

**Knowledge Milestones: History – Y5**

## Year 5 – Key Milestones

<b>Topics Cycle A</b>	Autumn 1: WW2	Spring 1: Anglo Saxons and Scots	Summer 1: Viking and Anglo-Saxon struggle
<b>Cycle B</b>	Autumn 1: Ancient Greeks	Spring 1: Mother Shipton and Tudor Times British History	Summer 1: Ancient Study – Benin (West Africa) AD 900 – 1300  Martin Luther King

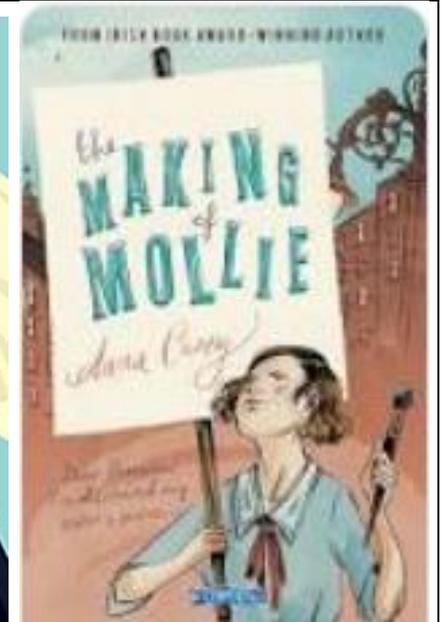
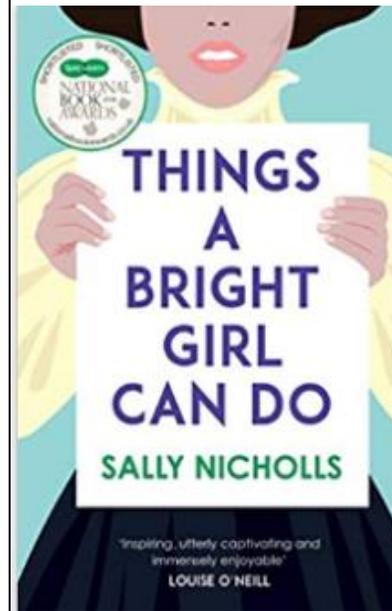
<b><u>Cycle A</u></b>	<b><u>Autumn 1: WW2</u></b>
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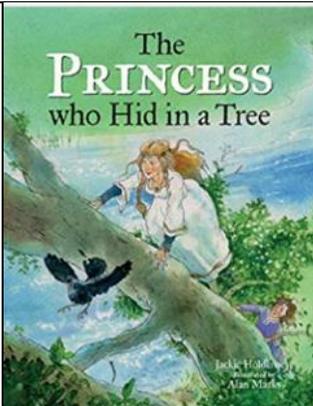
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can locate the show the dates WW2 took place to and from on a timeline.</li> <li>• I can locate England, France and Germany on a map with support.</li> <li>• I know who Adolf Hitler and The Allies were.</li> <li>• I know who the Nazi party were and what their beliefs were.</li> <li>• I know some impacts of WW2 on England.</li> </ul> <p><b>Meeting (emerging plus the following) :</b></p> <ul style="list-style-type: none"> <li>• I can locate the end of WW1, WW2 dates and present day on a timeline.</li> <li>• I can locate England, France and Germany on a map.</li> <li>• I can recount some key facts about Adolf Hitler and name the Allie countries.</li> <li>• I can explain why WW2 started and how it ended with key facts.</li> <li>• I can ask questions about the Nazi party, anti-Semitism and their beliefs.</li> <li>• I can explain some impacts of WW2 on England e.g. rationing, the Blitz, propaganda.</li> </ul> <p><b>Exceeding (all emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can locate WW1 and WW2 dates on a timeline in relation to another time period covered in our history curriculum last year.</li> <li>• I can explain who the Nazi party were, what anti-Semitism is and question their beliefs.</li> <li>• I can explain the impacts of WW2 and their importance on England today.</li> <li>• I can explain what the suffragette movement was and what it has achieved since WW1 and the impact it had for women in WW2.</li> </ul>
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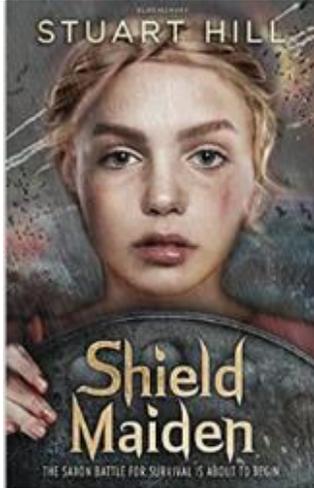
Cultural diversity/gender equality

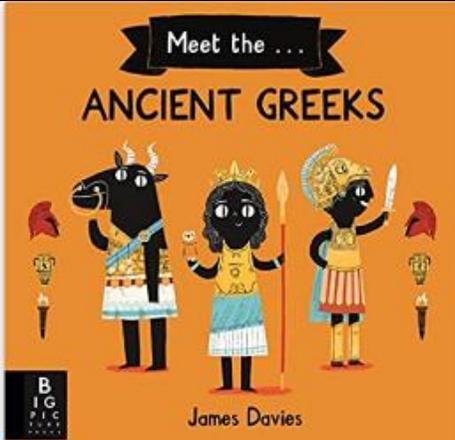
Things a bright girl can do – Sally Nicholls

The Making of Molly – Anna Carey



Cycle A	Spring 1: Anglo Saxons and Scots	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Anglo Saxon period on a timeline.</li> <li>• I can locate the British held territories on a map with support.</li> <li>• I can explain at least 1 aspect of daily life in the Anglo Saxon period in these areas (alphabet, festivals, and superstitious beliefs).</li> <li>• I can name the chief god Woden.</li> <li>• I can name at least 1 Anglo Saxon king.</li> <li>• I can simply explain where the name Anglo Saxons comes from and name some artefacts that help us understand their way of life.</li> <li>• I can explain the key events in the Anglo Saxon period with support.</li> <li>• I know who Alfred the Great was.</li> </ul> <p><b>Meeting (Emerging plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Anglo Saxon period on a timeline and point out at least 3 key date milestones.</li> <li>• I can locate the British held territories on a map.</li> <li>• I can explain some aspects of daily life in the Anglo Saxon period in these areas (alphabet, festivals, and superstitious beliefs).</li> <li>• I can name some of the Anglo Saxon gods.</li> <li>• I can name some of the Anglo Saxon kings.</li> <li>• I can explain where the name Anglo Saxons comes from and explain about at least 1 Anglo Saxon artefact.</li> <li>• I can explain the key events in the Anglo Saxon period.</li> <li>• I know who Alfred the Great was and why he was considered 'great'.</li> </ul> <p><b>Exceeding (All the above plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Anglo Saxon period on a timeline and point out the key date milestones within it.</li> <li>• I can explain about the festivals throughout the year and the sacrifices the Anglo Saxons made to their gods (including naming the gods).</li> <li>• I can explain how the artefacts found help us to understand the Anglo Saxons.</li> <li>• I can name the Anglo Saxon kings and know some facts about some of them.</li> <li>• I can explain the significance of Alfred the Great's 'greatness'.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>The Princess who Hid in a Tree: Jackie Holdeness</p>	

Cycle A	Summer 1: Viking and Anglo-Saxon Struggle	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Viking period on a timeline.</li> <li>• I can name and locate the Scandinavian countries on a map with support.</li> <li>• I can explain at least 1 aspect of daily life in the Viking period in these areas (clothing, boats, key vocabulary – Danelaw, Danegeld etc).</li> <li>• I can simply explain how and why the Vikings came to Britain.</li> <li>• I know who King Alfred is.</li> <li>• I know some facts about the Battle of Hastings.</li> <li>• I know who William the Conqueror is.</li> </ul> <p><b>Meeting (Emerging plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Viking period on a timeline and point out at least 3 key date milestones.</li> <li>• I can name and locate the Scandinavian countries on a map.</li> <li>• I can explain some aspects of daily life in the Viking period in these areas (clothing, boats, key vocabulary – Danelaw, Danegeld etc).</li> <li>• I can explain how and why the Vikings came to Britain.</li> <li>• I know who Alfred the Great is and some facts about his ruling.</li> <li>• I can explain some key facts about the Battle of Hastings including at least 1 artefact and archaeological fact.</li> <li>• I know who William the Conqueror is and a few facts about him.</li> </ul> <p><b>Exceeding (All the above plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Viking period on a timeline and point out the key date milestones within it.</li> <li>• I can explain about the key struggles the Vikings faced when they came to Britain.</li> <li>• I can explain about the Battle of Hastings and the impact this had on the Vikings.</li> <li>• I can explain the significance of William the Conqueror.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>Shield Maiden – Stuart Hill</p>	

Cycle B	Autumn 1: Ancient Greeks	
<u>Knowledge specific milestones</u>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Ancient Greek period on a timeline.</li> <li>• I can name and locate Greece on a map with support.</li> <li>• I can explain at least 1 aspect of daily life in the Ancient Greek period in these areas (clothing, housing, bathing, jobs).</li> <li>• I can simply explain what democracy is.</li> <li>• I know how the Olympics started and some of the events they competed in.</li> <li>• I know some facts about Ancient Greek architecture – including a named example.</li> <li>• I can name at least 1 Ancient Greek Philosopher.</li> <li>• I can explain the meaning of a Greek myth.</li> </ul> <p><b>Meeting (Emerging plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Ancient Greek period on a timeline and point out at least 3 key date milestones.</li> <li>• I can name and locate the Greece on a map.</li> <li>• I can explain some aspects of daily life in the Ancient Greek period in these areas (clothing, housing, bathing, jobs).</li> <li>• I can explain what democracy is.</li> <li>• I can explain how the Olympics started; name events and evidence that helps us know this.</li> <li>• I can explain some key facts about the significance of Ancient Greek architecture – including named examples.</li> <li>• I know who some Ancient Greek philosophers were and a few facts about 1.</li> <li>• I can explain the meanings of Greek myths and their importance.</li> </ul> <p><b>Exceeding (All the above plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can locate and show the Ancient Greek period on a timeline and explain their relation in time to the Anglo Saxon and Viking periods.</li> <li>• I can explain what democracy is and relate it to the modern world with relevant examples.</li> <li>• I can explain about Ancient Greek philosophers, naming them with a few facts about them.</li> </ul>	
<u>Cultural diversity/gender equality</u>	Meet the Greeks – James Davies	

Cycle B	Spring 1: Mother Shipton and Tudor Times British History	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can locate and show when Mother Shipton was alive and when she died on a timeline.</li> <li>• I can locate Knaresborough on a map with support.</li> <li>• I know who Mother Shipton was and that she was born in Knaresborough.</li> <li>• I know that Mother Shipton was famous for making predictions and that some of them came true.</li> </ul> <p><b>Meeting (Emerging plus the following) :</b></p> <ul style="list-style-type: none"> <li>• I can locate the Tudor period and the Great Fire of London on a timeline and show when Mother Shipton was alive.</li> <li>• I can locate Knaresborough on a map.</li> <li>• I can recount some key facts about Mother Shipton's life, e.g. she was born in a cave, and she was married to Tony Shipton etc.</li> <li>• I can explain why people thought that Mother Shipton was a witch.</li> <li>• I can ask questions about why Mother Shipton acted as she did.</li> </ul> <p><b>Exceeding (All of the above plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can locate the Tudor period on a timeline and show when Mother Shipton was alive and when she died. I can plot when her prophecies were predicted on a timeline.</li> <li>• I can explain some of the prophecies that Mother Shipton made during her life time, understanding the old English language while doing so.</li> <li>• I can understand the difference between fact and legend and explore the myths and evidence regarding Mother Shipton's life.</li> <li>• I can understand some of the power struggles between church and crown during the Tudor Times.</li> <li>• I can understand the importance of the Magna Carta and explain what it is.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>Elizabeth 1 – Women in History – Anne Somerset</p>	

<b>Cycle B</b>	<b>Summer 1: Ancient Study – Benin (West Africa) and Martin Luther King</b>
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Knowledge specific milestones

- Emerging:**
- I can locate the Benin period on a timeline including at least 3 of the other periods studied in the history curriculum
  - I can locate Nigeria on a map with support.
  - I can explain at least 1 aspect of daily life in the Benin period in these areas (clothing, jewellery, religious beliefs).
  - I can name the key Benin God Osanobua
  - I can simply explain what re-incarnation is.
  - I can explain what a Brass head was.
  - I can describe artefacts found in the Benin period and give 1 example E.g. The Mask of Queen Idia
  - I know who Martin Luther King was.
- Meeting (Emerging plus the following):**
- I can locate the Benin period on a timeline including Dinosaurs, The Great Fire of London, Victorians, Stone Age and Iron Age and Romans
  - I can locate Nigeria on a map.
  - I can explain some aspects of daily life in the Benin period (e.g. clothing, jewellery, religious beliefs).
  - I can name the key Benin God Osanobua and a number of other gods and goddesses
  - I can explain what re-incarnation is.
  - I can explain what a Brass head was and its significance to the people of Edo.
  - I can describe artefacts found in the Benin period and give various examples E.g. The Mask of Queen Idia
  - I know who Martin Luther King was and describe him to others.
- Exceeding (All the above plus the following):**
- I can locate the Benin period on a timeline including all of the other time periods covered in our history curriculum.
  - I can explain the ceremonies held to worship the gods and the role of the Ohen.
  - I can explain the importance of the Egogo, used by the Ohen and explain the carvings as an important part of historical evidence for that period.
  - I can explain the importance of Martin Luther King and the changes and the reforms he believed in.

Cultural diversity/gender equality

Amazing Africa – Atinuke  
 The Fire Children – Franne Lesac  
 Ancient Benin – Paul Mason

