



History



Medium Term Planning






Spring Term

Reach for the Stars

William Wilberforce


Prior Learning	What historical figures have you looked at in school? What historical events do you know about that have happened in Hull? What impact did these historical events have on Hull? Do we still remember them today? What would Hull be like if these events never happened?			
Key Vocabulary	Slavery, equality, religion, transatlantic, MP, politics, government, rights, transportation, campaign, race, inequality, significance, legacy,			
Overall Objective	<p style="text-align: center;">I can research and complete a study about significant historical figures or events in our local area.</p> <p style="text-align: center;">I can explain how key figures or events from our local area had a wider impact.</p>			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
Community and culture 	CHRONOLOGY: I can use more accurate dates when describing and sequencing events SIGNIFICANCE: I can evaluate the impact of key historical people and events	Session 1	Who was William Wilberforce? Discuss the early life of William Wilberforce in Hull. http://www.hull-curriculum.com/william-wilberforce/william-wilberforces-early-life-in-hull/ Discuss his role as MP in Hull and Yorkshire. Why did he consider leaving politics? Why did he persevere and use his political work as a way of serving God? Wilberforce saw the campaign to abolish the Transatlantic Slave Trade as a way of following his religious and humanitarian beliefs (Year 3 prior learning with RE) and moral conscience. Complete a timeline of William Wilberforce's life.	Chn will know: Who William Wilberforce was and the main points in his life that lead him to campaign to abolish the transatlantic slave trade. Chn will be able to: Explain why the this part of William's life and his beliefs impacted this historically significant event.
Hierarchy and power 	SIGNIFICANCE: I am aware of some pivotal events and people in modern British history I can evaluate the impact of key historical people and events HISTORICAL ENQUIRY: I can use a range of information, including my own research, to present a historical argument SIMILARITY AND DIFFERENCE: I can explain the differences in the lives of people from different social classes, cultures, religions or race	Session 2	Prior learning: Who is William Wilberforce? What is William Wilberforce famous for? What was William Wilberforce's involvement with the transatlantic slave trade. What was slavery? What was life like for a slave? Define what is meant by 'slave' Read Kofi's story to give them an insight into the life of an African slave. Briefly discuss Kofi's story and ask the children how it made them feel. Chn to make brief notes on spider diagram to show their understanding of what life was like as a slave. What was the Transatlantic slave trade? Explain trade triangle and travel conditions of the slaves. Detail of goods that were transported and the trade triangle routes.	Chn will know: What slavery is and what it meant to be a slave. They will know what the Transatlantic Slave Trade was. Chn will be able to: Use what they know about slavery, the trade and the beliefs of William Wilberforce to explain the significance of the trade and (as historians) explain why.





<p>Hierarchy and power</p> 	<p>CASUE AND CONSEQUENCE :</p> <p>I can evaluate how a historical event impacted on one or more of the 4 key concepts</p>	<p>Session 3</p>	<p>The campaign against slavery</p> <p>“I must speak of the transit of the slaves in the West Indies. This I confess, in my own opinion, is the most wretched part of the whole subject. So much misery condensed in so little room, is more than the human imagination had ever before conceived.”</p> <p>William Wilberforce, speaking before the House of Commons in 1789.</p> <p>Why do you think they needed to create posters/pottery like this one for their campaign?</p> <p>Do you think everyone in Britain wanted to abolish the slave trade? If not, why not?</p> <p>Primary Evidence</p> <p>Analyse anti- slavery poster/pottery. (Refer to Hull Curriculum Site)</p>	<p>Chn will know:</p> <p>How William Wilberforce campaigned against slavery.</p> <p>Chn will be able to:</p> <p>Explain the significance of William Wilberforce’s campaign.</p>
<p>Community and culture</p>  <p>Hierarchy and power</p> 	<p>SIGNIFICANCE:</p> <p>I am aware of some pivotal events and people in modern British history</p> <p>I can evaluate the impact of key historical people and events</p> <p>CONTINUITY AND CHANGE:</p> <p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p> <p>CAISE AND CONSEQUENCE:</p> <p>I understand the impact of historical events on later periods of history.</p>	<p>Session 4</p>	<p>William’s legacy and the lasting effects of slavery</p> <p>Are people enslaved today?</p> <p>(Refer to Hull Curriculum Site) Organisations such as the United Nations and Amnesty International still campaign to bring about the end of contemporary slavery as there are an estimated 20 to 30 million enslaved people in the world today.</p> <p>What values does William Wilberforce instil in our lives today? (Tolerance, fairness, equality for all races, personal life choices, wanting to make a difference). The campaign to abolish the Transatlantic Slave Trade has been called the first mass movement for human rights.</p> <p>How is William remembered in Hull?</p>	<p>Chn will know:</p> <p>The connections to slavery in the world around us today.</p> <p>Chn will be able to:</p> <p>Be able to explain the lasting, significance of William Wilberforce in Hull and the wider world.</p>

Summer Term

Looking Back, Moving Forward

Anglo-Saxons

Prior Learning	What do we know about the history of Britain? What was Britain like in 10000BC? How has Britain changed through the Stone Age to Romans? What is Britain like now, in your chronological journey through British history?			
Key Vocabulary	civilisation, communication, nation, religion, settlement, story, trade, withdrawal, conquest, liberation, occupation, peace, surrender, war, discovery, migration, navigation, tools, country, law, conflict, Angle, Saxons, Jutes, Picts			
Overall Objective	I can explain where the Anglo-Saxons came from and why they invaded Britain. I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
Community and culture  Conflict and disaster	CHRONOLOGY: I can place key events from a period of history on a timeline in relation to one other period of history I can use more accurate dates when describing and sequencing events CASUE AND CONSEQUENCE: I understand the impact of historical events on later periods of history. SIGNIFICANCE: I am aware of some pivotal events and people in modern British history	Week 1	When was the Anglo-Saxon era? Make a connection between the Roman withdrawal from Britain and the Anglo-Saxon invasion. (prior learning link). Know that the Roman withdrawal from Britain left the native inhabitants weak and open to invasion. It is important that the chn understand the chronology of their KS2 history curriculum. Discuss how the Anglo-Saxon timeline fits into British history. Discuss the Vikings so that the chn are aware of the cross-over but not in detail as this will be covered in year 6. https://kidadl.com/articles/anglo-saxon-timeline-ks2-everything-you-need-to-know	Chn will know: When the Anglo-Saxons invaded Britain. Chn will be able to: Explain in detail how British culture is changing through time due to the introduction of other cultures.
Conflict and disaster Community and culture	SIMILARITY AND DIFFERENCE: I can explain the differences in the lives of people from different social classes, cultures, religions or race CONTINUITY AND CHANGE: I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts	Week 2-3	Who were the Anglo- Saxons? Know where the major Anglo-Saxon invasions took place and the Kingdoms that resulted from them including some villages and towns. Give an overview of Anglo-Saxon life including: village life; art; culture, religion, laws and justice. Know some of the great Anglo-Saxon Kings and their achievements. Who were the Angles, Saxons and Jutes? It is important that the chn know that the Anglo-Saxons were a mix of tribes and not just one people. https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg Why did they come? Were they invited to help against the invading Picts?	Chn will know: Who the Anglo-Saxons were. Chn will be able to: Connect their learning with the Romans withdrawal and be able to show how Anglo-Saxon culture was different.

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Community and culture</p>  <p>Exploration and invention</p> 	<p>HISTORICAL ENQUIRY:</p> <p>I can evaluate the usefulness of primary and secondary sources in historical enquiry.</p> <p>I can use a range of information, including my own research, to present a historical argument</p> <p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions</p>	<p>Week 4</p>	<p>Historical Enquiry—Sutton Hoo</p> <p>Introduce evidence/sources of Sutton Hoo.</p> <p>What did they discover at Sutton Hoo?</p> <p>What did the discoveries tell us about the Anglo-Saxon people?</p> <p>Who made the biggest difference in British history/to the British people, the Romans (Year 4) or the Anglo-Saxons?</p> <p>What did the Anglo-Saxons do for us? Did they really change the lives of British people?</p> <p>Compare the lifestyle of the Anglo-Saxons to the</p>	<p>Chn will know:</p> <p>How the Anglo-Saxons lived using historical sources.</p> <p>Chn will be able to:</p> <p>Analyse the past using historical sources to discover how a period of history lived.</p>
<p>Conflict and disaster</p>  <p>Hierarchy and power</p> 	<p>CHRONOLOGY:</p> <p>I can place key events from a period of history on a timeline in relation to one other period of history</p> <p>I can use more accurate dates when describing and sequencing events</p> <p>CONTINUITY AND CHANGE:</p> <p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p>	<p>Week 5</p>	<p>How do the Picts and the Scots connect the with chronology of the Anglo-Saxons?</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z23br82#z2bgcdm</p> <p>How do the Romans (prior learning) fit in with the invasion of the Picts? Were the Anglo-Saxons invited to come to help defend Britain from the invading Picts?</p> <p>Where did the Picts come from?</p> <p>What became of the land north of Hadrian's Wall.</p>	<p>Chn will know:</p> <p>The history of the Scots and the conflict with the Anglo-Saxons.</p> <p>Chn will be able to:</p> <p>Explain the impact of the conflict on modern day Britain.</p>