| **History**  **Medium Term Planning**  **Year A**  **Class 4 – Year 5&6** | | | | | |
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|  | **Autumn Term** | **Spring term** | | **Summer Term** | |
| **Unit of work** | **Anglo-Saxons, Scots and Vikings**  Who were the invaders after Roman times and why was there a struggle between them? | **Mayans**  In which ways was the Mayan Civilization more or less advanced than Britain in AD 900? | | **The impact of wars on the local area:**  **Civil War, WW1 and WW2**  How did wars change over time from 1066 onwards | |
| **Key disciplinary knowledge** | **continuity and change, cause and consequence, evidence and interpretation** | | **cause and consequence, similarity and difference, evidence and interpretation, historical significance** | | **continuity and change, cause and consequence, similarity and difference, evidence and interpretation, historical significance** |
| **Golden thread…**  **substantive knowledge** | **Settlement**  **Monarchy** | | **Settlement**  **Monarchy**  **Diversity** | | **Monarchy – Power of the ruler** |
| **Links to Prior Learning** | Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.  Year 3/4 – Children will have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain. Children will know that different civilisations have different cultures. Children will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Roman’s had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did.  Unit of study ‘Crime and Punishment’ explores how the Anglo-Saxons punished criminals and what laws they lived by. | | Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.  Year 3/4 – Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom. Children will have a developed understanding of the substantive concepts of empire, civilisation and monarchy and understand that ancient cultures would need to defend themselves against enemy attack.  Year 5/6 – Children may have studied the Anglo-Saxons so that they are able to make a comparison. | | Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.  Year 3/4 – Children will understand how civilisation developed and led to defending themselves and creating weapons. Children will understand the concept of empire through an exploration of the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion through the study of the Romans and the Ancient Egyptians, specifically when the Hittites invaded Egypt.  Year 5/6 – Children will understand the struggle for power during the Anglo-Saxon and Viking period. The children will know that countries have to defend themselves against attacking enemies using armies. |
| **Links to Future Learning** | Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts. | | Children will continue to identify periods of rapid change in history and why these changes occurred. Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts. | | Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts. Children may visit the countries where the war happened and study, in depth, how World War One started and how it may have contributed to the start of World War Two. |
| **Links to Geography** | **space, environment (physical and human processes)**  UK cities and counties – place name activity to identify where the Anglo-Saxons and Vikings settled. | | **scale, space, place, environment (physical and human processes) environmental impact/sustainability**  North & South America:  Mayan Civilization: I can explain the effect of the climate and environment on people living in extreme areas.  Around 900 CE many Mayan city states were abandoned in the Southern lowlands. States in the Yucatan Peninsula continued to flourish until the 16th century when the Spanish arrived in the area and began to control the region.  No one knows the true reason why the Ancient Mayan society declined – but some think they just moved into Guatemala where their legacy lives on. | | **place, environment (physical and human processes)**  Fieldwork linked to a visit to a memorial or the Imperial War museum. |
| **5 Essential knowledge and skills nuggets** | * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire * Scots invasions from Ireland to north Britain (now Scotland) * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Edward the Confessor and his death in 1066 | * Understand who, where and when the Maya civilisation existed. * Understand that life was hierarchical in both the Maya Civilization and Britain 900 AD. * Recognise the importance of Mayans achievements and their impact on modern society. * Compare and contrast different aspects of Mayan life and coinciding periods of history. | | * What are the different types of conflict? * World War 1: Why did it happen? Where did it take place? Who was involved? What made it different? * Why did WW1 end and what effect did it have on the world? * World War 2: Why did it happen? Where did it take place? Who was involved? What made it different? * What is propaganda and how was it used in WW2? * Understand the effects bombing (The Blitz) had on Liverpool and why it was targeted. * Explain what the holocaust was and why it is significant today. | |
| **Progression of Learning in lessons-Objectives covered** | 1.Can I understand the impact of the Roman withdrawal from Britain in c.AD 410 and fall of the western Roman Empire?  2. Can I describe why, where and when the Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were?  3. Can I describe a typical Anglo-Saxon village and explain what jobs the people did?  4. Can I use historical evidence to draw some conclusions about the person in the Sutton Hoo burial?  Can I examine objects from the burial in detail?  Can I begin realise the limitations of evidence from artefacts?  5. Can I explain when and where the Vikings came from and why they raided Britain?  6. Can I select and organise information to answer a key question?  7. Can I use a range of sources to see how historical events are depicted?  8. Can I order events chronologically?  9. Can I understand how evidence, arguments and interpretations can change as new evidence becomes available?  10. Can I understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings?  11. Can I explain the similarities and difference between Anglo Saxons and Vikings? | 1. Can I understand the chronology of the Maya Civilization and how it fitted in to a wider chronological pattern of other civilisations and periods?  2. Can I describe historical connections, contrasts and trends between societies?  3. Can I explain how the Maya managed to become so important?  4. Can I understand that life was hierarchical in both the Maya Civilization and Britain 900 AD?  5. Can I understand the similarities and differences between the Maya writing system and ours?  Can I understand the difficulty of making  judgements about the past using only material remains?  6. Can I understand how important trade was to the Maya?  Can I understand the similarities and differences between the Mayan and the number system in Britain AD 900?  7.Can I understand the Maya Long Count Calendar System?  8. Can I consider different points of view? | | 1. Can I understand the united Kingdom’s chronological past? 2. Can I understand the concept of civil war and why the English civil war happened?   3.Can I can understand the cause of World War 1  4. Can I explain the causes of why WW1 ended and the effect it had on the local area?  5. Can I understand the reasons for WW2 and place some key events in chronological order?  6. Can I understand the impact of war on people’s lives and the variety of experiences? – visit to Salford war museum  7. Can I critically analyse propaganda?  8. Can I understand the causes of the end of WW2 and how it would have been celebrated in the local area? | |
| **Vocabulary** | Dark Ages Anglo Saxon Viking Withdraw  Power vacuum  Invader jute retreat kingdom  livestock weaving craft plough chief  artefact excavation archaeology historian  sources evidence interpretation  longship pillage raid norse Lindisfarne  Alfred the Great Athelstan Wessex  depicted impression monk stereotypical  artists impression  conquer Daneslaw re-unite  excavation Jorvik settler craftsmen root meaning village town county kingdom  migration | Mayan Civilisation Mesoamerica Chronology  Simultaneously Periods Advanced  Rainforest Bajos Cenotes Chultuns Similarities  Differences Connections Contrasts Trends  Trade Slash and burn Materials Cultivation  Hierarchy Hierarchical Palenque Nobles Serfs Slaves Structured Society  Emblem Represent Pictographic Logographic Similarities Differences Scribes Glyphs Script  Cocoa Trade-route Commodity Goods Transported Currency Zero  Calendar Germanic calendar  Theory Overpopulation Deforestation  Endemic warfare Drought | | Duration chronology  Civil War Charles I Oliver Cromwell Round Heads Cavaliers Alliance Archduke Franz Ferdinand Propaganda Armistice Treaty of Versailles Cause Consequence Memorial Axis Allies Appeasement  Propaganda ministry of (..) government  phoney war  VE Day surrender liberation | |
| **Personal Development** | Is it ever right to invade a country? Why? | What achievements from the Maya civilization can we be thankful for today? | | Can war ever be right? Why? | |
| **Quick Quiz** | **Who won what in the struggle for the Kingdom of England?**  Using learning over the unit and all the research from the unit. Can the children answer the Enquiry Question and make their own mind up based on the evidence in concluding statement? | **Were the Mayan more or less advanced than Britain was in 900AD? Why?**  Recap the meaning of advanced. Archaeologists suggest the Maya were the most advanced Mesoamerican culture. Do you agree that the Maya were an advanced civilisation?  Extended Write: Write a five-part explanation text to show what you know now, including as much as the new vocabulary as is appropriate. | | **How did wars change over time from 1066 onwards?**  Keep assessment throughout the term to simple to just one word/ single sentence which will identify what the children know | |