History Component Knowledge

Year Five

How was life in Tudor England?

National Curriculum

Pupils should be taught about:
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Learning:
L1: To use different types of evidence to interpret the character of Henry VIII.
Component Knowledge:

- Extract information from portraits and written sources of evidence about Henry VIII.
- Explain their interpretation of Henry VIII providing supporting evidence.
- Identify the bias of sources of evidence.

Key Learning:
L2: To make deductions about Anne Boleyn from a range of primary and secondary sources.
Component Knowledge:

- Make deductions about Anne Boleyn from sources.
- Interpret historical sources about Anne Boleyn.
- Support my interpretations about Anne Boleyn with evidence.

Key Learning:
L3: To understand why Henry VIII had many wives.
Component Knowledge:

- Use sources to make deductions about Henry VIII.
- Use evidence to support their deductions about Henry VIII.
- Evaluate who was the best wife for Henry.

Key Learning:
L4: To extract evidence from primary sources about the Royal Progresses of Elizabeth I.
Component Knowledge:

- Identify primary sources.
- Highlight evidence about the Royal Progresses of Elizabeth I in a source.
- Make historical deductions from available evidence.

Key Learning:
L5: To reconstruct a Royal Progress using a range of primary sources.
Component Knowledge:

- Assess the reliability of primary sources.
- Select the relevant evidence required from sources.
- Recreate Elizabeth's entrance into Worcester.

Key Learning:
L6: To make deductions about the people in Tudor England using inventories.
Component Knowledge:

- Make deductions about the people in Tudor England using inventories.
- Make a judgement as to whether a person was rich or poor in Tudor England.
- Use evidence to support my judgement.

Key Learning:
L7: To create a realistic inventory for a person living in Tudor times.
Component Knowledge:

- Explain how inventories are useful to historians.
- Create a realistic inventory for a person.
- Explain why items were included in an inventory.

What did the Greeks ever do to us?

National Curriculum

Pupils should be taught about:
Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Key Learning:
L1: To understand where and when the ancient Greeks lived.
Component Knowledge:

- Describe the features of Greece.
- Identify the key periods in the ancient Greek civilisation.
- Identify other events that happened at the same time as the ancient Greek civilisation.

Key Learning:
L2: To understand the importance of the Greek gods.
Component Knowledge:

- Make inferences about Greek gods from a primary source.
- Know information about a Greek god.
- Explain the importance of gods to the ancient Greeks.

Key Learning:
L3: To identify similarities and differences between Athens and Sparta.
Component Knowledge:

- Explain how the city-states developed.
- Identify similarities and differences between Athens and Sparta.
- Explain which city-state they would live in and why.

Key Learning:
L4: To understand how Athenian democracy worked.
Component Knowledge:

- Identify the different types of democracy.
- Compare democracy in Athens and modern Britain.
- Explain how Athenian democracy worked.

Key Learning:
L5: To understand the importance of the ancient Greek philosophers.
Component Knowledge:

- Explain what philosophy is.
- Participate in philosophical discussions.
- Explain the significance of ancient Greek philosophers.

Key Learning:
L6: To identify and explain the achievements of the ancient Greeks.
Component Knowledge:

- Identify the Greek letters that appear in the modern alphabet.
- Identify Greek legacies and explain their impact.
- Select the most significant legacies and explain my reasoning.

How did the Maya civilisation compare to the Anglo-Saxons?

National Curriculum

Pupils should be taught about:
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Key Learning:
L1: To recognise when and where the ancient Maya lived.
Component Knowledge:

- Describe the features of the Maya civilisation.
- Sequence key periods on a timeline.
- Identify other events that happened at the same time as the ancient Maya civilisation.

Key Learning:
L2: To evaluate the challenges of settling in the rainforest.
Component Knowledge:

- Identify the key features of the rainforest.
- Explain the Maya's challenges when settling in the rainforest.
- Suggest ideas for how the Maya settled in the rainforest.

Key Learning:
L3: To compare and contrast Anglo-Saxon and Maya houses.
Component Knowledge:

- Name the key features of Maya homes.
- Recall the features of an Anglo-Saxon house.
- Identify the similarities and differences between Anglo-Saxon and Maya homes.

Key Learning:
L4: To explain the importance of Maya gods and goddesses.
Component Knowledge:

- Explain the Maya creation story.
- Identify the characteristics of important Maya gods and goddesses.
- Compare Maya and Anglo-Saxon beliefs.

Key Learning:
L5: To design a map of a Maya city.
Component Knowledge:

- Make deductions about cities from archaeological evidence.
- Identify the key features of Maya cities.
- Create a plan for a Maya city, including the main features.

Key Learning:
L6: To evaluate the reasons for the decline of the Maya cities.
Component Knowledge:

- Explain the potential reasons for the decline of the Maya cities.
- Evaluate the reasons for the decline of the Maya cities.
- Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.