

## Knowledge Milestones: History – Y6

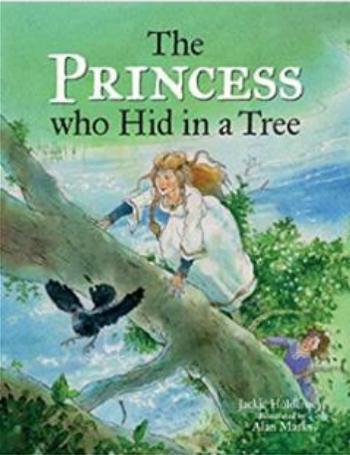
## Year 6 – Key Milestones

<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

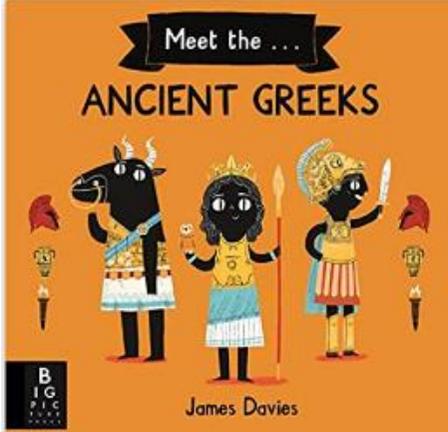
<b><u>Cycle A</u></b>	<b><u>Autumn 1: WW2</u></b>
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<u>Knowledge specific milestones</u>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I can locate the end of WW1, WW2 dates and present day on a timeline.</li> <li>I can locate England, 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, and propaganda.</li> </ul> <p><b>Meeting (Emerging 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 what the suffragette movement was and what it has achieved since WW1.</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> <p><b>Exceeding (all of the above plus the following):</b></p> <ul style="list-style-type: none"> <li>I can explain the impact of the Nazi party's beliefs and actions.</li> <li>I can explain the impacts of WW2 and their importance on England today, stating relevant examples.</li> </ul>
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<u>Cultural diversity/gender equality</u>	<p>Things a bright girl can do – Sally Nicholls</p> <p>The Making of Molly – Anna Carey</p>	
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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 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>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 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><b>Exceeding (All of the above plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can summarise the timeline of the Anglo Saxon and Scots period with a few examples.</li> <li>• I can independently explain the succession of Anglo Saxon kings to the throne and the impact each king had.</li> <li>• I can explain the significance of Alfred the Great's 'greatness' with reasoned arguments.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>The Princess who Hid in a Tree: Jackie Holderness</p>	

Cycle A	Summer 1: Viking and Anglo-Saxon Struggle	
<u>Knowledge specific milestones</u>	<p><b>Emerging:</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>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 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><b>Exceeding (All of the above plus the following):</b></p> <ul style="list-style-type: none"> <li>I can summarise the Viking and Anglo Saxon struggle with a few examples.</li> <li>I can explain the significance of the Battle of Hastings to both the Vikings and Anglo Saxons.</li> <li>I can explain the significance of William the Conqueror to British history with relevant examples.</li> </ul>	
<u>Cultural diversity/gender equality</u>	Shield Maiden – Stuart Hill	

Cycle B	Autumn 1: Ancient Greeks	
<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 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>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 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> <p><b>Exceeding (All of the above plus the following):</b></p> <ul style="list-style-type: none"> <li>I can summarise the Ancient Greek period with a few examples of key events.</li> <li>I understand and can explain the links between ancient Greek democracy and modern day with relevant examples.</li> <li>I can explain about Ancient Greek philosophers, naming them and some facts about the significance of their work.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>Meet the Greeks – James Davies</p>	

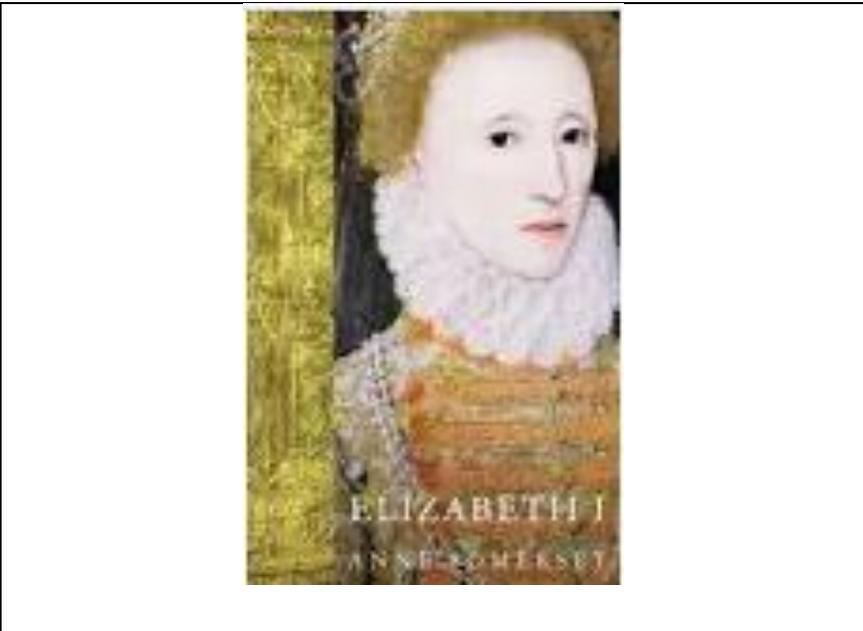
<b>Cycle B</b>	<b>Spring 1: Mother Shipton and Tudor Times British History</b>	
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Knowledge specific milestones

- Emerging:**
- I can locate the Tudor period on a timeline and show when Mother Shipton was alive.
  - I can locate Knaresborough on a map.
  - I can recount some key facts about Mother Shipton's life, e.g. She was born in a cave; she was married to Tony Shipton etc.
  - I can explain why people thought that Mother Shipton was a witch.
  - I can ask questions about why Mother Shipton acted as she did.
- Meeting (Emerging plus the following):**
- 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.
  - I can explain some of the prophecies that Mother Shipton made during her life time, understanding the old English language while doing so.
  - I can understand the difference between fact and legend and explore the myths and evidence regarding Mother Shipton's life.
  - I can understand some of the power struggles between church and crown during the Tudor Times.
  - I can understand the importance of the Magna Carta and explain what it is.
- Exceeding (All of the above plus the following):**
- I can use dates to sequence events from Mother Shipton's life, using time terms, such as 'BCE'/'AD' and period labels and terms.
  - I can explain all of the prophecies that Mother Shipton made, commenting on the various ones that have been proved true and relating to those periods of history.
  - I can consider the treatment of Mother Shipton due to her disabilities and comment on my personal opinion of this.

Cultural diversity/gender equality

Elizabeth 1 – Women in History – Anne Somerset



**Cycle B** **Summer 1:**  
**Ancient Study – Benin (West Africa) and Martin Luther King**

Knowledge specific milestones

- Emerging:**
- 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.
- Meeting (Emerging 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.
- Exceeding (All of the above plus the following):**
- I can explain how the British entered Benin City without permission and the results of this - The 'Benin Massacre and the following 'Benin Punitive Expedition'
  - I know that The Oba is exiled and the British colonise Benin.
  - I can give my opinion about the British colonisation of Benin and explain my reasoning.
  - I can explain the lasting results of Martin Luther King's beliefs.

Cultural diversity/gender equality

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

