



Providing the rich soil that enables
our children to develop deep roots and flourish.

Immersion Curriculum: History Y5/6

At Amberley, each unit of history contains the key elements of: investigating and interpreting the past; build an overview of world history; understand chronology and communicate historically.



Intent:

For all learners to have...

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods
 - The ability to think critically about history and communicate ideas confidently
- The ability to think, reflect, debate, discuss and develop a sense of curiosity, ask questions and take opportunities to undertake high-quality research across a range of history topics.
 - A passion for history and an enthusiastic engagement in learning

Impact:

The children of Amberley will understand and develop the traits and skills needed to become historians. They understand that history is a study of the past, and they aspire to act like historians in asking questions and finding things out. They will accumulate a knowledge base that will allow them to make links between different eras studied.

Implementation:

Focus		Milestone for end of Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key stage 2
The Maya		<ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past • Refine lines of enquiry as appropriate • Compare some of the times studied with those of other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Use computing skills to an exceptional standard in order to communicate information about the past 	<p>Pupils should be taught about:</p> <p>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.</p>
Duration	Cycle		
2 weeks	B Term 2		
Making it Real		<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events • Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. 	<p>Key Vocabulary:</p> <p>Century, decade, chronology, era, time period, AD, BC, society, social, ethnic, cultural and religious diversity, legacy. Maya, Mayans, Mexico, Cacao, codex, hieroglyphic, city-state, pyramid.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>
<p>Comparing with previously learnt societies, including the Ancient Egyptians, Greeks and Roman Empires.</p>			

Focus		Milestone for end of Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key stage 2
World War 1		<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied • Identify continuity and change in the history of the locality and the school • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality). • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Duration	Cycle		
1 week	B Term 2		
Making it Real		Ongoing Milestones:	Key Vocabulary:
Local War Memorial and plaque found in library; completing study during the week preceding or following Remembrance Day; Links to the values of Peace, Service and Compassion.		<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events • Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. 	<p>dates, time period, era, chronology, continuity, change, century, decade, legacy, war, peace, trenches, political, frontline, bayonet, grenade, treaty, armistice, allies, ration.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>

Focus		Milestone for end of Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key stage 2
Monarchs		<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for their choices • Understand that no single source of evidence gives the full answer to questions about the past • Identify continuity and change in the history of the locality and the school • Give a broad overview of life in Britain from medieval until the Tudor and Stuart times • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use numeracy skills to an exceptional standard in order to communicate information about the past 	<p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>(e.g. the changing power of monarchs using case studies such as John, Anne and Victoria)</p>
Duration	Cycle		
2 weeks	B Term 4		
Making it Real		Ongoing Milestones:	Key Vocabulary:
<p>Make links from the current Monarch and work backwards using displayed timelines.</p>		<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events • Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. 	<p>Social, religious, technological and cultural change, medieval, Tudor, Stuart, Monarch, Magna Carta, power, peasants, royalty, reign, revolt.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>