps</li> <li>Frescos</li> <li>Drawings</li> <li>Statues</li> <li>Books</li> <li>Artistic reconstructions</li> <li>Artefacts</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 25%;">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> </tbody> </table> <p style="text-align: center;"><b>SEND</b></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><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Identify, describe and explain</b> that the Shang Dynasty was located in northern China between 1600 BC – 1046 BC</li> <li><b>Recognise</b> that this was the same time as the Bronze Age in Britain and the Ancient Egypt</li> <li><b>Explain</b> why until 1899 there was no evidence that the Shang Dynasty had ever actually existed</li> <li><b>Describe</b> what Wang Yirong discovered at a Peking market in 1899 and <b>explain</b> why it was so significant</li> <li><b>Reach a judgement</b> as to the likely purpose of carved oracle bones during the Shang Dynasty</li> <li><b>Reach a judgement</b> about what archaeologists believe these artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty</li> <li><b>Explain</b> why there is no evidence of the lives of ordinary people of the Shang Dynasty</li> <li><b>Evaluate</b> the impact of the reigns of King Cheng Tang and Di Xin in China and <b>reach a judgement</b> about which was most significant, <b>justifying their views</b></li> <li><b>Identify and describe</b> the artefacts discovered in the burial chamber at Yi Au in 1976</li> <li><b>Explain</b> the significance of some of these and <b>reach a judgement</b> about what they tell us about the person who was buried there</li> <li><b>Compare and contrast</b> how life in the Shang Dynasty compared with Ancient Egypt and the Bronze Age in Britain</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li>Be able to reach a judgement about which society – Shang or Bronze Age – should be considered the most developed and justify their views</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>About life in Bronze Age Britain which occurred at the same time as the Shang Dynasty in China</li> <li>About what an empire is and why the Romans invaded Britain to extend their empire</li> <li>About the Maya Civilisation in Central America and why their great jungle cities were ultimately abandoned</li> </ul>
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## Upper Key Stage 2 History Unit 5

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

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> <li>What the term ‘civilisation’ means</li> <li>Why Greece 2500 years ago became one of the most important places in the ancient world</li> <li>The area of the modern world that was once part of the empire of Ancient Greece</li> <li>The major achievements of the Ancient Greece civilisation</li> <li>What a city state is and why there were so many in Ancient Greece</li> <li>Why the city of Sparta and Troy began a war that lasted ten years</li> <li>Why Greek armies laid siege to Troy</li> <li>What the so called ‘trojan horse’ was believed to have been</li> <li>The story of the trojan horse</li> <li>The difference between a myth and legend</li> <li>Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Paintings</li> <li>Sculptures</li> <li>Engravings</li> <li>Mosaics</li> <li>Statues</li> <li>Manuscripts</li> <li>Written account</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></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;"><b>SEND</b></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><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> what the term ‘civilisation’ means</li> <li><b>Explain</b> why Greece 2500 years ago became one of the most important places in the ancient world</li> <li><b>Identify, locate and observe</b> the area of the modern world that was once part of the empire of Ancient Greece</li> <li><b>Understand</b> the major achievements of the Ancient Greece civilisation</li> <li><b>Explain</b> what a city state is and <b>reach an informed judgement</b> as to why there were so many in Ancient Greece</li> <li><b>Explain</b> why the city of Sparta and Troy began a war that lasted ten years</li> <li><b>Understand</b> why Greek armies decided to lay siege to Troy</li> <li><b>Explain</b> what the so called ‘trojan horse’ was believed to have been</li> <li><b>Describe</b> the story of the trojan horse</li> <li><b>Explain</b> the difference between a myth and legend</li> <li><b>Evaluate</b> a range of evidence and <b>reach an informed judgement</b> as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, <b>justifying</b> their views</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <p><b>Evaluate</b> evidence and <b>reach an informed conclusion</b> as to how life in Britain around 1350 BC compared with that in Ancient Greece</p> <p><b>Prior Learning</b></p> <p><b>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>About life in Bronze Age Britain</li> <li>What a ‘civilisation’ is</li> <li>About the Maya and Ancient Greece civilisations</li> </ul>
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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"> <li>What an empire is</li> <li>Recall their knowledge and understanding of why the Romans built an empire</li> <li>What a colony is</li> <li>The colonies that formed the British Empire at its height in 1921</li> <li>Why Britain built an empire beginning in the time of King James I</li> <li>The benefits this brought to Britain</li> <li>The hardships faced by many indigenous people whose home these colonies were</li> <li>Why after the Second World War Britain found it increasingly difficult to maintain its empire</li> <li>Why most former colonies are now independent sovereign nations</li> <li>Why Britain went to war with Argentina over the Falkland Islands in 1982</li> <li>The purpose and countries of the Commonwealth</li> <li>Why many independent countries that were once colonies of the British Empire now belong to the Commonwealth</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Sculptures</li> <li>Maps</li> <li>Statues</li> <li>Books</li> <li>Paintings</li> <li>Films</li> <li>Murals</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></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;"><b>SEND</b></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><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> what an empire is</li> <li>Recall their knowledge and understanding and <b>explain</b> why the Romans built an empire</li> <li><b>Explain</b> what a colony is</li> <li><b>Identify and locate</b> on a map the colonies that formed the British Empire at its height in 1921</li> <li><b>Explain</b> why Britain built an empire beginning in the time of King James I</li> <li><b>Evaluate</b> the benefits that having many colonies brought to Britain</li> <li><b>Understand</b> the hardships faced by many indigenous people whose home these colonies were</li> <li><b>Reach an informed judgement</b> regarding why after the Second World War Britain found it increasingly difficult to maintain its empire</li> <li><b>Explain</b> why most former colonies are now independent sovereign nations</li> <li><b>Explain</b> why Britain went to war with Argentina over the Falkland Islands in 1982</li> <li><b>Explain</b> the purpose of the Commonwealth</li> <li><b>Understand</b> why many independent countries that were once colonies of the British Empire now belong to the Commonwealth</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <p><b>Make an informed judgement</b> as to why many people from former colonies of its empire migrated to Britain in the 1950s and 1960s</p> <p><b>Prior Learning</b></p> <p><b>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>About what an empire is and why the Romans invaded Britain to extend their empire</li> <li>What happened in Britain when it was part of the Roman Empire</li> <li>What happened in Britain after the Romans left</li> </ul>
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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"> <li>What the term 'life expectancy' means.</li> <li>Why life expectancy in Britain remained low until the beginning of the 1800s.</li> <li>The cause of the Great Bubonic Plague of 1665.</li> <li>How people at the time felt the plague could be prevented and treated.</li> <li>Why the plague spread so rapidly.</li> <li>The significance of what Edward Jenner discovered in 1796.</li> <li>Why many people opposed the introduction of vaccinations.</li> <li>The major medical milestones of the last 250 years.</li> <li>Create a timeline with an equidistant scale to show the chronology of these milestones.</li> <li>Decide which of these developments were the most significant.</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>Diaries</li> <li>Sketches</li> <li>Engravings</li> <li>Paintings</li> <li>Pamphlets</li> <li>Posters</li> <li>Flow charts</li> <li>Multiple line graphs</li> <li>Newspaper reports</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <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> </tbody> </table> <p style="text-align: center;"><b>SEND</b></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><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Explain</b> what the term 'life expectancy' means.</li> <li><b>Understand</b> why life expectancy in Britain remained low until the beginning of the 1800s.</li> <li><b>Describe and explain</b> the cause of the Great Bubonic Plague of 1665.</li> <li><b>Explain</b> how people at the time felt the plague could be prevented and treated.</li> <li><b>Reach and informed judgement</b> based on evidence as to why the plague spread so rapidly.</li> <li><b>Evaluate</b> the significance of what Edward Jenner discovered in 1796.</li> <li><b>Understand</b> why many people opposed the introduction of vaccinations.</li> <li><b>Identify, describe and explain</b> the major medical milestones of the last 250 years.</li> <li><b>Construct</b> a timeline with an equidistant scale to show the chronology of these milestones.</li> <li><b>Evaluate</b> a range of evidence and <b>reach an informed judgement</b> as to which of these developments were the most significant, <b>justifying their conclusions</b>.</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> the medical developments necessary in Britain and around the world to combat the COVID-19 virus.</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>About how and why most people in Prehistoric Britain and the Bronze and Iron Age lived very short lives compared with today.</li> <li>About living conditions in Anglo Saxon Britain for most people.</li> </ul>
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