

Eveline Day School

Developing Young Historians

Knowledge, Skills and Vocabulary

Upper Key Stage2

Strands	Year 5	Year 6
Areas of Study	<ul style="list-style-type: none"> • Black History and the Windrush movement of 1948. • Ancient Greece • World War 2 including the role of women and the holocaust and links to World War 1. 	<ul style="list-style-type: none"> • The Tudors • Black History • Local History – London/Balham • Ancient Sumer • Ancient Civilisation - early Islamic Civilisation • Life since World War 2
Chronological Understanding	<ul style="list-style-type: none"> • Order significant events and dates on a timeline. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Use relevant terms and vocabulary (see below). • Make comparisons between different times in the past. • Describe the main changes in a period of history. 	<ul style="list-style-type: none"> • Order/sequence up to 10 significant events and/or dates on a timeline. • Use relevant dates, terms and vocabulary. • Understand how some historical events occurred concurrently in different locations. • Identify and compare changes within and across different periods.
Historical Knowledge	<ul style="list-style-type: none"> • Study the differences between people, events and any artefacts studied. • Use reliable sources to find out about the past. • Examine the causes and results of great events and the impact it had on people. • Describe how historical events studied have influenced life today. • Compare an aspect in life with another in a different time. • Make links between some of the features of past societies 	<ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Know key dates, characters and events of time. • Understand beliefs, characteristics and motives of people, recognising that not everyone shares the same views, feelings and values. • Give reasons why changes have occurred, backed up by evidence. • Compare beliefs and behaviour with another time. • Describe the similarities and differences between people, events and any artefacts studied. • Make links between some of the features of past societies – society, religion, beliefs, houses, technology, behaviour etc. • Describe how historical events studied have influenced life today.

	<ul style="list-style-type: none"> – religion, beliefs, houses, technology, behaviour etc. • Give own reasons why changes may have occurred, backed up by evidence. 	<ul style="list-style-type: none"> • Communicate and explain past events in terms of cause and effect using evidence to support.
Historical Interpretation	<ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion and misinformation. • Offer some reasons and evaluate evidence to choose the most reliable forms. • Give reasons as to why there may be different accounts of history and compare. 	<ul style="list-style-type: none"> • Evaluate evidence to choose the most reliable form and work out how conclusions were reached. • Know that people’s point of view can affect interpretation. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions.
Historical Enquiry	<ul style="list-style-type: none"> • Collect evidence about the past – the internet, research, library, databases, pictures, galleries photographs, music, artefacts, museum visit, and printed sources. • Choosing reliable sources of evidence to answer questions about the past – begin to identify primary and secondary sources. • Use evidence to build up a picture of the past. • Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> • Compare and evaluate reliable primary and secondary sources and use them to answer questions realising that there is not often • Use a range of sources to find out about an aspect of time - the internet, research, library, databases, pictures, galleries photographs, music, artefacts, museum visit, and printed sources. • Collate knowledge from several reliable sources of evidence. • Investigate own lines of enquiry by posing questions to answer.
Organisation and communication	<ul style="list-style-type: none"> • Communicate knowledge and understanding about the past using different genres of writing, drawing, discussions/debates, role-play/drama, storytelling, ICT and music. • Plan and present a project about a period studied. 	<ul style="list-style-type: none"> • Communicate knowledge and understanding about the past using different genres of writing, diagrams, data-handling, drawing, storytelling, role-play/drama, discussions/debates, ICT and music. • Plan and present a project about a period studied.

Key Vocabulary	Year 5			Year 6		
	<i>Windrush</i> <i>immigration</i> <i>empire</i> <i>passengers</i> <i>voyage</i> <i>Caribbean</i> <i>opportunities</i> <i>recruited</i> <i>discrimination</i> <i>racial</i> <i>racist</i> <i>citizen</i> <i>residence</i> <i>docked</i> <i>nation</i> <i>pioneers</i> <i>Commonwealth</i> <i>threat</i> <i>relations</i>	<u><i>World War 2</i></u> <i>War</i> <i>bomb</i> <i>army</i> <i>medal</i> <i>Anne Frank</i> <i>Neville Chamberlain</i> <i>tank</i> <i>Star of David</i> <i>battle</i> <i>rifle</i> <i>prisoner</i> <i>Blitz</i> <i>radio</i> <i>Victoria Cross</i> <i>evacuee children</i> <i>Gestapo officer</i> <i>Nazi flag</i> <i>hand grenade</i> <i>Spitfire</i> <i>George Cross</i> <i>soldier</i> <i>German iron cross</i> <i>barrage balloon</i> <i>gas mask box</i> <i>Anderson shelter</i> <i>swastika</i> <i>Winston Churchill</i> <i>air raid shelter</i> <i>ration book</i> <i>gas mask</i> <i>Adolf Hitler</i>	<u><i>Ancient Greece</i></u> <i>Greek Empire</i> <i>vase</i> <i>Olympics</i> <i>Hippocrates</i> <i>Hellenistic bowl</i> <i>pyxis</i> <i>coins</i> <i>soldier</i> <i>helmet</i> <i>fibulas</i> <i>Homer</i> <i>column</i> <i>slave</i> <i>nobleman</i> <i>Pythagoras</i> <i>Alexander the</i> <i>Great</i> <i>tunic</i> <i>Parthenon</i> <i>Doric column</i> <i>alphabet</i>	<u><i>The Tudors</i></u> <i>dress</i> <i>chemise</i> <i>farthingale</i> <i>gown</i> <i>kirtle</i> <i>French hood</i> <i>ruff</i> <i>breeches</i> <i>shirt</i> <i>recorder</i> <i>lute</i> <i>doublet</i> <i>hat</i> <i>stockings</i> <i>bed warmer</i> <i>scythe</i> <i>gallows</i> <i>beefeater</i> <i>heir</i> <i>reign</i> <i>horse and plough</i> <i>monarch</i>	<u><i>Ancient Sumer</i></u> <i>pottery</i> <i>Enkidu</i> <i>earrings</i> <i>Sumerian man</i> <i>temple</i> <i>Gilgamesh</i> <i>Sumerian woman</i> <i>necklace</i> <i>jewellery</i>	<u><i>Ancient Civilisation</i></u> <i>Baghdad</i> <i>House of Wisdom</i> <i>Al-Khwarizmi</i> <i>Caliph Al Mansur</i> <i>Al-Zahrawi</i> <i>Ibn al-Haytham</i> <i>Jabir ibn Hayyan</i> <i>Al-Kindi</i> <i>Silk Road</i> <i>Allah</i> <i>Abu Bakr</i> <i>Ali</i> <i>Sunni</i> <i>Shia</i> <i>Arabesque</i> <i>Mecca</i> <i>geometric</i> <i>calligraphy</i> <i>empire</i> <i>caliph</i>