

History Essential Content for Milestone 3

History has essential content identified for individual year groups to teach. This is specific areas or knowledge which must be covered by that year group.

	Year 5	Year 6
National Curriculum (bold = statutory)	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the Western World</b></p> <p><b>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD900; Mayan civilization c. AD 900; Benin (West Africa) c.900-1300.</b></p>	<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</b></p> <ul style="list-style-type: none"> <li>• The changing power of the monarchs using case studies such as John, Anne and Vitoria.</li> <li>• Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century.</li> <li>• The legacy of Greek or roman culture (art, architecture or literature) on later periods in British history, including the present day.</li> <li>• A significant turning point in British history, for example, the first railways or the Battle of Britain.</li> </ul> <p><b>A local study</b></p> <ul style="list-style-type: none"> <li>• An in depth study linked to one of the British areas of listed above.</li> <li>• A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</li> <li>• A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>
Essential Content (History Association)	<p><b>Theme 1</b> Ancient Greece: life, achievements and its legacy. (Historical Association) 2 sequential enquiries:</p> <ol style="list-style-type: none"> <li>1. How can we find out about the civilisation of Ancient Greece?</li> <li>2. Can we thank the Ancient Greeks for anything in our lives today?</li> </ol> <p><b>Theme 2</b> How important is Eweka’s story? Exploring Benin’s Big Picture of the Past. (Historical Association) 3 sequential enquiries:</p> <ol style="list-style-type: none"> <li>1. What is Africa’s Big Picture?</li> <li>2. If objects could speak what story would they tell?</li> <li>3. Why was Benin worth visiting in Tudor or Stuart times?</li> <li>4. Telling a good story: Why is the story of Eweka so important?</li> </ol>	<p><b>Theme 1</b> The Blitz: all we need to know about World War II? (Historical Association) How this unit links to the National Curriculum</p> <ul style="list-style-type: none"> <li>• The study of an aspect in British history that extents pupils’ chronological knowledge beyond 1066</li> </ul> <p>8 sequential enquiries:</p> <ol style="list-style-type: none"> <li>1. How significant was the Blitz?</li> <li>2. World War 2: Whose war?</li> <li>3. What was the impact of World War 2 on people in our locality?</li> <li>4. How well does a fictional story tell us what it was like to be an evacuee?</li> <li>5. Evacuee experience in Britain: Is this all we need to know about children in World War 2?</li> <li>6. New opportunities? How significant was the impact of World War 2 on women?</li> <li>7. What did men do in the war? Did all men have to fight?</li> <li>8. When was the most dangerous time to live? How different was the Blitz?</li> </ol> <p><b>Theme 2</b> A study over time reflected in the locality: Transport (Historical Association) 3 sequential enquiries:</p> <ol style="list-style-type: none"> <li>1. How did early transport hold back developments in the locality?</li> <li>2. Why were improvements made to transport in the locality?</li> <li>3. How much difference did these improvements in transport make to the local area?</li> </ol>