



History National Curriculum Subject Content	
KS1	KS2
<ul style="list-style-type: none"> Changes within Living Memory Event Beyond Living Memory The Lives of Significant People Local History; Significant Historical Events, People and Places. 	<ul style="list-style-type: none"> Chronology from the stone age to 1066 Chronology beyond 1066 Local Study Ancient Civilisation (3000 years ago approx.) Civilization from 1000 years ago Ancient Greece
History National Curriculum Programme of Study	
KS1	KS2
<ul style="list-style-type: none"> Develop and awareness of the past Know where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Choose and use parts of stories and other sources to show understanding of key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is presented. 	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Note connections, contrasts and trends over time and develop appropriate use of historical terms Address and devise historically valid questions about change, cause, similarity and difference and significance* Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how knowledge of the past is constructed from a range of sources



Biscovey Academy History Sequence of Learning

Year 3- Year 6



<u>Year 3- Stone Age- Iron Age</u> <i>How can we possibly know what it was like so many years ago before man recorded his thoughts in writing?</i>		<u>Year 3- Ancient Egypt</u> <i>Monstrous Mummifiers or medically advanced?</i>
<ol style="list-style-type: none">1. Was Stone Age man simply a hunter and gatherer, concerned only with survival?2. How different was life in the Stone Age when man started to farm?3. What can we learn about life in the Stone Age from a study of Skara Brae?4. Why is it so difficult to work out why Stonehenge was built?5. How much did life really change during the Iron Age and how can we possibly know?6. Can you solve the mystery of the 52 skeletons of Maiden Castle?		<ol style="list-style-type: none">1. What can we quickly find out to add to what we already know about Ancient Egypt?2. How can we discover what Ancient Egypt was like over 5,000 years ago?3. What sources of evidence have survived and how were they discovered?4. What does the evidence tells us about everyday life for men, women and children?5. What did the Ancient Egyptians believe about the afterlife and how do we know?6. What did Ancient Egypt have in common with other civilizations from that time?
<u>Year 4- Ancient Greeks</u> <i>How Great were the Greeks?</i>	<u>Year 4 – The Roman Empire</u> <i>Empire- What impact did the Romans have on the world?</i>	<u>Year 4- Romans and the Impact on Britain</u> <i>Rebellion - Romans vs Celts. Who was victorious?</i>
<ol style="list-style-type: none">1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?3. Why was Athens able to be so strong at this time?4. Why and how did the Athenians win the Battle of Marathon?5. Why was the Olympics important in Ancient Greece?6. In what ways have the Ancient Greeks influenced our lives today?	<ol style="list-style-type: none">1.How large was the Roman Empire?2.What was life like in a Roman town?3.What have the Romans ever done for us? (inventions)4.How were the Romans able to keep control over a vast empire?5.How were the Roman soldiers trained?6.Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?	<ol style="list-style-type: none">1. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?2. How diverse was Roman Britain?3. Who was Boudicca and why did she stand up to the Romans?4. Was Boudicca a hero or villain?5. Why was Hadrian's Wall built?6. How can we solve the mystery of why this great empire came to an end?

<u>Year 5- Anglo Saxons</u> <i>So how dark were the Dark Ages, really?</i>	<u>Year 5 Vikings</u> <i>Vikings; Blood thirsty monsters or a civilised culture?</i>	<u>Year 5 The Victorians</u> <i>A Dark Age or a Golden Age?</i>
<ol style="list-style-type: none"> 1. Can you place key historical events in chronological order and identify where on the map they originated from? 2. Why did the Anglo-Saxons invade and how can we possibly know where they settled? 3. What does the mystery of the empty grave tell us about Saxon Britain? 4. How did people's lives change when Christianity came to Britain and how can we be sure? 5. Just how effective was Saxon justice? 6. So how dark were the dark Ages, really? 	<ol style="list-style-type: none"> 1. Can you place key historical events in chronological order and identify where on the map they originated from? 2. What image do we have of the Vikings? 3. Why have the Vikings gained such a bad reputation? 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlement from a study of placename endings? 6. Raiders or settlers: how should we remember the Vikings? 	<ol style="list-style-type: none"> 1. Why was Victoria's reign a period of great change? 2. What were the effects of changes in industry, especially in factories? 3. If life was so hard in the towns , why did so many people leave the country to go there? 4. What was life like for children in a Victorian school? 5. What can primary source material tell us about life in St Blazey in the Victorian period?

<u>Year 6- Benin</u> What sort of place was Benin 1,000 years ago and how do we know? <i>Autumn 1</i>	<u>Year 6- World War 2</u> How was the war fought in places other than the battlefield? <i>Autumn 2</i>	<u>Year 6 – The Cornish Rebellion</u> An Gof: Hero or Villain? <i>Summer 2</i>
<ol style="list-style-type: none"> 1) Why do we learn about Benin in school? 2) What sort of place was Benin 1,000 years ago and how do we know? 3) What can we tell about Benin society from the images and artefacts that have survived? 4) What changes took place when the European settlers started trading? 5) Soap, margarine and tyres: Why did the British get involved in Benin and what were the effects for the Benin people? 6) Should the bronzes be returned to Benin? 	<ol style="list-style-type: none"> 1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated and what was evacuation really like? 3. How was Britain able to stand firm against the German threat? 4. How did people manage to carry on normal life during the war and how do we know? 5. Why is it so difficult to be sure what life on the Home Front was really like? 6. What was VE day really like? 	<ol style="list-style-type: none"> 1. What was life like in Cornwall 500 years ago? 2. Did An Gof think of himself as 'English' or Cornish? 3. Why was An Gof angry and what happened in Bodmin? 4. What happened on the march to London and at the Battle of Blackheath? 5. How did Henry VII punish the Cornish leaders? 6. An Gof: Hero or Villain?

Biscovey Academy Historical Knowledge

Year 3-6

Year 3

Year 3			<u>Y3 and 4 Knowledge End Points:</u> <ul style="list-style-type: none"> • Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history • Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. • Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future. • Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.
Term	Spring	Summer	
Term	Spring 1 & Spring 2	Summer 1	
NC Focus	Changes in Britain from the Stone Age to the Iron Age	Ancient Egyptians Non-European society that contrasts with British History	
Key Knowledge	<ul style="list-style-type: none"> • The Stone age was a prehistoric era which occurred before the eras previously studied. • It was called the Stone Age because it was dominated by stone tools. • It consisted of three different periods called Paleolithic, Mesolithic and Neolithic • It lasted from 2.5 million years ago to approximately 5 million years ago • Understand the various reasons as to why and how Stonehenge was built. • Skara Brae is located on the Southern shore of Bayo'Skaill on the Orkneys and changed our view of early communities about 10 000 years ago. • Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming • The way people lived (homes, diet) was influenced by natural materials • Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc) • The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). • In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences. • Local history – awareness of sites in Cornwall eg Prideaux Castle, Castle Dore. • A hill fort is a type of earth work used as a fortified refuge for defended settlement located to exploit a rise in elevation for defensive advantage. 	<ul style="list-style-type: none"> • The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC • Egypt is in North Africa and that 90% is a desert area and that a desert is any large area of land where little rainfall occurs, along with little vegetation. • Locate Egypt on a map and where the Nile is in relation to it. • The ancient Egyptians lived along the banks of the river Nile, which they depended on for fresh water. • The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops. • The Nile provided fertile soil, mud for bricks and pots, fishing, papyrus reeds and key means of transport (especially important when moving the heavy stones for the pyramids). • Much of what we know about the ancient Egyptians comes from the last 200 years with evidence coming from the pyramids, hieroglyphics, papyrus rolls and artefacts in tombs. • Ancient Egypt was a very hierarchical society. Most men were farmers and the women spent most of their time baking bread, collecting water etc. • People were often buried with miniature items relating to their life/job, which gives us evidence as to what everyday life was like. • Ancient Egyptians used hieroglyphics to communicate • The Rosetta stone was discovered in 1799 and holds the key to deciphering hieroglyphics as the letters and symbols chiselled into it were in three scripts: Demotic, hieroglyphic and Greek. • The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. • A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. • Ancient Egyptians believed in an afterlife and preserved the body after death using mummification and storing internal organs in 'canopic jars' • The Book of the Dead is a book of written spells that the ancient Egyptians believed would help them in the afterlife. The spells were written on papyrus sheets or on the walls of tombs. • Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed • Pyramids and other important monuments we see today were built at the edge of the desert to avoid them collapsing. • Pyramids were built for religious purposes. The Egyptians were one of the first civilisations to believe in an afterlife. • There were at least three other major civilisations elsewhere in the world at the same time as ancient Egypt: Indus Valley, Sumer (Mesopotamia, modern Iraq), Shang dynasty in China. 	
Key Skills	<ul style="list-style-type: none"> • Ask questions about the past that can be investigated • Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits • Use a range of sources to carry out research • Use primary and secondary sources to suggest what the past might have been like • Use historical vocabulary to describe the periods • Identify and describe reasons for and results of changes in the periods • Identified how natural materials available influenced changes • Compare life in different times 	<ul style="list-style-type: none"> • Demonstrate an understanding of chronology and where the ancient Egyptians fit in. • Find out and draw conclusions about Egyptian life by looking at artefacts. • Use historical language to describe different aspects of ancient Egyptian life. • Use role-play to deepen understanding of the mummification process. • Use creative writing skills to describe an historical event (discovery of Tutankhamun's tomb) • Use pictures to create a hypothesis and then investigate which evidence could support this. • Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events. • Recognise similarities and differences between ancient Egypt and another ancient civilisation. 	<u>Y3 and 4 Skills End Points:</u> <ul style="list-style-type: none"> • Can sequence key events from a significant era, showing chronological understanding of this era in relation to others. • _Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms • Can use a range of sources and understands how knowledge of the past has been constructed • Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era • Makes connections between different eras in history and between the past and present, using historical terms

Year 4

Year 4			
Term	Spring	Summer	
Term	Spring 1	Summer 1	
NC Focus	Ancient Greeks	The Romans and their Impact on Britain	
Key Knowledge	<ul style="list-style-type: none"> • The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) • We know much about the Ancient Greeks, who lived over 2,500 years ago, through archaeological evidence (such as pottery) as well as through surviving buildings and myths and legends. • Locate Ancient Greece, Crete, Athens and Sparta on a map. • Ancient Greece had a warm, dry climate, as it does today. • Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. • In Athens, Greek styles of art, architecture, philosophy and theatre were developed. • Athens had a democratic government – people who lived there made decisions by voting • Slaves were either born into slave families or were enslaved after they were captured in war. Slaves in ancient Greece played various roles. They performed all the tasks that were degrading to the Greeks. They did all the domestic chores, acted as travel companions and delivered messages. Agricultural slaves worked on farms, and industrial slaves worked in mines and quarries. • In Sparta, there was a strong emphasis on military warfare. • In 490BC, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them. • The golden age of Athenian culture is usually dated from 449 to 431BC, the years of relative peace between the Persian and Peloponnesian wars. • The first Olympic games were held in 776 in the city-state Olympia. • The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. • Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. • Some of our alphabet came from the one that the Ancient Greeks used. • Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC. • Understand the achievements and contributions of individual Greeks. 	<ul style="list-style-type: none"> • The Roman invasion coincided with the Iron Age • One of the main reasons the Romans invaded Britain was because of their anger towards the British for helping the French battle against Julius Caesar. Secondly, Britain had a lot of resources, riches and land. • To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain. • To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. • That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. • To know about the relationship between Celts and Romans after each invasion (ie relative peace and trade links) • That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics). • The Roman army was the most important factor that led to the Romans maintaining such a large empire. It was also able to rule the empire because it set up a system of government that allowed people from the various conquered regions to rule themselves, mostly, with just a little oversight from the Romans. • The fall of the Roman Empire happened over a long period of time and for many reasons: the politicians and rulers of Rome became more corrupt, infighting and civil wars within the Empire, attacks from barbarian tribes outside of the empire such as the Huns, Franks and Vandals. The Roman army was no longer a dominant force and the Empire became so large it was difficult to govern. • The legacy of ancient Rome is still felt today in western culture in areas such as government, law, language, engineering and religion. 	<p>Y3 and 4 Knowledge End Points:</p> <ul style="list-style-type: none"> • Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history • Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. • Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future. • Draws from historical sources and relevant information to make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.
Key Skills	<ul style="list-style-type: none"> • Use secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g., democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc) to modern life. Deepen this understanding by devising historically valid questions. • Use a range of sources to be able to convey, through creative writing, what life was like for a hoplite soldier (primary: images of body armour, sculptures and art depictions; secondary: textbooks, the internet and narration from a historian via documentaries) • Gather, record and present key information from Ancient Greek life. Pupils will draw on their skills from previous years to create hypotheses of what life was like for children (in Athens and Sparta) using their research skills to develop and explore their reasoning. • Using primary sources to deduce and infer what life was like during the ancient Greek period (Pottery) • Identify and give reasons for different ways in which the past is represented – compare different versions of the same story (Battle of Marathon). 	<ul style="list-style-type: none"> • Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive 'Roman Day' experience. • Compare Britain and Rome in the same era using a comparative table following class discussion. • Undertake critical thinking by asking questions about a historical era and making and conveying value judgements • Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. • Develop understanding of how our knowledge of the past is constructed from a range of sources. • Sequence key events from Roman history and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History. • Identify and give reasons for different ways in which the past is represented – accounts of Boudicca. 	<p>Y3 and 4 Skills End Points:</p> <ul style="list-style-type: none"> • Can sequence key events from a significant era, showing chronological understanding of this era in relation to others. • Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms • Can use a range of sources and understands how knowledge of the past has been constructed • Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era • Makes connections between different eras in history and between the past and present, using historical terms

Year 5

Y5 and 6 Knowledge End Points:

<u>Term</u>	<u>Spring</u>	<u>Summer</u>	<ul style="list-style-type: none"> • Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied. • Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately • Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features. • Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.
Term	Spring 1	Spring 2	
NC Focus	<u>Britain's settlement by the Anglo-Saxons</u>	<u>Viking and Anglo-Saxon struggle for Britain</u>	
Key Knowledge	<ul style="list-style-type: none"> • The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands. • Invaders included Irish and Picts in the west and north. • The Angles came from Southwest Jutland (modern Denmark), the Jutes came from the Jutland peninsula and the Saxons came from Northwest Germany. • The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. • The Anglo-Saxon era in England was from around AD410 until 1066. • Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda (Super king). • The kingdom of Mercia (present day Staffordshire) was the most important. • Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England. • Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities. • Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Ho burial site holds important information about Anglo-Saxon life. • Early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig). • It took 70 years for English kings to give up pagan ways. • The Venerable Bede, or Saint Bede, was an English monk who lived in a monastery in Northumberland. • When the Vikings landed in 865, there were 4 Anglo-Saxon kingdoms. Two hundred years later, there was just 1. • The area where the Vikings resided, North-West of the divide, was called the Danelaw. The people who lived in this area were ruled by the laws of the Danes (the Vikings) - hence the name "Danelaw". The Vikings settled and began farming the land. • Alfred the Great (849-899) was the most famous of the Anglo-Saxon kings. Despite overwhelming odds he successfully defended his kingdom, Wessex, against the Vikings. ... Known as a just and fair ruler, Alfred is the only English King to have earned the title 'the Great'. 	<ul style="list-style-type: none"> • The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. • They travelled in boats called longships and first arrived in Britain around AD 787 • The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793). • They were looking for valuable goods like gold and jewels, imported foods and other useful materials. • The Vikings also wanted to claim land and tried to take over much of Britain. • They invaded and settled in Scotland before heading south to places such as York. • Vikings kept coming to Britain for almost 300 years, first as raiders and then as conquerors. • The Viking raids that affected Anglo-Saxon England were primarily documented in the Anglo-Saxon Chronicle, a collection of annals initially written in the late 9th century, most probably in the Kingdom of Wessex during the reign of Alfred the Great. • The area where the Vikings resided, North-West of the divide, was called the Danelaw. The people who lived in this area were ruled by the laws of the Danes (the Vikings) - hence the name "Danelaw". The Vikings settled and began farming the land. • The Viking age city of Jorvik was discovered by archaeologists in the centre of York. • Evidence shows that the Vikings were more than simple raiders; they also traded. • Viking settlement can be illustrated from studying place name endings eg thorp, by, thwaite. 	
Key Skills	<ul style="list-style-type: none"> • Locate and place the Anglo-Saxon timeline alongside other significant eras on a timeline • Sequence events in the history of England following on from the Roman retreat. • Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources. • Provide historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence. • Understand that changes don't always last eg much of the Roman Empire was lost when the Saxons invaded and settled. 	<ul style="list-style-type: none"> • Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. • Make statements based on artefacts and evidence from the time eg examples of Viking jewellery show that they must have traded with other countries. • Identify and give reasons for different ways in which the past is represented. Why did the Vikings gain such a bad reputation? 	KS2 Skills End Points: <ul style="list-style-type: none"> • Can order historical artefacts and key events chronologically. • Can illicit information and draw conclusions from primary sources of history. • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the effect or change

<u>Year 6</u>			Y5 and 6 Knowledge End Points: <ul style="list-style-type: none"> • Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied. • Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately
<u>Term</u>	<u>Autumn</u>	<u>Spring</u>	
Term	Autumn 1	Autumn 2	
NC Focus	The Kingdom of Benin	The Battle of Britain (WW2)	
Key Knowledge	<ul style="list-style-type: none"> • THE ANCIENT KINGDOM OF BENIN: AD 900-1900 • Benin city is the location of the ancient Kingdom of Benin. It is located in Nigeria, which is in the west of Africa. 	<ul style="list-style-type: none"> • WWII is an aspect of 'Modern History' • Germany invaded Poland September 1, 1939 • Britain and France declared war on Germany (start of WWII) on September 3, 1939 	

	<ul style="list-style-type: none"> • The Ancient Kingdom of Benin is NOT located in the modern country of Benin, this is a different country in Africa. • The Kingdom of Benin rose to become a powerful empire in the 16th Century but was destroyed when it was invaded by British forces. • Benin began as a small group of villages that joined together to improve trading and security. The people worked hard as farmers and craftsmen (skilful in bronze and ivory) so that the Kingdom had high quality goods to trade with foreigners. • West Africa invented the smelting of copper and zinc ores and the casting of bronze as early as the 10th century. • The Obas were very powerful and were treated like gods. During their rule the Benin Kingdom expanded its boundaries. • There were arguments about who would be the next Oba and this led to civil wars. • British troops invaded and gained control. In the 1960s it became part of independent Nigeria. • We have to rely on written accounts that come from a later period – mainly four or five hundred years later. There is very little physical evidence about Benin from before the 16th century. • The brass plaques which were used to decorate the Oba's palace, are a rich source of evidence, but they only show men and do not show how the ordinary people lived as farmers outside the city, growing yams and vegetables. • The King was the most important person in government and treated with great respect. In the city, there were two types of chief – palace chiefs and town chiefs. • Benin supplied the Portuguese with pepper, ivory, leopard skins and slaves as they were ideally suited for trade both on coast and inland. • In the years after 1700, Benin lost much of its land but it contained resources valued by Europe. In the 1890s, almost all of Africa was controlled by European nations, except Benin. In 1863, a British man, Sir Richard Burton, visited Benin and said that the Edo people performed evil human sacrifices. In late 1896 another British man, James Robert Phillips, invaded Benin City with a team including over 250 African soldiers, to try and capture Oba Ovonramwen. • In 1895, Benin closed trade routes for spices and palm oil. 	<ul style="list-style-type: none"> • Rationing was introduced across the UK in January 1940 • The government came up with a plan to temporarily move children and some adults from their homes to safer places. Although evacuation was voluntary, pressure was put on parents to send their children away. In total, about 3.5 million children were evacuated during World War II. • Adults played a variety of roles on the Home front. Volunteers were needed to be trained in civil defence duties. These included fire-fighting, first aid and ambulance driving. Civilians were instructed in how to protect themselves against poison gas attacks and issued with gas masks, which they were encouraged to carry on all journeys. • Dunkirk was evacuated and France surrendered to Germany (May - June 1940). Germany used blitzkrieg to take over much of western Europe • Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance • The Japanese attacked the US navy in Pearl Harbour (December 7th 1941). The next day the USA entered the war fighting with the allies. • D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44) • Germany surrendered on 7th May 1945 and VE Day (Victory in Europe) was declared the following day • The war ended on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki. • Neville Chamberlain was UK Prime Minister from 1937-1940 • Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55) • Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45 • Local study – St Blazey War Memorial. • In Cornwall, the largest share of Nazi bombs fell on Bodmin. August 7, 1942, a "mini blitz" saw two German Focke Wulf 190 aircraft drop bombs all over the town. The bombs hit the gasworks, a food depot and many family homes. 	<ul style="list-style-type: none"> • Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features. • Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.
Key Skills		<ul style="list-style-type: none"> • Write a letter of diary entry from the point of view of someone in WW11 they will draw on their local knowledge and how local areas have been affected, demonstrating empathy for others. • Present findings from secondary sources guided by their written pieces; perform a sketch portraying the life of an evacuee. • Use role play to debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis. • Use primary and secondary sources (pictures and diagrams of objects and things used in WW2 e.g. ration poster, shelter design) to gain the knowledge of the experiences of people living and working on the Home Front. 	<p><u>KS2 Skills End Points:</u></p> <ul style="list-style-type: none"> • Uses chronological awareness to establish clear narratives between within and across periods studied • Organises and selects relevant historical information from primary and secondary sources, including artefacts, to develop and extend knowledge of specific individuals and their experiences and events linked to different eras and places • Uses historical sources to investigate an initial hypothesis and conveys findings and understanding through a range of forms. • Addresses and devises historically valid questions about change, cause, similarity and difference and significance* • Makes connections, and recognises contrasts and trends over time and uses appropriate historical terms to articulate knowledge and understanding

