



**Westhead Lathom St James' CE Primary School**  
**Year 5 and 6**  
**History**

<b>Questions to Develop Children's Spirituality in History:</b>	Is history always accurate? Does it depend on who tells the story? How important is it that we learn about the past? If history is in the past, why do we need to know about it now? What difference does it make to know about history, is there a difference to how you are with other people? What would you like people to remember about you?
<b>Development of the child:</b>	Self-awareness, reasoning, open-mindedness, appreciation and questioning.



<p><b>Topic:</b> A Kingdom United</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          What the Romans Did for Us (Y3/4) (Roman Britain)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• the Celts lived in Britain before the Romans</li> <li>• why the Romans came to Britain</li> <li>• how Romans changed life in Britain</li> <li>• how the Romans lived in Britain</li> <li>• how Roman towns were structured</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>A study of Britain's settlement by Anglo-Saxons and Scots.</p>	<p>Know that the Romans withdrew from Britain in c. AD 410 and to know some of the reasons why.          Know about subsequent invasions &amp; settlements by Anglo-Saxon and Scots.          Know of the kingdoms of Anglo-Saxon Britain – the tribes and places of settlements.          Know the areas of modern Britain that retain Anglo-Saxon place names.          Know why settlements were built in specific locations          Know how houses were constructed          Know the developments from hunter-gatherers to settlers</p> <p><b>Cause and consequence: Why did the Anglo-Saxons choose to settle in Britain after invading?</b></p>	<p>AD          settlements          hunter-gatherer          invaders          kingdom          tribes          Romans          Angles          Saxons          Picts          Scots          Christianity          Paganism</p>



<p><b>Topic:</b> Inventors and Inventions</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          The Great Plague (Y3/4) (A Theme Beyond 1066)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• what London was like in 1665</li> <li>• that medical technology and medicine was not advanced in Europe in 1665</li> <li>• that the plague spread due to lack of sanitation</li> <li>• what cures were available for the plague</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>Baghdad – an early Islamic civilisation – a study of a non-European society that provides contrast with British history.</p>	<p>Know that Muhammad founded Islam.          Know about the rise of the Islamic Empire.          Know how the Islamic Empire extended.          Know why Al Mansur chose to make Baghdad the capital of his empire.          Know about the circular design of Baghdad and why this was important.          Know what the House of Wisdom was and what happened there.          Know that books/texts from the ancient Greeks and Romans were gathered up and translated into Arabic so that great advances could be made in science, technology and medicine.          Know how early Islamic and European medicine was different in the Middle Ages.          Know an early Islamic invention or discovery.          Know what life was like in Baghdad AD 900 and compare to life in London AD 900.          Know about the siege and fall of Baghdad.</p> <p style="text-align: center;"><b>Cause and consequence: Why did the population of Baghdad decline suddenly after the siege?</b></p>	<p>AD          ancient          achievements          significant/significance          duration          impact          difference          expansion          religious          caliph          caliphate          dynasty          scholar          Islam          Silk Road          Spice Route          Baghdad          Al-Mansur          mosque          siege          philosopher          translated</p>



<p><b>Topic:</b> Higher, Faster, Stronger</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          Rock and Roll (Y3/4) (Stone, Bronze and Iron Ages)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• what prehistoric means</li> <li>• the Stone age spanned from 15000 BC to 2500 BC</li> <li>• the Bronze age spanned from 3000 BC to 800 BC</li> <li>• the Iron age spanned from 800BC to AD 43</li> <li>• what life was like in an Iron age tribal kingdom</li> <li>• what the first farming settlements looked like</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Know when and where the Ancient Greek civilisation existed and place it on a timeline:</p> <ul style="list-style-type: none"> <li>➤ Minoan civilisation: circa 3000BC to 1450BC.</li> <li>➤ Mycenaean civilisation: 1600BC to 1100BC.</li> <li>➤ Classical age: circa 500BC to 146BC.</li> </ul> <p>Know and compare the lives and status of men, women, children and slaves.          Know about democracy in Ancient Greece and how this political system worked.          Know about Ancient Greek art and architecture e.g., the Parthenon          Know about the Ancient Greek Olympics and how the games have changed over time.</p> <p style="text-align: center;"><b>Source and evidence: What can historians learn about Ancient Greece from studying its pottery?</b></p>	<p>BC          ancient          achievements          significant/significance          era          civilization          culture          democracy          government          primary source          secondary source          Parthenon          Olympics          pottery          Sparta          Athens          myths          gods/goddesses          similar/difference          change/continuity</p>



<p><b>Topic:</b> A Ship Called Hope-The Transatlantic Slave Trade</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          Marvellous Creations (Y3/4) (A Theme Beyond 1066)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• where cotton was grown and who was involved in the production process</li> <li>• the significance of the Lancashire cotton industry</li> <li>• how the cotton famine affected the people of Lancashire</li> <li>• the chronology of the evolution of the cotton industry in Lancashire</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>To gain historical perspective by understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>To know the importance of studying black history          To understand the 'triangle of trade' in relation to a world map and what the word 'transatlantic' means          To know about the treatment and suffering of slaves on ships such as the Brookes          To know how Great Britain, including Lancashire, was involved in the slave trade          To know where the Transatlantic Slave Trade fits in the chronological framework          To know that the transatlantic voyages were also dangerous for the crew (Ship Hope)          To know the events that happened on The Zong          To know that Quakers were one of the first groups to advocate for abolition of slavery</p> <p style="text-align: center;"><b>Historical significance: What role did Lancashire have in the Trans-Atlantic slave trade?</b></p>	<p>consequence          evidence          primary source          secondary source          chronology          slavery          equality          trade          Lancashire          transatlantic          triangle of trade          Brookes          Zong          Hope          Quakers          abolition</p>



<p><b>Topic:</b> Super Sleuth</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          What the Romans Did For Us (Y3/4) (Roman Britain)          A Kingdom United (Y5/6) (Britain's settlement by Anglo-Saxons and Scots)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• the Celts lived in Britain before the Romans</li> <li>• why the Romans came to Britain</li> <li>• how Romans changed life in Britain</li> <li>• how the Romans lived in Britain</li> <li>• how Roman towns were structured</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England.</p>	<p>Know key events on a timeline from Viking raids on Lindisfarne in 793 to the death of Edward the Confessor in 1066.          Know about the Viking raids and their longboats and tactics/methods.          Know how control of kingdoms changed during this period of Viking invasion.          Know about the system of taxation known as the Danegeld.          Know about Alfred the Great (848-899), first king of England, and the resistance he led against the Vikings.          Know about the canonisation of Edward the Confessor in 1161, around a century after his death.</p> <p style="text-align: center;"><b>Cause and consequence: Why was Britain an attractive location for the Vikings to invade?</b></p>	<p>AD          Anglo-Saxons          Vikings          cause/causation          timeline          settlements          invasion          raid          longboat          Lindisfarne          Danegald          Danelaw          Alfred the Great          Edward the Confessor</p>



<p><b>Topic:</b> Oh I do Like to Be Beside the Seaside</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          Buckets and Spades (Y1/2) (Events Beyond Living Memory/Local Study)          The Place Where I Live (Y3/4) (Local Study)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• the distinction between past and present travel in particular seaside activities</li> <li>• the difference between seaside/holiday clothing in the Victorian era and now</li> <li>• the difference between beach equipment in the Victorian era and now</li> <li>• how seaside holidays began</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>Study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p>Study a significant turning point in British history, for example, the first railways.</p>	<p>Know the sequence of events and periods through the use of appropriate terms relating to the passing of time, e.g., <i>Victorian era; turn of the century; pre-war; inter-war; post war; the sixties.</i></p> <p>Know the early forms of holidays – medieval pilgrimage, the Grand Tour, Spas, and the seaside holiday.</p> <p>Know the difference in the experiences of holidays between the wealthy and working-class people.</p> <p>Know the first British seaside resorts (Margate and Scarborough).</p> <p>Know about the first railways in Britain and their development into a national railway network.</p> <p>Know the impact that the railway system had on the Victorian economy and the rise of British holiday resorts.</p> <p>Know rail links to Southport in Victorian times and find out where holidaymakers travelled from.</p> <p>Know about the experiences of people who used the railways to go on holiday.</p> <p>Know how holidays have changed since Victorian times.</p> <p><b>Historical significance: What was the significance of the development of British railways on British leisure time?</b></p>	<p>century          significance/significant          cause/causation          decade          trends          expansion          holiday          leisure time          amusements          wealthy          working class          similar/difference          change/continuity          seaside          resort          railway          economy          tourism          nationalised          locomotive          Victorian          era</p>