

Year 5

- **Describe** what is meant by the word 'influential'.
 - **Who** eventually conquered the Greeks?
When did this happen?
 - **Label** a timeline with important dates from Ancient Greek history. Use historical language to add detail.
 - **What** are some of the legacies of Ancient Greece?
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- **List** some uses for Greek pottery.
 - **Describe** how artefacts and remains help historians understand daily life in ancient times.
 - **What** does an architect do?
 - **Describe** what is meant by the word 'reliable'.
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- **Describe** what is meant by the word 'myth'.
 - **Name** some of the Olympians.
 - Using a map, **identify** significant theatres in Greece.
 - **List** some Greek myths and legends.
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- **Describe** what is meant by the words 'civilisation' and 'government'.
 - **Create** a timeline that explains how democracy has been used over the course of history.
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- **List** examples of buildings that have been inspired by Greek architecture.
 - **Name** some famous Greek buildings.

Year 6

- Are Homer's Iliad and Odyssey reliable sources of historical evidence?
 - Provide a **chronology** of important events in Ancient Greek history. How do they **compare** to another civilisation you know about?
 - Give an **overview** of the Trojan War and the Siege of Troy.
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- What **observations** can you make about different types of Greek pottery?
 - Use suitable historical sources to **compare** and **contrast** Ancient Greek religion with Ancient Roman religion.
 - **Suggest** some artefacts that could be used to find out about Greek culture.
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- Give an **overview** of significant Greek myths and legends. **Why** were they significant?
 - **Organise** information about famous Greek thinkers such as Pythagoras, Archimedes and Hippocrates.
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- **Explain** the influence of Ancient Greeks on modern political systems.
 - **Explain** what a city-state is.
 - **Organise** information about Ancient Greek systems of government.
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- **Compare** and **contrast** the Parthenon in Athens with the Pantheon in Rome.
 - **Explain** the characteristic features of Greek architecture.

Year 6 - Deeper Level Tasks

- **Investigate** the three generations of Greek gods. Develop a family tree that explains the relationship between them.
 - **True or false?** The Ancient Greek city-states fought each other regularly. **Prove** your answer is correct.
 - **Do you agree?** The Trojan War was a myth not an historical event. Include a testable hypothesis in your **analysis**.
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- **Investigate** the famous Greek epics, 'The Iliad' and 'The Odyssey'. **Explain** why they are an important source of evidence.
 - **Do you agree?** All historical sources are a type of propaganda.
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- **Investigate** the history of the Olympics.
 - **True or false?** The Greeks were interested in the idea of physical perfection. **Justify** your answer.
 - **Investigate** the golden ratio.
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- **True or false?** All Ancient Greek city-states used the same systems of government. **Prove** you are correct.
 - **Investigate** a Greek city-state other than Athens.
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- Find **evidence** that Greek architecture is still popular today.

<u>Year 5</u>	<u>Year 6</u>	<u>Year 6 - Deeper Level Tasks</u>
<ul style="list-style-type: none"> • Who were the Maya? • When was the golden age of the Maya? • List some of the Maya's scientific achievements. • Describe what happened to the Maya civilisation. • When was their civilisation at its peak? • List some famous Maya cities. 	<ul style="list-style-type: none"> • Explain, using historical language, the changes that took place between 1800 BCE and 900 CE in Maya civilisation. • Compare and contrast two different Mesoamerican civilisations. • Explain what makes the Maya a significant ancient civilisation. 	<ul style="list-style-type: none"> • Investigate the impact of the arrival of the Spanish on the continuity of Maya culture and beliefs. • True or false? The Maya were ruled by one emperor and were part of a unified empire. Prove you are correct using multiple sources of evidence.
<ul style="list-style-type: none"> • Describe a Maya settlement. • List the things you would see in a Maya settlement. • List some of the farming methods the Maya used. • Describe what is meant by the word 'architect'. 	<ul style="list-style-type: none"> • Give an overview of the characteristic features of a Maya city. • Explain what 'city-states' are. • Explain how city-states were able to expand. • Organise information about Maya cities. 	<ul style="list-style-type: none"> • True or false? The Maya abandoned their cities because they could not feed themselves. • Do you agree? The sudden collapse of Maya's main cities was caused by lots of different factors. Prove you are correct using multiple sources of evidence.
<ul style="list-style-type: none"> • When did the Maya people develop writing? • How many symbols made up the Maya writing system? • What was the name of the ruler of a city-state? 	<ul style="list-style-type: none"> • Compare and contrast Maya culture with Aztec culture. • Why were scribes significant, well-respected people? • Organise information about Maya ceremonies. 	<ul style="list-style-type: none"> • Do you agree? The Spanish were biased against Mesoamerican civilisations. Justify your answer using multiple sources of evidence.
<ul style="list-style-type: none"> • What are the names of the ancient Maya codices that have survived to this day? • Describe what is meant by the word 'anthropologist'. 	<ul style="list-style-type: none"> • Explain why many Maya artefacts have been lost. • What evidence is there that the Maya developed a writing system? 	<ul style="list-style-type: none"> • Investigate the Dresden Codex. • Do you agree? Spanish accounts of the Maya, written in the 16th century are reliable sources of evidence. • Investigate the Maya calendar system.

Year 5

- **What** is the name given to the people of the Kingdom of Benin?
- **When** did they first settle in Benin?
- **What** was the name of the first dynasty of rulers?
- **What** is a 'guild'?

- **Describe** what is meant by the word 'exchanged'.
- **What** kind of goods and produce were made in Benin?
- **Describe** what is meant by the word 'currency'.
- **What** was the unusual form of currency that the Edo people valued highly?

- **What** was the purpose of the Great Walls of Benin?
- **How many** hours did it take to build the Great Walls of Benin?
- **Describe** what is meant by the word 'fortifications'.
- **What** does an archaeologist do?

- **Locate** the Kingdom of Benin on a map. What is the name of the modern-day country in the same place?
- **What** was the name of the kingdom when the Ogisos ruled?

Year 6

- Provide an **overview** of the characteristic features of the guilds of Benin.
- **Explain** why brass was a valued and significant metal for the Edo people.
- **Explain** why power and control passed from the Ogisos to the Oba.

- **Explain** the difference between import and export.
- **Compare** and **contrast** Benin farming methods with those of Iron Age Britain.
- **Suggest** some artefacts you could use to find out about farming in Benin.

- **Explain** the construction techniques used in building the Great Walls of Benin.
- **Compare** and **contrast** the Great Wall of China with the Great Walls of Benin.
- **What** is meant by the word 'colonial'?
- **Compare** and **contrast** Iron Age settlements in Britain with settlements in the Kingdom of Benin.

- **Name** the Europeans who came to the Kingdom of Benin to trade. **Show** the trade routes on a map.

Year 6 - Deeper Level Tasks

- **Which** dynasty of Benin rulers were the most successful? **Justify** your answer.
- **Investigate** the Ogisos and the Oba. Was there cultural and religious continuity between the dynasties?

- What major **changes** were taking place in Europe during the rule of the Ogisos' dynasty?

- **Do you agree?** The Oba were responsible for the creation of a powerful empire. Use multiple sources of evidence to **justify** your answer.
- **Suggest** reasons why so much of the Great Walls of Benin were destroyed by the British at the end of the 19th century.

- **Do you agree?** The kingdom's location was the main reason for the growth of the empire. **Justify** your answer.

<u>Year 5</u>	<u>Year 6</u>	<u>Year 6 - Deeper Level Tasks</u>
<ul style="list-style-type: none"> • When was the Victorian era? • List the dates of significant inventions during the Victorian era. • List significant dates in the history of the British Empire. • Describe what life was like in factories/workshops in Britain in the Victorian era. • Describe what is meant by the word 'innovation'. 	<ul style="list-style-type: none"> • Use a timeline to identify significant events in the Victorian era. • Suggest reasons why the Victorian era was a time of rapid scientific development. • Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end. 	<ul style="list-style-type: none"> • Do you agree? The main reason for the end of the British Empire was the First World War. • Recommend suitable sources of evidence to provide an overview of the Victorian era. Justify your answers.
<ul style="list-style-type: none"> • Describe the experience of children in Victorian times. • What was the impact of new scientific discoveries on religious beliefs? • Describe the difference between the lives of the rich and the poor in the Victorian era. 	<ul style="list-style-type: none"> • What impact did the Industrial Revolution have on political and social organisation in the 19th century? • Use multiple sources of evidence to explain the concept of the 'middle classes'. 	<ul style="list-style-type: none"> • Investigate reforms in health and education during the Victorian era. • Do you agree? Without the Industrial Revolution there would not have been any middle classes.
<ul style="list-style-type: none"> • List some significant technological innovations during the Victorian era. • Name some famous writers from the Victorian era. • What types of public buildings would you see in Victorian towns and cities? 	<ul style="list-style-type: none"> • What do you think was the impact of Alexander Graham Bell's invention? • Explain the influence of significant Victorian authors on people's daily lives. 	<ul style="list-style-type: none"> • Summarise a story by Charles Dickens or one of the Brontë sisters. • Do you agree? The growth in literacy and printed materials during the Victorian era contributed to the use of propaganda during the First World War.
<ul style="list-style-type: none"> • In what year did Queen Victoria become Empress of India? • How much of the world was ruled by the British during the Victorian era? 	<ul style="list-style-type: none"> • Explain some of the consequences, positive and negative, of Britain's empire. • How did trade change during the Victorian period? 	<ul style="list-style-type: none"> • Investigate the significant achievements of Mary Kingsley. • Do you agree? Settlements and colonies are the same thing.
<ul style="list-style-type: none"> • Describe how Britain governed new territories in which it had built settlements. 	<ul style="list-style-type: none"> • Compare and contrast rural and urban settlements before and after the Industrial Revolution. 	<ul style="list-style-type: none"> • Do you agree? Factory owners were very concerned about the health and welfare of their workers. Justify your answer.

Year 5

- **How many** people died during the Second World War?
- **Label** a timeline with significant events in the Second World War.
- **List** some important events that took place after the war.

- **Describe** how the war began.
- **List** the Axis powers.
- **Describe** what is meant by the word 'amphibious'.
- **What** was the Blitz?
- **What** were the consequences of the use of atomic weapons at the end of the Second World War?

- **Describe** where the major battles of the Second World War took place. Use a map to help you.
- Use a map to **identify** the low countries.
- **List** some of the founding nations of the United Nations.

- **Describe** what rationing is.
- **What** was the impact of the war on everyday life in Britain?
- **What** does 'NHS' stand for? **When** was it created?

Year 6

- **Explain** some political and social consequences of the Second World War.
- **Suggest** suitable sources of **evidence** to find out more about the Second World War.
- Use a timeline to provide an **overview** of 20th-century conflicts.
- **Explain** why the Second World War is such a significant event in British and global history.

- **Organise** information about Adolf Hitler.
- **Suggest** some reasons why the German air force was used to invade Britain.
- **Write** a list of ten major Second World War battles. Which ones do you think were the most important and why?
- Using suitable sources of **evidence**, **explain** why propaganda was a characteristic feature of the Second World War.

- **Suggest** how Britain's location contributed to the outcome of the conflict.
- Give an **overview** of the founding of the United Nations. Use a map to help you.

- **Explain** how new technology was used during the Second World War.
- **Compare** and **contrast** the United Nations with the League of Nations.

Year 6 - Deeper Level Tasks

- **Investigate** Communism.
- **Do you agree?** The Universal Declaration of Human Rights is as important today as it was during the years after the war.
- **Investigate** Winston Churchill.

- **True or false?** The Battle of Britain was more important than the evacuation of Dunkirk. **Justify** your answer with evidence.
- **Do you agree?** The events of the First World War made another global conflict inevitable.
- Hitler believed propaganda was a major reason why the German army lost the First World War. **Do you agree?**

- Using multiple sources of **evidence**, including maps, **investigate** the evacuation of British forces at Dunkirk.

- **Investigate** some of the changes that took place in Britain in the decade after the end of the Second World War.

<u>Year 5</u>	<u>Year 6</u>	<u>Year 6 - Deeper Level Tasks</u>
<ul style="list-style-type: none"> • Describe what is meant by the term black history. • Who is Learie Constantine and why was he significant? • Explain what the term slavery means. • Use a map to explain how the Transatlantic slave trade worked and the goods that travelled to Britain. • Describe what conditions on a slave ship would have been like. • List the goods that commonly came to our local area, as a product of slavery. • Investigate the local company - Gillows & Co - discover their participation in the transatlantic slave trade. • Compare and contrast life in St Kit's with Lancaster. • Find out about some of the traditions of tribes and cultures of which slaves would have originated. • Research an advertisement placed in a newspaper for a runaway slave. • Create your own advertisement. 		