



# **WEBSITE VERSION – FOR THE FULL VERSION, PLEASE CONTACT THE SCHOOL**

## **History Curriculum**

### **Curriculum Intent for History**

The History curriculum at Masefield is designed to create a bridge between today's world and the myriad fascinating worlds of the past, which automatically provokes questions from pupils. Tempered and channelled correctly, its study can turn this naturally occurring curiosity into the development of tools every pupil needs in order to be able to express their thoughts and positively engage with the world around them.

At Masefield, History is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality History teaching.

The school's long term plan for History sets out the content of teaching within in each year group. This is supported by the school's History progression document which demonstrates learning outcomes within each strand of development within a History unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the History curriculum provides structured opportunities for pupils to:

- gain a coherent, chronological knowledge and understanding of Britain's past and that of the wider world
- develop a deep understanding of history, by connecting new knowledge with existing knowledge
- contribute to a connected network of ideas and knowledge across the curriculum
- develop and appreciate the cultural capital that they need to succeed in life
- engender an appreciation of human achievement and an understanding of its development
- be introduced to the language and vocabulary of History
- be introduced to key historical skills such as oracy and argument
- make reasoned arguments about historical influences on current development and sustainability issues
- explore how the actions of people in the past have led to some of the global problems we face today
- understand the impact their choices can have on the future
- develop knowledge of other societies, cultures and beliefs
- understand the impact values and beliefs have on the decisions and actions of individuals, organisations and governments, made today
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups

**Forgiveness Co-operation Equality Honesty Passion Resilience Gratitude Kindness**



- explore their own identity, values and beliefs

## Teaching and Learning History

In addition to the conscious structure and design of the History curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

## National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales



## Overview of History Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	What makes me marvellous?	How do we celebrate?	What is Chinese New Year?	How did we travel a long time ago?	What animals lived a long time ago?	
Reception	What makes me special?	How do people around the world celebrate	Who was the first in space?		How did dinosaurs become extinct?	Where were castles built?
Year 1	Old & New Toys		History of Little Lever – Local Study		Significant People: Queen Elizabeth	
Year 2	Rosa Parks & other Significant People		Great Fire of London		Victorians	
Year 3	Stone Age		Samuel Crompton – Local Study		Ancient Greece	
Year 4	Romans		The Life of Nelson Mandela		Ancient Egypt	
Year 5	Anglo-Saxons		History of Civil Rights Movement		Mayan Civilization	
Year 6	Vikings	Vikings			World War 2	World War 2

## Key Concepts

In order the structure the development of and relationship between knowledge, historical concepts (both **substantive** & **disciplinary**) are threaded throughout the curriculum. Concepts are explicitly taught and linked within units of work. They are revisited throughout the year groups to ensure pupils have a clear understanding of them, make meaningful connections and enable them to be held within long-term memory.

Nine key concepts of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:



**community & culture** - (architecture, art, civilisation, communication, economy, inspiration, myth, settlement, trade)



**conflict & disaster** - (conquest, liberation, military, peace, fire, war)



**exploration & invention** - (discovery, progress, tools)



**hierarchy & power** - (democracy, empire, equality, government, law, monarchy, parliament, slavery, poverty)



**cause & consequence**



**change & continuity**



**similarity & difference**



**evidence & interpretation** (eye-witness, source)









**significance**

**second order concepts (i.e. those relating to the disciplinary knowledge of history)**

**Forgiveness Co-operation Equality Honesty Passion Resilience Gratitude Kindness**

Our key concepts, including the second-order concepts of history, were derived in reference to notable work on this subject, including The Historian's Toolkit and that from The Historical association. In addition, the need to adapt the key concepts for a primary setting was considered. **See 'Progression in Disciplinary Concepts' for more detail.**

<b>Chronological Understanding</b>  Please See 'Progression in Chronology' document for more detail.	This concepts makes sense of time, the sequence of when things happen, what changed and what continued. The younger children at Masefield will look at time words such as before, after, now, then, past and present. Older children will look at periods of time and be introduced to more complex terms. All children will begin a topic with a timeline of events showing progression as they are extended backwards through generations.
<b>Cause and Consequence</b>  	This concept shapes historical thinking and understanding. It focuses on why events occurred and why people acted a certain way.  Through this concept children will create connections through time. It is also linked to chronology and helps children to recognise change across time.
<b>Change and Continuity</b>  	This concept develops an understanding of the idea that some things change while others old and new stay the same. In Masefield younger children will explore this through local history and looking at changes in the town and features of a place. Older children will commonly use this concept when evaluating different civilizations and time periods.
<b>Similarity and Difference</b>  	This concept considers how historians construct arguments about the extent of similarity and difference between places, people and groups in the past
<b>Evidence and Interpretation</b>  	This concept allows children to think about how we understand the past and how we show what the past was like. Our Key Stage 2 pupils will begin to see differences between what may be fact and opinion and construct their own conclusions as to which parts are factual and which are points of view.
<b>Significance of Events</b>  	Significance is how we choose what is most important in history. For KS1 pupils this may be looking at the important parts from a story or say what is important about a picture? For older children the will develop the skill of which parts of history are important and how these significant issues or events have impacted on that period in time, society or the way we live today.
<b>Historical Enquiry</b>  	Historical enquiry is key in the history curriculum. Through this concept children learn how to ask questions, select evidence and make judgements about the past. They begin to understand that there can be multiple perspectives to history

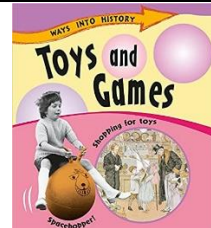
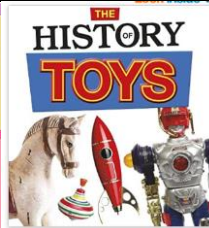



<b>Historical Sources</b>	This concept helps children to understand what we use to find out about the past and how we use sources safely. For the children in KS1 this may be extracting information from a picture or artefacts. As the children move up the school sources of evidence may become less obvious or relevant sources of evidence need to be searched for.
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<b>EYFS - Understanding of the World</b>	
<b>3 &amp; 4 Year Olds</b>	<ul style="list-style-type: none"> <li>I can talk about my life.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>I can talk about familiar events that have happened in the past.</li> <li>I can compare characters and how their lives have changed.</li> </ul>
<b>Early Learning Goals</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Comment on images of familiar situations in the past.</li> <li>Children talk about past and present events in their own lives and in the lives of family members</li> <li>I can talk about the lives of the people around me and their roles in society;</li> <li>I can talk about time changes in books and how they are the same and different based on books I have read in class;</li> <li>I understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>


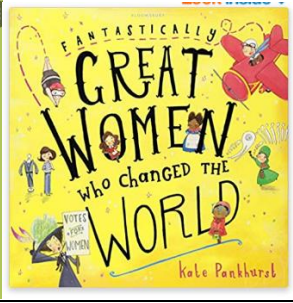



Term:	Reception – Autumn 1	Key Text(s):		
Unit Title:	All About Me – What makes me special?			
Curriculum Content	Substantive Knowledge	Prior Learning	Future Learning	Key Vocabulary
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Comment on images of familiar situations in the past.</li></ul>	<ul style="list-style-type: none"><li>• Start to understand chronology through learning about our own family history</li><li>• Learn that there are seven days in the week and twelve months in a year</li><li>• Know that a timeline is used to describe the order in which events happen</li><li>• Know how to order our own growth using a timeline</li></ul>	<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family’s history.</li><li>• Continue developing positive attitudes about the differences between people.</li></ul>	<p><b>Chronology:</b> Mark an event on a timeline</p> <p><b>Historical Enquiry:</b> Understanding of events, people &amp; changes</p>	<p>Today Yesterday Tomorrow Morning Afternoon Days of the week Past Present Months of the year Son Daughter Neice Nephew Grandchild Celebration <b>Tier 3</b> Relatives Developing Similar Relationship Descendants Chronology</p>



Term:	Y1 – Autumn 1	Key Text(s):	 
<div>Key Concepts: exploration &amp; invention - discovery</div> <div></div>	<h2>Old &amp; New Toys</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"><li>1. Understand how the appearance of toys has changed since Victorian times</li><li>2. Understand that the materials toys are made out of has changed since Victorian times.</li></ol> <p>This unit studies the changes in toys over time. It looks at how toys have improved people’s lives throughout history. It will teach children how the materials used to make toys have changed over time.</p> <p>The unit will move through different periods of time from wooden toys in the Victorian times to today’s technology and digital era. It will be built on ‘past &amp; present’ knowledge from Reception and embed this vocabulary and understanding. There will be links to the Victorian era which is taught in Year 2 and it will support the teaching of Samuel Crompton – a local study – in Year 3. Children will use the knowledge learnt in this unit to have a better understanding of developments in technology in Ancient Greece (Year 3), Romans (Year 4) and Ancient Egypt (Year 4).</p> <p><b>End of Unit Outcome:</b> How have toys changed over time?</p>		
<b>Prior Knowledge Requirements</b> Know that the time before now is called the past (Reception).  Know the meaning of ‘past and present’.  Know how to play with toys.  Comment on images of familiar situations in the past.		<b>Key Vocabulary for the unit</b> <b>wooden toys:</b> Lots of toys were made of wood. Boats, train sets and cup and ball were all made of wood. Some toys are still made of wood. <b>Victorian:</b> The time of Queen Victoria’s reign. 1837-1901. <b>Paper toys:</b> Some toys, like paper windmills, were made out of paper <b>Metal toys:</b> Toy soldiers and some spinning tops were made out of metal. <b>Plastic toys:</b> Most modern toys are made of plastic. Toy soldiers, dolls and ride-on cars are usually made of plastic. <b>Modern:</b> Things made now or recently. <b>The past:</b> Objects and things that happened before now.	
Composite – The Big Idea		Components – Sequence of Learning	

Children have always played with toys, whether they were born a long time ago or earlier this year. Toys have changed over the years in the way they looked and what they were made from.	<ol style="list-style-type: none"> <li>1. Retrieval of previous learning – see above Introduce and explore knowledge organiser Teach new Vocabulary.</li> <li>2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson</li> <li>3. What are our toys like today? – Children to get hand on look at todays. Children to look at features – colour, shape etc. Start to distinguish between old and new.</li> <li>4. What were our grandparents' toys like and how do we know? – Children to play with old toys. Compare at least 2 toys. Start to use sources – ask questions, look at photos &amp; pictures.</li> <li>5. What is it like to play with toys from the past?</li> <li>6. What do you think toys from the future will be like? – predict and design using knowledge learnt in unit.</li> <li>7. End of Unit Outcome – verbal or recorded on Seesaw. LBQ Question Set</li> </ol>
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NC Objectives	Chronological Knowledge	Substantive Knowledge	Disciplinary Knowledge
<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p>Know how to put 3 events / objects in the correct order they happened / were made.</p> <p>Know how to use terms like before / after old/new correctly.</p> <p>Understand how to read a simple timeline.</p> <p>Add an event onto a timeline.</p> <p>Place events/ periods/ people in chronological order from furthest in the past to the most recent.</p> <p><i>Practise Sequencing Introduce Scale Introduce Interval Introduce Duration See Progression In Chronology Document</i></p>	<p>Know modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with. Many are electronic. Know toys made in the past can be made of different materials. Understand that technology is the main difference between old and new objects.</p> <p>Compare toys from the past and present looking at the materials used to make these toys and explain their preference e.g. board game vs tablet.</p> <p>Compare life for their grandparents to life today and explain their preference e.g. letters vs text.</p> <p>Know toys have changed from our grandparents' childhoods.</p> <p>Know toy design has changed since our grandparents' childhoods.</p> <p>Know in Victorian times, toys were mainly made of wood, paper and metal. There was a difference between rich and poor children's toys. Explain why certain objects were different in the past, e.g. iron, music systems, and televisions.</p> <p>Know toys have existed for thousands of years, made out of materials that were available at the time.</p> <p>Know worn toys may be new and well-loved.</p> <p>Know old toys may look new because they have been treasured.</p>	<p><b>Similarity &amp; difference</b> – Know some things which have changed / stayed the same.</p>  <p><b>Evidence &amp; interpretation</b></p>  <p><u>Historical Sources</u> Look at artefacts from the past and use them to try and ask and answer questions about the past.</p> <p>Know what a number of older objects were used for and organise these artefacts by age.</p> <p>Know how to ask and answer questions about old and new objects.</p> <p>Know how to spot old and new things in a picture.</p>

Term:	Y2 – Autumn 1	Key Text(s):	 
<b>Key Concepts:</b> hierarchy & power – equality, democracy 	<h2>Rosa Parks and other Significant People</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Understand inspirational people have had a huge impact on society today.</li> <li>2. Understand that Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people's views on racism.</li> </ol> <p>This unit studies Rosa Parks and other significant people from different periods of history past who have contributed to national and international achievements.</p> <p>The unit will move through different significant individuals who have had an impact on our history. This unit will focus on Rosa Parks and other significant people who have changed history: Emily Davison, Nelson Mandela, Emily Pankhurst and Florence Nightingale. It will build on 'Significant People' knowledge from Year 1 and embed this vocabulary and understanding, including building on their knowledge of rights and equality. Children will use the knowledge learnt in this unit to have a better understanding of developments in discrimination and legacy in Ancient Greece (Year 3), Romans (Year 4), Ancient Egypt (Year 4) and World War 2 (Year 6).</p> <p><b>End of Unit Outcome:</b> To explain how these significant people have had an impact on our society today.</p>		
<b>Prior Knowledge Requirements</b> Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Toys and the Queen).	<b>Key Vocabulary for the unit</b> <b>Right:</b> Something that you are entitled to. <b>Suffragette:</b> A woman seeking the right to vote through an organised protest .E.g. Emily Davison. <b>Campaign:</b> An organised plan to achieve a goal. <b>Segregation:</b> Enforced separation of different groups of people. <b>Race:</b> A group of people who share the same culture. <b>Protest:</b> Expressing that you not agree with something.		



Know that a historical source can provide evidence relating to the events of the past (Year 1 – Toys and the Queen).			
Know what ‘rights’ and ‘equality’ is.			
<b><u>Composite – The Big Idea</u></b>  Significant people have had a huge impact on society today.  Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people’s views on racism.		<b><u>Components – Sequence of Learning</u></b>  1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. What does discrimination and democracy mean? 4. Who was Rosa Parks? 5. Why was what Rosa Parks did so brave? 6. What is a suffragette? 7. Who was Emily Davison? 8. Why is Emily Davison still remembered today? 9. End of Unit Outcome. LBQ Question Set	
<b><u>NC Objectives</u></b>  <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i>  <i>Events beyond living memory that are significant nationally or globally.</i>  <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i>	<b><u>Chronological Knowledge</u></b>  Know how to put 5 events / objects in the correct order they happened / were made.  Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago  Use the words past and presently to discuss accurately.  Sequence key dates within Rosa Park’s life.	<b><u>Substantive Knowledge</u></b>  Know discrimination means treating some people differently from others. Know democracy means allowing citizens to make their own decisions for their own personal lives.  Know Rosa Parks risked her life to improve the lives of African Americans. Know that Rosa Parks believed it was wrong that people like her did not have the same rights as white Americans. Life for African Americans was very different when Rosa was growing up. In the Southern United States, they were not allowed to go to the same schools or restaurants as white people. This was called segregation - separating groups of people according to their race, gender or religion.  In the face of such racism, Rosa decided to make a stand for what was right. Together with her husband Raymond, she joined the National Association for the Advancement of Coloured People (NAACP), working towards putting an end to discrimination and segregation.	<b><u>Disciplinary Knowledge</u></b>  <b>Significance – What influence did Rosa Parks have on society?</b>    <b>Evidence &amp; interpretation</b>    <u>Historical Sources</u> Use artefacts to ask questions about the past (who, what, why, where, when).  Know what artefacts in the past may have been used for.  Use a wide range of information to answer questions about the past.

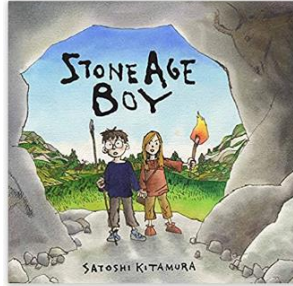
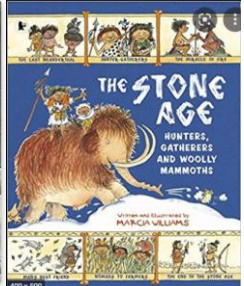




	<p>Place events/ periods/ people in chronological order from furthest in the past to the most recent.</p> <p>Know that the scale on the timeline shows when things happened and how long they lasted.</p> <p><i>Practise Sequencing</i>  <i>Introduce Scale</i>  <i>Introduce Interval</i>  <i>Introduce Duration</i>  <i>See Progression In Chronology Document</i></p>	<p>But it was on the 1 December 1955 that Rosa truly sparked change. After a long day at work, Rosa boarded the bus home and took a seat. At that time in Montgomery, seats at the front of buses were reserved for white passengers, and the seats at the back for black passengers. The bus quickly filled up and when a white man boarded, the driver told the African American passengers to give up their seats for him. Whilst the other black passengers obeyed, Rosa did not. The result? Rosa was arrested by the police and fined for breaking segregation laws! But Rosa refused to pay, and argued that it was the <b>law that was wrong</b>, not her behaviour.</p> <p>The Suffragettes were a women's suffrage movement in Britain, aiming to achieve 'Votes For Women', or to enable women to vote. The word '<b>suffrage</b>' means having the right to vote in political elections. The Suffragettes campaigned for women to have this right. They changed history – Know that children and women have rights today and how these rights have changed from the past.</p> <p>Emily Davison was born in 1872 in London, England. Know that she wanted to improve the lives of women and fought so that they would be treated the same as men. She often broke the law and put her life in danger for what she believed in. Know life for women during Davison's lifetime was very different from today. Men had more rights than women, including the right to vote in elections. (Rights are the things that everyone is entitled to do or have. e.g. the right to be safe, the right to a good education.) Know that Emily Davison and other suffragettes thought this was wrong. A suffragette was a woman who was involved in the campaign for women to have the right to vote. A campaign is a planned set of activities that people carry out over a period of time in order to achieve change.</p> <p>Emily Davison became a suffragette. Many suffragettes believed in breaking the law to win more rights for women. Know that Davison even used violence and many suffragettes disagreed with her extreme ideas. Some suffragettes set fire to the houses of important people in government and even planted bombs. In 1911, Emily Davison hid inside the Houses of Parliament. Women could not become Members of Parliament (someone who is elected to sit in parliament and helps to make laws) until 1918. From 1918, women over 30 began to be able to vote. In 1928, women had the same voting rights as men. Suffragettes risked being arrested to draw attention to their beliefs. Davison was sent to</p>	<p><u>Historical Enquiry</u>          Use various tools to research such as books and the internet to find information about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation.</p> <p>Understand the difference between primary and secondary sources.</p>
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		<p>prison several times because of her protests, along with other suffragettes. Many people did not agree with the way that the Suffragettes used violence to change the law. The Suffragettes helped to make society more equal for women.</p> <p>Understand other inspirational people have had a huge impact on society today.</p>	
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Forgiveness Co-operation Equality Honesty Passion Resilience Gratitude Kindness



Term:	Y3 – Autumn 1	Key Text(s):	 
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<b>Key Concepts:</b> community & culture - (civilisation, settlement, trade)  exploration & invention - discovery, progress, tools 	<h2>Stone Age</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Understand how we know about the past and what evidence there is to support this.</li> <li>2. Understand that Stone Age humans were hunters and gathers: hunting large mammals and gathering other nutrients. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors.</li> </ol> <p>This unit is the beginning of the pre-history topics. The children will have touched on dinosaurs in Reception. This topic introduces the idea of hunter-gatherers and homo sapiens. The topic will cover aspects of Mesolithic life such as: open grassland, hunting, making spears and the building of small houses with thatched roofs and will revisit this during Anglo Saxons (Year 4) and the Mayans (Year 5).</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of technology from Toys (Year 1) and Victorians (Year 2) and will continue developing this understanding in Greeks (Year 3), Samuel Crompton (Year 3), Romans (Year 4) and Ancient Greek (Year 4). This unit will also support them in having a better understanding of developments in invasion in Romans (Year 4), Anglo Saxons (Year 5) and Vikings (Year 6).</p> <p><b>End of Unit Outcome:</b> Why the Stone Age was so important and compare to how we live today?</p>
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<b>Prior Knowledge Requirements</b> Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Queen and Year 2 – Victorians).  Know that a historical source can provide evidence relating to the events of the past (retrieval).	<b>Key Vocabulary for the unit</b> <b>archaeologists:</b> People who work out our history by looking at artefacts that have been found. <b>artefact:</b> An object made by human beings, usually with historical or cultural interest. <b>Neolithic:</b> Is the later part of the stone age and follows the Palaeolithic and Mesolithic age. <b>B.C.:</b> Before Christ. A date like 250BC means 250 years before Christ was born. <b>chronology:</b> The ordering of events, for example the stone, bronze and iron age. <b>tribal:</b> Groups of people who live together. <b>hunter-gatherers:</b> People who mainly live by hunting, fishing and gathering wild fruit. <b>shelter:</b> A house where stone age people would have lived.
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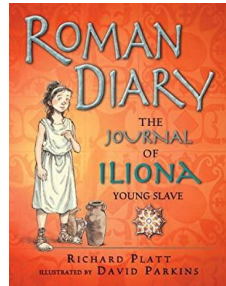
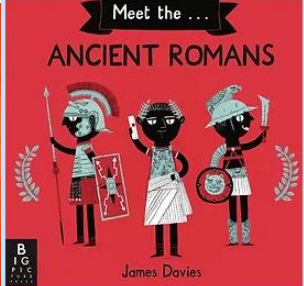


Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (Year 2 – Victorians).	<b>civilization:</b> A group that lived during a period of time long ago. <b>settlement:</b> A place where there were several stone age shelters, like a small village. <b>Prey:</b> An animal that is hunted for its food.
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<u>Composite – The Big Idea</u>	<u>Components – Sequence of Learning</u>
Stone Age humans hunted large mammals, including woolly mammoths, giant bison and deer. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors.	1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Chronological Knowledge – timeline lesson Where in History did this period come? 3. What is Pre History? 4. How did people live in prehistory? 5. Why is it called the neolithic revolution? 6. Did metals change everything? 7. What evidence do prehistoric monuments offer? 8. How was iron better than bronze? 9. End of Unit Outcome. LBQ Question Set

<u>NC Objectives</u>	<u>Chronological Knowledge</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>
<i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age.</i>  <i>They should understand how our knowledge of the past is constructed from a range of sources.</i>	Know how to locate key events/periods studied on a timeline  Know the meaning of: AD, BC, century, millennium  Describe events and periods using the words: BC, AD.  Describe events from the Stone Age using dates when things happened.  Order events and periods (Stone Age, Bronze Age, Iron Age).	Know prehistory is the earliest stages of human history. Know our understanding is limited and only from archaeology. It is made up of the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron. Humans evolved across this period to look as we do now.  There were many developments that changed the way we live. <u>Palaeolithic:</u> It is the earliest period of history. Early humans did not look like us until the end of the period. The climate was incredibly cold several times and is known as the ice age. Britain was not continuously occupied. They used and developed tools from flint and bone. People hunted for food and gathered fruits, roots etc. <u>Mesolithic:</u> Began after the end of the last ice age. Britain was continuously occupied from this period onwards.	<b>Change &amp; continuity – how did each period within the Stone Age change?</b>    <b>Evidence &amp; interpretation</b>    <u>Historical Sources</u> Use a range of sources to find out about a period in history.  Suggest sources of evidence, from a selection provided, to help



	<p>To place episodes on a timeline and depict the data accurately.</p> <p>Discuss a timeline to sequence how things may have happened in the Stone Age.</p> <p>To understand the time period has a study of British history.</p> <p>Practise Sequencing Practise Scale Practise Interval Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth <i>See Progression In Chronology Document</i></p>	<p>The landscape changed to be covered in more forest. People hunted different animals. Still led a nomadic lifestyle until later in this period.</p> <p>The Neolithic means the new Stone Age. It is the final period of the Stone Age. During this time migrants arrived from Europe and brought new ideas to Britain. They began to settle in one place and agriculture began by cutting down areas of forest. This does not mean that the hunter-gatherer lifestyle stopped entirely. Homes were built to be permanent structures to match the changing lifestyle. Tools were polished to give them a better blade that would last longer.</p> <p>New ideas including metalworking were brought by migrating peoples called the Beaker peoples. Metal tools had advantages such as a sharper blade, more durable and could be repaired. Homes and food continued to be agriculture based.</p> <p>Stonehenge is a monument built in four stages from the Neolithic into Bronze Age. Its position is linked to the movement of the Sun and moon. It was built by hand but the method is unknown. It, and other monuments, potentially reveal aspects of religious belief. It was definitely the site of burials.</p> <p>The Iron Age is the final period of British Prehistory. The people lived in tribal groups that fought each other for land and possessions. Iron meant more people could have metal tools and weapons than before. Hillforts are still evident today and could have been for defensive and economic purposes but archaeologists are not sure.</p>	<p>answer questions to present findings.</p> <p>Select and record information relevant to the study.</p> <p><u>Historical Enquiry</u> Identify how artefacts can be used to tell us about periods of History.</p> <p>Distinguish between different sources representing the same period of time.</p> <p>Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.</p>
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Term:	Y4 – Autumn 1	Key Text(s):	 
<b>Key Concepts:</b> conflict & disaster - conquest, military  exploration & invention - discovery, progress 	<h2>Romans</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Recognise that the Romans had a massive impact on Britain including roads, money and written language.</li> <li>2. Understand that the Roman Empire was remarkably successful empire which had a very strong army.</li> </ol> <p>This unit follows on from the topic of 'Stone Age'. The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). The beginning of the unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised in the beginning of the Year 4 topic of Britain's Settlement by the Anglo Saxons. The term 'archaeologists' is used throughout the history curriculum in Stone Age (Year 3), Vikings (Year 4) and Mayans (Year 5). Children will understand how Britain was turned into Rome and the battles against tribes that occurred. It moves onto the battles Rome had in Scotland and the building of Hadrian's Wall.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Significant People (Year 1), Victorians (year 2) and Greeks (year 3). This unit will also support children continuing to develop their knowledge of empire and invasion in Ancient Egypt (Year 4), Anglo Saxons (Year 5), Vikings and WW2 (Year 6).</p> <p><b>End of Unit Outcome:</b> How did the Romans transform Britain?</p>		
<b>Prior Knowledge Requirements:</b>  Know that democracy means describes a form of government. (Year 3 - Greeks).  To understand that historians and archaeologists have supported us in understanding what happened in history.		<b>Key Vocabulary for the unit</b> <b>centurion:</b> A commander of a group of 100 Roman soldiers. <b>emperor:</b> The Roman emperor was the ruler of the Roman Empire during the imperial period. <b>gladiator:</b> A gladiator was an armed combatant who entertained audiences in the Roman Republic. <b>Londinium:</b> This was the Roman name for London. <b>conquer:</b> To overcome and take control of people or land using military force. <b>invade:</b> Enter a place or land with the intention of occupying it. <b>Romanisation:</b> When the countries that the Romans conquered became very much like Rome. <b>amphitheatre:</b> A large open area surrounded by rows of seats sloping upward.	

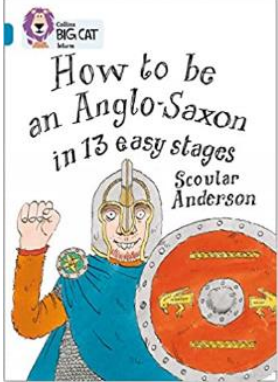
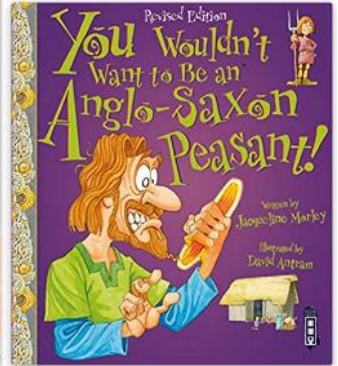


		<b>Hadrian's Wall:</b> A barrier in northern England. It was built by the Roman Empire to keep invaders from the north out of the ancient Roman province of Britain.	
<b><u>Composite – The Big Idea</u></b>		<b><u>Components – Sequence of Learning</u></b>	
<p>Rome spread knowledge and goods throughout their Empire. Not just Roman culture, but the culture from the middle east to the west and the European culture to the Middle East and every point in between.</p> <p>The Roman Empire was remarkably successful in this pursuit.</p>		<ol style="list-style-type: none"><li>1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary.</li><li>2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson</li><li>3. When and why did the Romans invade Britain?</li><li>4. What was the Roman army like?</li><li>5. Who was Claudius the Conqueror?</li><li>6. What did the Romans bring from Rome to Britain?</li><li>7. Who was Boudica?</li><li>8. Why was Hadrian's wall built?</li><li>9. What impact did the Romans have on Britain?</li><li>10. End of Unit Outcome. LBQ Question Set</li></ol>	
<b><u>NC Objectives</u></b>	<b><u>Chronological Knowledge</u></b>	<b><u>Substantive Knowledge</u></b>	<b><u>Disciplinary Knowledge</u></b>
<p><i>The Roman Empire and its impact on Britain.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p>	<p>Place the Roman period in history on a timeline alongside Stone Age and Ancient Greece.</p> <p>Draw a timeline to show an understanding of Roman History.</p> <p>Sequence events/periods/people on a timeline focusing on scale and intervals.</p> <p>Know the meaning of: decade, ancient, modern</p> <p>Practise Sequencing Practise Scale Practise Interval Practise Duration Introduce Concurrence and Interaction</p>	<p><b>Rome is a city in Italy.</b></p> <p>Towards the end of the Iron Age and Bronze Age life in Britain was very different to life in Rome.</p> <p>Know that Rome was more developed than Britain - it had better facilities for the Roman people. Rome was ruled by a dictator - a ruler who has complete power in a country, especially power which was obtained by force and is used unfairly or cruelly.</p> <p>Know the people in Britain were called Celts. They lived together in groups called tribes that were ruled by a chief. They lived in settlements such as hillforts. They didn't have a government, an army or pay taxes. The only buildings they had where people could gather together were places like Stonehenge where people had feasts.</p> <p>Know that people from Rome travelled peacefully to Britain to trade goods before invading.</p> <p>In 55BC an army general from Rome called Julius Caesar invaded Britain.</p> <p>The Roman army gave Rome the power to create the Roman Empire. Only male Roman citizens who were at least 20 years old could join the army. Once they joined the army they had to stay for at least 25 years and were not allowed to get married.</p>	<p><b>Change &amp; continuity</b> – What areas of our civilisation came from the Romans and what areas didn't come from them?</p> <p></p> <p><b>Similarity &amp; difference</b></p> <p></p> <p><b>Evidence &amp; interpretation</b></p> <p></p> <p><u>Historical Sources</u> Confidently use the library and the internet for research.</p>



<p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p>Introduce Overview and Depth <i>See Progression In Chronology Document</i></p>	<p>Many boys wanted to join the army because it paid well and when you retired you were given a gift of land or a pension to buy land. Most men were foot soldiers but there were many different roles in the Roman Army.</p> <p>Know that soldiers in the Roman Army were divided into groups of about 80 men called centuries. Each of these was lead by a centurion. Centuries joined together to form groups of around 5,000 men called legions.</p> <p>The people they conquered were allowed to join the army but were paid less to fight.</p> <p>This helped the Romans in two ways - it provided fresh troops for battle and kept the young men busy which stopped them trying to rebel against the Romans.</p> <p>Claudius became the Roman emperor in AD 41 but people didn't think much of him because he had a stammer, a limp and was often ill. Know he decided to invade Britain as a way of showing his power. Claudius assembled an army of 40,000 soldiers and took with him war elephants and war machines.</p> <p>The Romans quickly captured the town and tribes in the South East of Britain which began to surrender to the might of the Roman army.</p> <p>After being conquered, the people in Britain discovered that their land and a lot of their earnings now belonged to Rome. This made life very hard for them.</p> <p>While the Roman army was fighting in Wales, other Romans were turning the settlements they had already conquered into 'Roman towns' which were similar to the towns back in Italy. The towns were planned around a forum which was an open courtyard used as a meeting place or for holding markets.</p> <p>The buildings were built to look like Roman buildings and the shops sold Roman food.</p> <p>Amphitheatres were built which would be used for wild animal fights and gladiator combat. In the time of the Roman Empire, a gladiator was a man who had to fight against other men or wild animals in order to entertain an audience.</p> <p>Many Roman buildings still remain and we can learn a lot by studying them.</p> <p>Around AD 50 the Romans built a small city called Londinium which we now know as London.</p> <p>The Iceni were a Celtic tribe ruled by a king called Prasutagus. When he died in AD 60 he left some of his kingdom to the Roman Emperor but also some to his daughters.</p>	<p>Give clear reasons why there may be different accounts of history.</p> <p>Select reliable sources of information to answer questions.</p> <p>Understand that some evidence is opinion or misinformation and this affects interpretations of history.</p> <p><u>Historical Enquiry</u> Use a range of different sources to piece together understanding about key events or periods of time in history.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied.</p>
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		<p>The Emperor wasn't happy as he expected to own all of Prasutagus's land, so the Roman soldiers started to take over the Iceni lands.</p> <p>The Romans stole money and took crops.</p> <p>When Prasutagus's wife, Boudica (pronunciation: boo-duh-kuh), protested, they beat her and her two daughters. Boudica was angry and led the Celtic tribes into a rebellion against the Romans. She took her army to Colchester (where the Romans' headquarters were). They set fire to the city and the temple of Claudius. Boudica's army then went on to burn down other Roman cities including London. Many of the Roman army were still fighting in Wales but quickly returned to attack Boudica. The Romans were better organised and had better equipment and defeated Boudica's army. Historians believe that Boudica poisoned herself as she didn't want to surrender to the Romans or be killed by them.</p> <p>As the Roman army was needed elsewhere in the Roman Empire they eventually withdrew from Scotland in AD 100. The Roman Emperor, Hadrian, decided to build a wall to keep Scotland separate from the rest of England.</p> <p>This wall became known as Hadrian's Wall and it stretches for 73 miles right across England. It was 3m wide and 3-6 m high and built of stone and earth. It took about 15,000 soldiers 6 years to build the wall.</p> <p>At points along the wall, forts were built which were home to about 600 soldiers who kept watch for attacking tribes.</p> <p>The Romans built straight roads, which let them take the shortest route across the country. Some of these are still in use today.</p> <p>The Romans levelled the land where they needed to. They laid down different layers of materials to make sure the roads were strong with smooth handcut stone on top.</p> <p>Soldiers built the roads but were helped by slaves. Everything had to be dug by hand as there were no machines to help them.</p> <p>People from Rome travelled peacefully to Britain to trade goods. Traders brought wine, olive oil, dried fruit, glass (which could be made into beads) and tools. Glass was rare and precious and owning glass beads showed that you were rich and powerful. Olives for Olive oil and grapes for wine are difficult to grow in the British cold so they had to be imported from hotter places like Rome In return they took slaves, and metals such as gold, silver, tin, copper and bronze.</p> <p>In 55BC an army general from Rome called Julius Caesar invaded Britain</p>	
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Term:	Y5 – Autumn 1	Key Text(s):	 
<p><b>Key Concepts:</b>  <b>conflict &amp; disaster</b> – war, conquest</p>  <p><b>community &amp; culture</b> - civilisation, settlement, trade</p> 	<h2>Anglo Saxons</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Recognise that the Anglo-Saxons brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity.</li> <li>2. Understand that the Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes.</li> </ol> <p>This unit looks into the changes in British History after the Roman invasion. The Anglo Saxons topic is a direct link to Romans (Year 4). The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. They, along with the Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate. Eventually settling in different parts of the country. The unit explores how the Anglo Saxons eventually settled into smaller Kingdoms, each ruled by a different leader. This knowledge is an important basis when understanding the follow-on unit, Vikings (Year 6) as the Viking and Anglo Saxon leaders fought for power over these parts. (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria). The unit also teaches the children about Anglo Saxon settlements and way of life. The building of houses with thatched roofs and farming is taught (link to 'Mayans' Year 5) as they also built houses with thatched roofs). Towards the end of the topic, children are taught about the importance of religion and the Viking attack on the Lindisfarne Monastery. This can also be linked back again to the Romans (Year 4) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks. This ends the unit and leads into the 'The Vikings'.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy from Famous People (Year 1), Victorians (year 2), Greeks (Year 3) and Ancient Egypt (Year 4). This unit will also support children continuing to develop their knowledge of Monarch and invasion in Vikings (Year 6).</p>		



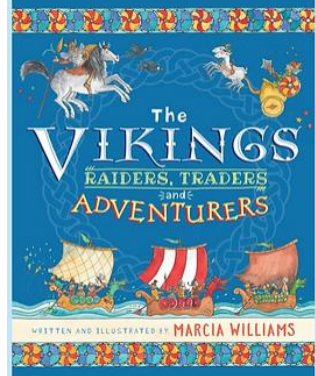
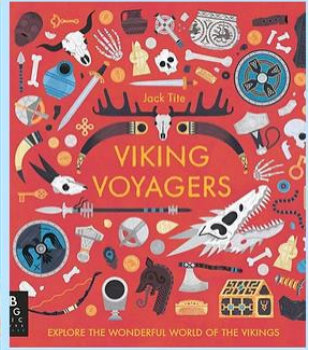


End of Unit Outcome: What was life like for the Anglo-Saxons when they came to Britain?			
<b>Prior Knowledge Requirements</b> Know that the Anglo-Saxons came after the Roman invasion (Year 4 - Romans).  Know that the Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat (Year 4 - Romans).		<b>Key Vocabulary for the unit</b> <b>archaeologist:</b> People who work out our history by looking at artefacts that have been found. <b>Anglo-Saxon kingdoms:</b> During their time in Britain the Anglo-Saxons formed many kingdoms. <b>shires:</b> Saxon lands were divided into shires, which helped to make up the counties we have today <b>Shire reeve:</b> The peace officer of a shire, later known as 'sheriff'. <b>thane:</b> An important Anglo-Saxon person. <b>legacy:</b> Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today. <b>Wessex:</b> Known today as Dorset, Hampshire, Somerset and Wiltshire. <b>Witan or witenagemot:</b> A council that helped the Saxon king rule. <b>wergild:</b> A fine imposed for stealing or killing. <b>churl:</b> A lower-class Anglo-Saxon but better than a slave. <b>Mercia:</b> Known today as East Anglia, Essex, Kent and Sussex.	
<b>Composite – The Big Idea</b>  The Anglo-Saxons also brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity. The Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes.		<b>Components – Sequence of Learning</b> <ol style="list-style-type: none"> <li>1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary.</li> <li>2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson</li> <li>3. Why and when did the Anglo-Saxons invade?</li> <li>4. Where did they come from?</li> <li>5. Who were the Anglo-Saxons?</li> <li>6. How did they split England when they invaded?</li> <li>7. What religion did the Anglo-Saxons follow?</li> <li>8. Who was Alfred the Great?</li> <li>9. End of Unit Outcome. LBQ Question Set</li> </ol>	
<b>NC Objectives</b>	<b>Chronological Knowledge</b>	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>
<i>Britain's settlement by Anglo-Saxons and Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon</i>	Place Saxons on a timeline alongside - Stone Age and Romans.	In AD 410 the Romans left Britain. Although the Romans could read and write the invaders couldn't so very little was written about this time period from AD 400 to AD 600 and it is known as 'the dark ages'.	<b>Change &amp; continuity – Understand that the Anglo-Saxons are one of the main reasons Christianity is the main religion of England.</b>

**Forgiveness Co-operation Equality Honesty Passion Resilience Gratitude Kindness**

<p><i>art and culture Christian conversion.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p>Draw a timeline to show an understanding of the Anglo-Saxon history.</p> <p>Draw a timeline to detail key events of the life of Alfred the Great.</p> <p>Recognise historical events from Anglo-Saxon period (410-1066 AD). Including invasions, Viking invasions, and Christian conversion.</p> <p>Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction</p> <p>Practise Overview and Depth <a href="#">See Progression In Chronology Document</a></p>	<p>The Scots attacked from Ireland, the Picts attacked from the North and the Saxons attacked from Europe. The Scots eventually settled in Britain in what is now known as Scotland and the Saxons settled in the South. They became part of a group called the Anglo-Saxons.</p> <p>Anglo-Saxons built their own settlements with each village having a chief who protected the villagers.</p> <p>Saxons grew their own food and farmed animals to eat. Houses were simple - built of wood and had thatched roofs made of straw. The walls were plastered with a mixture of mud, animal dung, and hair and chopped up straw. Most houses only had one room and sometimes the animals would share this room during Winter. Kings had large impressive halls to entertain guests in. Settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning.</p> <p>Houses were heated with an open fire.</p> <p>Toilets were a pit dug in the ground.</p> <p>Food was often bread and a type of vegetable soup called pottage made with peas and beans, leeks, onions and turnips.</p> <p>Farm animals provided meat, milk and eggs.</p> <p>There were no medicines and lots of illness - many people died at a young age.</p> <p>Anglos Saxons worked hard farming the land and did not have a comfortable life.</p> <p>Anglo-Saxons wrote poems and stories for entertainment - these can tell us about life in this time. Beowulf (pronunciation: bay-uh-wulf) is a famous poem/story from this time.</p> <p>By about AD 550, Britain had been broken up into many small kingdoms each ruled by a different leader.</p> <p>The name England is derived from 'Angle Land' meaning land of the Angles.</p> <p>By AD 660 the Anglo-Saxons controlled most of Britain.</p> <p>Mercia was the most powerful kingdom during the Anglo-Saxon period. Offa was the king of Mercia from AD757 to AD 796. He was a great warrior.</p> <p>Place names tell us where the Anglo Saxon settlements were set up. East Anglia on the east coast of Britain is named after the Angles who settled there.</p> <p>Some towns and villages have old Anglo-Saxon words in their names for example -ton and -ham both mean 'village' e.g. Luton, Taunton, Birmingham etc.</p>	<div>  <p><b>Similarity &amp; difference</b></p> </div> <div>  <p><b>Evidence &amp; interpretation</b></p> </div> <div>  <p><u>Historical Sources</u> Confidently use the library and the internet for research.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Select reliable sources of information to answer questions.</p> <p>Understand that some evidence is opinion or misinformation and this affects interpretations of history.</p> <p><u>Historical Enquiry</u> Use a range of different sources to piece together understanding about key events or periods of time in history.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied.</p> </div>
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		<p>To begin with, Anglo Saxons followed Pagan religions. Pagan religions often worship many gods and goddesses and nature plays a big part. In AD 596, the Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity.</p> <p>The missionaries were lead by a monk called Augustine.</p> <p>Augustine began his mission by visiting King Aethelbert, the Pagan king of Kent. The king had married a Christian princess named Bertha. Together Bertha and Augustine converted Aethelbert to Christianity. By about AD 700, Christianity was a big part of life and everyone was expected to go to church. Kings who became Christians expected their followers to convert too. The church in England was organised around ministers. These were places where a group of monks, priests and nuns organised worship Christianity helped to develop Anglo-Saxon society and culture.</p> <p>In 871 AD, Alfred became king of Wessex and made peace with the Vikings. Alfred managed to pay off the Vikings and keep the peace for five years but in 876 AD a new leader of the Danish Vikings called Guthrum attacked Wessex.</p> <p>Alfred fought against Guthrum's armies for two years but in 878 AD. A great battle took place at Chippenham where many of Alfred's men were killed. Alfred ran away to Somerset. Alfred raised an army and beat the Danish Vikings in 878 AD.</p> <p>Alfred became known as Alfred the Great. Peace lasted in Wessex until 884 AD when Guthrum attacked again but was defeated by Alfred's army. Alfred forced Guthrum to sign another treaty. Mercia was split with Alfred taking the south and west and the Danish Vikings taking the east and north. The Danes now owned an area of Britain, which they ruled from York. This area was called the Danelaw.</p>	
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Term:	Y6 – Autumn	Key Text(s):	 
<b>Key Concepts:</b> conflict & disaster – war, conquest  community & culture - civilisation, settlement, trade 	<h2>Vikings</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Recognise that in the centuries after their first raid on English soil in A.D. 793, Vikings made a historic series of attacks, waged wars and formed settlements in the British islands, leaving a permanent impact on the land, culture and language.</li> <li>2. Identify what impact the Vikings have on the way we live today in Britain.</li> </ol> <p>This unit looks into the changes in British History. Children will be familiar with the invasions during the Anglo Saxons. Revise with the children how the Anglo Saxons, Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate Britain. Eventually settling in different parts of the country. The previous knowledge of the Anglo Saxon settlements (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) is an important basis when understanding the ‘The Vikings’ as the Viking and Anglo Saxon leaders fought for many years over these parts.</p> <p>The unit explores the Norse religious beliefs such as different worlds, Gods and also the ‘afterlife’. (Similar to the following topic in Year 4 - ‘The Egyptians’). The terms ‘archaeologists’ and ‘excavations’ will also be used when discussing the Viking settlements in Jorvik (York). Children will be familiar with this language from previous learning-Anglo Saxons (Year 5), Stone Age to the Iron Age and the Romans (Year 4).</p> <p><b>End of Unit Outcome:</b> What sources of evidence do we have about the Vikings and what can they tell us about The Vikings in Britain?</p>		
<b>Prior Knowledge Requirements</b> Revise with the children how the Anglo Saxons and their battles to dominate Britain. Eventually settling in different parts of the country (Year 5 – Anglo-Saxons).		<b>Key Vocabulary for the unit</b> <b>archaeologist:</b> People who work out our history by looking at artefacts that have been found. <b>raids:</b> A sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land. <b>longhouse:</b> A large hall like building where many Viking families would live together.	

<p>The previous knowledge of the Anglo Saxon settlements (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) is an important basis when understanding the 'The Vikings' as the Viking and Anglo Saxon leaders fought for many years over these parts (Year 5 – Anglo-Saxons).</p>	<p><b>berserkers:</b> Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.</p> <p><b>longship:</b> The narrow boat used by Vikings to raid along coasts.</p> <p><b>Odin:</b> One of the most famous Viking Gods known for wisdom.</p> <p><b>Scandinavia:</b> The name given to the collection of countries: Denmark, Norway and Sweden.</p> <p><b>Danelaw:</b> The name given to lands in Britain occupied by the Vikings.</p> <p><b>misconception:</b> This means mis-understanding. In Viking terms there were many misunderstandings about the Vikings.</p> <p><b>Jorvik:</b> The Viking name for the city of York. York now has a famous Viking museum called Jorvik.</p>
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<u>Composite – The Big Idea</u>	<u>Components – Sequence of Learning</u>
<p>In the centuries after their first raid on English soil in A.D. 793, Vikings made a historic series of attacks, waged wars and formed settlements in the British islands, leaving a permanent impact on the land, culture and language.</p>	<ol style="list-style-type: none"> <li>1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary.</li> <li>2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson</li> <li>3. Who were the Vikings and why did they invade?</li> <li>4. What did the Vikings raid and invade?</li> <li>5. What were the Viking beliefs?</li> <li>6. What happened at Lindisfarne?</li> <li>7. End of Unit Outcome. LBQ Question Set</li> </ol>

<u>NC Objectives</u>	<u>Chronological Knowledge</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>
<p><i>Viking struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great.</i></p> <p><i>Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p>	<p>Place Vikings on a timeline alongside - Stone Age Romans, Mayans and Anglo Saxons.</p> <p>To order key events on a timeline within the Viking period.</p> <p>Understand that periods of time might overlap and last for different length of time.</p> <p>Know the relationship between date and century (dates starting from 100AD are 2nd century)</p>	<p>Know that invaders from further north of the continent began raiding Britain in 793; these invaders came via longships from Scandinavia; the word "Viking" comes from the Norse word "vikingr" meaning pirate</p> <p>Know that the Vikings raided Anglo-Saxon Britain as it was wealthy, accessible by sea and parts were poorly defended</p> <p>Know that the success of the Viking raids encouraged further raids</p> <p>Know that the Vikings continued to raid the British coastline for around 70 years; some in England preferred to pay the Vikings not to raid them rather than fight; the money paid was called danegeld</p> <p>The Vikings began exploring and raiding from the end of the 8th Century (700-799 AD) until the middle of the 11th Century (1000-1099 AD)</p> <p>Know that Viking longships could travel far and quickly, powered both by the wind and by the people on board using oars; they could traverse oceans, row up rivers and were light enough to be carried across land where necessary</p>	<p><b>Cause &amp; consequence – Know what permanent impact the Vikings had on Britain.</b></p>  <p><b>Change &amp; continuity</b></p>  <p><b>Evidence &amp; interpretation</b></p>  <p><u>Historical Sources</u></p>



<p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p>Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction</p> <p>Practise Overview and Depth <a href="#">See Progression In Chronology Document</a></p>	<p>The first Viking raids (790CE to 850 AD) to Britain were short trips to steal treasure and take slaves.</p> <p>Know the location of Norway, Denmark and Sweden and understand the routes that the early Viking raiders took.</p> <p>The Vikings often carried out raids to fit in with the cycle of farming. They would plant crops in spring and then carry out raids until harvest time.</p> <p>Know that the Viking gods were similar to those of the Anglo-Saxons, with slight differences in names (e.g. Odin, Frigg, Thor)</p> <p>Know that Vikings valued bravery and a ‘good death’ in battle. How brave you were in battle decided where you would go in the ‘afterlife’</p> <p>Know that The Vikings believed the world was actually made of nine worlds:</p> <table border="1"><thead><tr><th>Norse Worlds</th><th>Description</th></tr></thead><tbody><tr><td>Midgard</td><td>the only place where humans lived</td></tr></tbody></table> <table border="1"><tbody><tr><td>Asgard</td><td>the home of the Aesir gods and goddesses</td></tr><tr><td>Vanaheim</td><td>the home of the Vanir gods and goddesses</td></tr><tr><td>Jotunheim</td><td>the home of the giants</td></tr><tr><td>Niflheim</td><td>a world of ice</td></tr><tr><td>Muspelheim</td><td>a world of fire</td></tr><tr><td>Alfheim</td><td>the home of the elves</td></tr><tr><td>Svartalfheim</td><td>the home of the dwarves</td></tr><tr><td>Helheim</td><td>the home of the goddess Hel and the kingdom of the dead.</td></tr></tbody></table> <p>The Vikings told many stories about their gods. These stories often involved mythical creatures like giants and elves. Know the following Norse gods:</p> <table border="1"><thead><tr><th>Norse Gods</th><th>Description</th></tr></thead><tbody><tr><td>Odin</td><td>Father of the gods</td></tr><tr><td>Frigg</td><td>Odin’s wife - the goddess of love</td></tr><tr><td>Thor</td><td>God of thunder and protected humans</td></tr><tr><td>Tyr</td><td>God of war and justice</td></tr><tr><td>Loki</td><td>the god of firelight - a sly and mischievous god who can change form into different animals etc.</td></tr></tbody></table> <p>Know the story of Thor’s Hammer by Anthony Horowitz</p>	Norse Worlds	Description	Midgard	the only place where humans lived	Asgard	the home of the Aesir gods and goddesses	Vanaheim	the home of the Vanir gods and goddesses	Jotunheim	the home of the giants	Niflheim	a world of ice	Muspelheim	a world of fire	Alfheim	the home of the elves	Svartalfheim	the home of the dwarves	Helheim	the home of the goddess Hel and the kingdom of the dead.	Norse Gods	Description	Odin	Father of the gods	Frigg	Odin’s wife - the goddess of love	Thor	God of thunder and protected humans	Tyr	God of war and justice	Loki	the god of firelight - a sly and mischievous god who can change form into different animals etc.	<p>Bring knowledge gathering from several sources together in a fluent account.</p> <p>Select the most appropriate sources of evidence.</p> <p><u>Historical Enquiry</u> Compare accounts of events from different perspectives and question authenticity based on the origin of the source.</p> <p>Understand the term propaganda and how it can influence people’s opinions of a real-life event.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied</p>
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	<p>Know that if a Viking died bravely, they believed they would go to Valhalla (a hall in Asgard where Odin ruled) it was believed they would be heroes in the afterlife and every day they would feast and drink mead (an alcoholic drink made with honey)</p> <p>Know that Norsemen that didn't die bravely would go to Helheim. In one part of Helheim evil and dishonest people were punished. There were also areas for the good people that were not warriors.</p> <p>Know that the Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain.</p> <p>The first planned Viking raid was on the island of Lindisfarne in 793 AD. A small community of monks lived on Lindisfarne in an undefended priory. Like most monasteries at the time, the priory was rich - it had gold and silver treasures, plates, candlesticks and beautiful books. The Vikings who raided Lindisfarne would have seen that the small church communities along the shores of Britain were easy targets. They were all in isolated places far from help.</p> <p>The raid on Lindisfarne terrified the church. The Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others.</p> <p>A description of the raid can be found in the Anglo-Saxon Chronicle which is a famous document from the time describing the history of Anglo-Saxon Britain. The description says that great lightning storms warned people of the Vikings coming. We now know that this could not be true.</p> <p>Jorvik (pronunciation: yor-vik) (which we now know as York) was an important town in the Danelaw. Know the location of York on a map of the UK. We know a lot about Viking settlement in York from excavations in the area. Archaeologists have dug into the earth and found the remains of many items including pottery and clothing.</p>	
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