



History

Medium Term Planning



Community & Culture



Conflict & Disaster



Exploration & Invention






Hierarchy & Power











Autumn Term

Invasion, injustice, Invention




Vikings

Prior Learning	Look back at your chronological journey through British history, place these events in order. Describe how Britain has changed since the stone age. What influences have other cultures had on Britain throughout history? What are their legacies? Who are some of the key historical figures you have learnt about in British history? Who were the Anglo-Saxons? When did the Anglo-Saxons invade Britain? How was Britain changing during this time? Who were some of the key historical figures in Anglo-Saxon Britain? Reference Concept Overview at the bringing of MTP. Where in the chn's educational journey have they explored each key Concept?			
Key Vocabulary	architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, raids, story, trade , conquest, liberation, occupation, surrender, treaty, war , Danelaw, invasion, conquest, discovery, migration, navigation, progress, tools , country, law, monarchy, politics			
Overall Objective	I know why the Vikings invaded Britain and why they were so successful. I can explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England.			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Conflict and disaster</p> 	<p>CHRONOLOGY:</p> <p>I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history</p> <p>I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...)</p>	Week 1-2	<p>Who were the Vikings and when did they live?</p> <p>Create a timeline detailing the conflict between the Vikings and Anglo-Saxons over time (prior learning link).</p> <p>Where did the Vikings travel from?</p> <p>What was Britain like when the Vikings invaded?</p>	<p>Chn will know:</p> <p>When the Vikings invaded Britain.</p> <p>Chn will be able to:</p> <p>Explain when the Vikings were in Britain and how this connects their learning to the Anglo-Saxons.</p>
<p>Conflict and disaster</p>  <p>Exploration and invention</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>SIGNIFICANCE:</p> <p>I am aware of some pivotal events and people in modern British history</p>	Week 3-4	<p>Why did the Vikings come to Britain?</p> <p>The Vikings began by raiding Britain, discuss where and when the early major raids took place.</p> <p>Understand why the Vikings returned in greater numbers and why they were so successful.</p> <p>Discuss how the availability of farming land (and other factors) were what led to Viking settlement in England.</p> <p>Read stories of Viking raids, e.g. Lindisfarne. Discuss why monasteries were such good places for Vikings to raid and how much fear the Viking raids must have instilled. Might also consider fear caused by Scots in north (prior learning link)</p>	<p>Chn will know:</p> <p>Where the Vikings first invaded Britain.</p> <p>Chn will be able to:</p> <p>Justify why the sites of the initial Vikings raids were chosen and how they led to the success of their invasions.</p>



Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Conflict and disaster</p>  <p>Exploration and invention</p> 	<p>HISTORICAL ENQUIRY:</p> <p>I can use a range of information, including my own research, to present a historical argument</p> <p>I can use a range of information, including my own research, to present a historical argument</p>	<p>Week 5-6</p>	<p>Why were the Vikings so successful?</p> <p>Why were Vikings so successful – pupils work out reasons and evidence, e.g. technological skills, seamanship. Travelled as far as Newfoundland and Russia. Pupils think about what the Saxons might have been able to do about it.</p>	<p>Chn will know:</p> <p>What made the Vikings so successful.</p> <p>Chn will be able to:</p> <p>Use their skills as historians to justify their findings on the successes of the Vikings and how they became so successful.</p>
<p>Hierarchy and power</p>  <p>Conflict and disaster</p>  <p>Community and culture</p> 	<p>SIMILARITY AND DIFFERENCE:</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race</p> <p>CAUSE AND CONSEQUENCE:</p> <p>I understand the impact of historical events on later periods of history.</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 7-8</p>	<p>How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>Key figures: Alfred, Athelstan, Cnut</p> <p>King Alfred ruled from 871-899 and after many trials and tribulations (including the famous story of the burning of the cakes!) he defeated the Vikings at the Battle of Edington in 878. After the battle the Viking leader Guthrum converted to Christianity. In 886 Alfred took London from the Vikings and fortified it. The same year he signed a treaty with Guthrum. The treaty partitioned England between Vikings and English. The Viking territory became known as the Danelaw.</p> <p>What was Danelaw?</p> <p>It comprised the north-west, the north-east and east of England. Here, people would be subject to Danish laws. Alfred became king of the rest.</p> <p>Alfred's grandson, Athelstan, became the first true King of England. He led an English victory over the Vikings at the Battle of Brunaburh in 937, and his kingdom for the first time included the Danelaw. In 954, Eirik Bloodaxe, the last Viking king of York, was killed and his kingdom was taken over by English earls.</p> <p>Produce a detailed study of the resistance of Alfred the Great and eventual rise of Athelstan, first king of England (prior learning link)</p>	<p>Chn will know:</p> <p>That England was ruled by the Vikings and the Anglo-Saxon kings and who became the first king of England.</p> <p>Chn will be able to:</p> <p>Explain how the rule of the Vikings impacted Britain.</p>



			So the Vikings were not permanently defeated – England was to have four Viking kings between 1013 and 1042. The greatest of these was King Cnut, who was king of Denmark as well as of England. A Christian, he did not force the English to obey Danish law; instead he recognised Anglo-Saxon law and customs. He worked to create a north Atlantic empire that united Scandinavia and Britain. Unfortunately, he died at the age of 39, and his sons had short, troubled reigns.	
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Conflict and disaster</p>  <p>Hierarchy and power</p> 	<p>SIGNIFICANCE: 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: I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts</p>	<p>Week 9-10</p>	<p>How did the Viking era come to an end? What led up to it?</p> <p>What happened to Harald Hadrada (Harold of Norway) at Stamford bridge (1066), the time of the Vikings in Britain was over.</p> <p>Ensure that chn understand that the end of the Viking era in Britain was followed immediately by the end of the Anglo-Saxon period (prior learning link).</p> <p>Local area link:</p> <p>The final Viking invasion of England came in 1066, when Harald Hardrada sailed up the River Humber and marched to Stamford Bridge with his men. Harold Godwinson (English King), marched north and defeated Hardrada .</p> <p>However, immediately after the battle, King Harold heard that William of Normandy had landed in Kent with yet another invading army. With no time to rest, Harold's army marched swiftly back south to meet this new threat. The exhausted English army fought the Normans at the Battle of Hastings on 14th October, 1066. At the end of a long day's fighting the Normans had won, King Harold was dead, and William was the new king of England.</p> <p>The irony is that William was of Viking descent: his great-great-great-grandfather Rollo was a Viking who in 911 had invaded Normandy in northern France. His people had become French over time, but in one sense this final successful invasion of England was another Viking one.</p>	<p>Chn will know: When the Viking and Anglo-Saxon eras ended in Britain.</p> <p>Chn will be able to: Explain a sequence of events that led to the demise of two eras in British history.</p>
<p>Community and culture</p> 	<p>SIGNIFICANCE: I understand the impact of historical events on later periods of history.</p>	<p>Week 11</p>	<p>What did the Vikings leave behind?</p> <p>How did they impact British history?</p> <p>Discuss the influences of both Anglo-Saxon and Viking cultures that are still present in modern Britain (prior learning link).</p> <p>How significant was the Viking era?</p>	<p>Chn will know: What the Vikings left behind.</p> <p>Chn will be able to: Explain the impacts that Vikings had on Britain and how we can still see evidence of their influence in modern day Britain. Chn will be able to explain how significant this era was in our history compared to other historical periods.</p>

Autumn Term

Invasion, injustice, Invention				
Black History				
Prior Learning	What happened in Britain in 1066? How did this change Britain? Who was William Wilberforce? What role did he play in the equality of black lives?			
Key Vocabulary	Equality, oppression, race, government, rights, racism, justice, civil rights, slavery, activism, justice, freedom, prejudice			
Overall Objective	I can research and share my knowledge with others about a key aspect or theme in British history from after 1066			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
Hierarchy and power 	CHRONOLOGY: I can summarise and evaluate events on a timeline in relation to key concepts or themes HISTORICAL ENQUIRY: I can use a range of information, including my own research, to present a historical argument	Session 1	Why British Black history? Civil Rights Movement. Complete research about six black people in history. Present findings to a group about injustices that these people experienced. Olive Morris, Mary Prince, Mary Seacole, John Blanke, Lillian Bader.	Chn will know: What Black History is. Chn will be able to: Explain how key figures in Black History have faced injustice and why this has led to a worldwide movement.
Community and culture 	HISTORICAL ENQUIRY: I can evaluate the usefulness of primary and secondary sources in historical enquiry. I can use a range of information, including my own research, to present a historical argument I understand that some sources include facts and opinions and different evidence can lead to different conclusions	Session 2	Who were the Windrush generation? Was it only the Windrush ship that brought Caribbean migrants to Britain? What was it like to be a Windrush passenger? (Clinton Edwards, John Richards, Vince Reid) What are the consequences today? Windrush Square. The life for Caribbean immigrants today.	Chn will know: What the Windrush generation is. Chn will be able to: Explain how the lives of the Windrush generation have been impacted.
Community and culture 	CONTINUITY AND CHANGE: I can summarise the main events from a period of history, explaining the order of events and making connections between them. I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts	Session 3	How did things begin to change? What was the Race Relations Act? - CBBC Newsround Prepare a letter to our local government. The premise of your letter is for you to explain how you think things have changed in terms of equality over the years in the United Kingdom but we are still not living in a country without racism and you need to explain what you would like your local MP to do about that.	Chn will know: That Black History is so significant and has subsequently brought about change. Chn will be able to: Explain how change is happening but understand that this does not mean equality is universal.

Summer Term

The Maya				
Prior Learning	What European civilisation do you know about? What were their cultures like? What are the legacies of these cultures in Britain/the wider world? How do these civilisations fit into a chronological framework? Do any overlap?			
Key Vocabulary	architecture, art, civilisation, communication, inspiration, myth, nation, religion, settlement, story, trade , discovery, migration, navigation, progress, tools			
Overall Objective	<p style="text-align: center;">I can place a non-European civilisation on a timeline along with major historical periods of the same time including British and European history.</p> <p style="text-align: center;">I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)</p>			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
Community and culture 	CHRONOLOGY: I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...)	The following sequence can be covered across the summer term.	The Maya were not the Aztecs, who were they? Where and when did the Maya live? Place the Maya on a timeline of the history they have studied in school so far. Can children see that the Maya was a Stone Age civilisation? Use this to allow the chn to predict how the Mayan's lived. Briefly, show pupils a map of the Maya area and discuss where they live. Discuss what a rainforest environment is like and show clips, pictures of the types of wildlife that live there. Can chn use this and an understanding of the chronology of this civilisation to predict how they think the Maya lived?	Chn will know: When the Maya was. Chn will be able to: Explain how the Maya fits into a wider chronological pattern of other civilisations and periods they have studied in school.
Community and culture 	SIMILARITY AND DIFFERENCE: I can explain the differences in the lives of people from different social classes, cultures, religions or race I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts HISTORICAL ENQUIRY: I understand that some sources include facts and opinions and different evidence can lead to different conclusions		The culture of the Maya. Who were the Ancient Maya? What can we learn about the Ancient Maya from the Maya that are alive today. https://www.mexicolore.co.uk/maya/home/the-maya-a-4000-year-old-civilization-in-the-americas https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg What was the class system of the Ancient Maya? What was their religion? How does this compare to European ancient civilisations that they have learnt about?	Chn will know: Who had the power in the Maya society. Chn will be able to: Recognise how complicated and diverse Maya society was. There were rich and poor folk, weak and strong people, powerful and those without power, just like most other societies. They should be able to make comparisons between culture they have learnt about though KS2.

<p>Exploration and invention</p> 		<p>How did the Maya tell the time? What was Maya writing like? What numbers did the Maya use in Maths? Mayan games. https://www.mexicolore.co.uk/aztecs/aztefacts/oh-balls Watch The Road to El dorado ball scene as a source. How historically accurate is it?</p>	
<p>Community and culture</p> 	<p>SICUASE AND CONSEQUENCE: I can evaluate how a historical event impacted on one or more of the 4 key concepts</p>	<p>What were some of the biggest Mayan cities and where are they in comparison the modern world? https://mayansandtikal.com/mayan-cities/#:~:text=Mayan%20Cities%201%20Mayan%20Cities%20History.%20In%20the,...%2010%20Chichen%20Itza.%20...%20More%20items...%20 What was Mayan architecture like and how did this link with the culture of the Maya? How were cities built and ruled? Did different cities share cultures? Can look at Copan which will be covered later in the unit (along with other major Maya city-states)</p>	<p>Chn will know: How the Mayans built their cities. Chn will be able to: Explain that Mayan cities and the culture of the Maya were integral to their civilisation.</p>
<p>Community and culture</p> 	<p>HISTORICAL ENQUIRY: I can evaluate the usefulness of primary and secondary sources in historical enquiry. I can use a range of information, including my own research, to present a historical argument I understand that some sources include facts and opinions and different evidence can lead to different conclusions</p>	<p>How do we know about the Maya? Do chn understand the difficulty of making conclusions about the past using only material remains? How does the discovery of the city of Copan continually help us learn more about this civilisation? https://whc.unesco.org/en/list/129/ http://www.famsi.org/reports/03075/CKguidebook_english.pdf How do archaeologists learn about the Maya? (Diary of an archaeologist) https://interactive.archaeology.org/waka/ Reflect the difficulty of attributing the function or importance of an object for someone without any information about the person or their culture. Ask students to bring in an object wrapped up (anonymously) of great importance to them. Other students have to discuss the object, why it could be important and suggest who it belongs to. If you could represent the ancient Maya by 3 objects what objects would you use that represents their accomplishments and makes them stand out from other cultures that you have learnt about?</p>	<p>Chn will know: How to conduct research as historians. Chn will be able to: Compare and contrast different sources of information to determine their own opinions as historians.</p>

	<p>HISTORICAL ENQUIRY:</p> <p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions</p> <p>CAUSE AND CONSEQUENCE:</p> <p>I understand the impact of historical events on later periods of history.</p>		<p>Where did they go?</p> <p>Around 900AD around 90% of Mayans disappeared from their major cities. Can you work out why this happened? Historians have conflicting theories – which theory do you think is the most convincing? Why?</p> <p>http://www.mexicolore.co.uk/maya/home/modernmyths-of-the-ancient-maya</p> <p>There was abandonment of sites in the Peten area, but the Maya did not disappear.</p>	<p>Chn will know:</p> <p>The opinions of historian for the disappearance of the Maya.</p> <p>Chn will be able to:</p> <p>Use their understating of historical enquiry to conduct their own research and debate the possible reasons for the disappearance of the Maya.</p>
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