



Autumn Term	Spring Term	Summer Term
Where we study the changes in British, local and world history, putting these events into chronological order and understanding the impact of people's ideas and beliefs.		
<p>Viking and Anglo – Saxon struggle for Kingdom of England to the time of Edward the confessor Viking raids and invasions AD700- AD 1100</p>	<p>An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 Victorian Britain 1837-1901</p>	<p>A non-European society that provides contrast with British history Ancient Mayan in depth study 2600BC-AD1500</p>
<p>Progression of Historical skills (entering) Knowledge</p> <ul style="list-style-type: none"> • Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study • Pupils are beginning to understand how our knowledge of history is developed through a range of sources • Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film <p>Questioning</p> <ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding • Pupils are beginning to challenge sources of information • Pupils are beginning to show some purposeful selection about information they wish to include in responses • Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions <p>Vocabulary</p> <ul style="list-style-type: none"> • Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study 	<p>Progression of Historical skills (developing) Knowledge</p> <ul style="list-style-type: none"> • Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study • Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils are confident in using two different sources to gather information e.g. books, internet, film clips <p>Questioning</p> <ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said • Pupils are increasingly challenging sources of information • Pupils show some purposeful selection about information they wish to include in responses • Pupils show some organisation of information that is purposeful for responding to or asking questions <p>Vocabulary</p> <ul style="list-style-type: none"> • Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as 	<p>Progression of Historical skills (secure) Knowledge</p> <ul style="list-style-type: none"> • Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study • Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. <p>Questioning</p> <ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding and also ask questions of what people have said • Pupils can challenge sources of information • Pupils are beginning to make purposeful selection about information they wish to include in responses • Pupils can organise information purposefully when responding to or asking questions <p>Vocabulary</p> <ul style="list-style-type: none"> • Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study

<ul style="list-style-type: none"> • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Pupils are becoming more secure in their knowledge of chronology and are beginning to accurately place a range of historical events from around the world on a timeline • Pupils can draw their own timeline, and add to it as they learn about new periods of history • Pupils are beginning to make comparisons between historical periods, identifying similarities between them • Pupils are beginning to make comparisons between historical periods, identifying differences between them 	<p>remembering some names and words from previous study</p> <ul style="list-style-type: none"> • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament and, civilisation. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history • Pupils can make some comparisons between historical periods, identifying similarities between them • Pupils can make some comparisons between historical periods, identifying differences between them 	<ul style="list-style-type: none"> • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • Pupils can compare historical periods, identifying similarities between them • Pupils can compare historical periods, identifying differences between them • Pupils are beginning to identify trends over time
<p>Topic key questions</p> <p>Is the perception we have of the Vikings as warriors correct? (Activity Artefacts to generate questions. Consider perception compare with three paintings – farming, family life, market & artefacts)</p> <p>By what means did the Vikings try to overtake the country and how close did they get? (Activity Living graph to show highs and lows of the invasion)</p> <p>What do the sources tell me about the Viking way of life?</p>	<p>Topic key questions</p> <p>Why is this era called the ‘Victorian era’? (Activity artefacts to generate questions about era. Compare paintings of the rich and poor annotate observations)</p> <p>What were the main changes that took place? (Activity Create large time line in a group. Sorting – positive and negative for each event)</p> <p>What were the effects of changes in industry? (Activity teach context why growth mainly in north. Why did factory owners have child workers? Consider various sources for reliability and bias of factory working conditions)</p>	<p>Topic key questions</p> <p>Why do you think we study the Mayan civilisation? (Activity using the gallery of clues/artefacts children draw own conclusions of why we study the Mayans – what is their legacy?)</p> <p>Given the jungle terrain, how did the Mayan’s stay so strong? (Activity context maps of terrain. Give children 4 reasons why. Discussion. Create a diamond with the most important reason at top and least at bottom. This is decided by the children’s discussions)</p> <p>What was life like at the height of the Mayan civilisation?</p>

<p>(Activity various sources around the room, prove it statements matched to evidence)</p> <p>Why did the Vikings have such a bad reputation? (Activity Look at writings by monks and a Viking leader consider bias and reliability recording in books)</p> <p>How should we remember the Vikings? (Activity children to have statement cards, consider if this shows they were raiders or settlers. Discussion – what evidence have we already seen to support our theories. Create a zigzag book to show your conclusions)</p>	<p>Did the Education Act of 1870 change children's lives? (Activity changes in education, governess', ragged schools, 2 hours a day education, compulsory paid, free education. Record on paper doll chain)</p> <p>What was the impact of transport during this time? (Activity children sort the pros and cons of the railway. Role play debate)</p> <p>Was the Victorian age really a golden era? (Activity children to consider our learning what was good/bad about changes. Draw conclusions and record)</p>	<p>(Activity using the PPT and tourist guide in K:drive, children write a tourist guide of the city. LA can record on iPad or annotate picture of city)</p> <p>How do we know what life was like 1,000 years ago? (Activity Introduce discovery of Pascal death mask. Give children unknown objects what can they see, think it is, what can it tell us?)</p> <p>If they were civilised, why did they believe in human sacrifice? (extra lesson) (Activity consider the evidence and reasons behind the sacrifices and draw conclusions)</p> <p>What lead to the downfall of the Mayan civilisation? (Activity children predict why. In groups consider the sources to gather evidence and put forward one reason based on the evidence. Children to record their argument)</p>
<p>Comparisons to then and now</p> <p>People still migrate to other countries for better opportunities Russia invaded Ukraine and Crimea Farming The continuation of trade and export routes</p>	<p>Comparison to then and now</p> <p>Queen Elizabeth is due to celebrate her Platinum Jubilee and will become the longest serving monarch, overtaking Victoria. Transport continues to advance – electric cars, high speed rail. air travel. The use of email has opened up communication, similar to the first stamp.</p>	<p>Comparison to then and now</p> <p>Use of astronomy Irrigation systems in farming To some degree various levels of society hierarchy Use of zero in our numbers NB In comparison with Anglo Saxon Britain, in the same period of time, the Mayans were at their height, the Mayans were considered far more advanced.</p>
<p>School artefacts</p> <p>Runes brooches ear pick Fire starter bone cross necklace Children's horse teether Horn cup pendent Children's toy longboat bracelet Penny x2 Longboat model wild boar tusk necklace</p>	<p>School artefacts</p> <p>Girls bonnet/ apron Bed warmer Tongs Medicine bottles Shuttle Butter pats Photograph Bill Letters Candle holder coin holder</p>	<p>School artefacts</p> <p>Worry dolls beaded bag calendar Warrior plaque zodiac Maize god Temple mask xipe totee King Pikal hand painted beads millipede Life/death masks molinillo chocolate whisk</p>

National curriculum

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Key vocabulary for children

Invasion	To attack, to enter with the intent of taking over
Lindisfarne	Important island off the north coast where the monasteries were
Longboat	The type of ship the Vikings sailed
Raids	A surprise attack by a small group
Monks	A religious man who lives in the monastery
Runes	Runes are letters in the Viking alphabet
Trade	Buying and selling goods in exchange for other goods, money or services
Monastery	Buildings where monks live and worship. In the past had wealth and treasure
Reign	Chief of state or hold power The Vikings had kings for each area they ruled
Normans	Population who settled in Normandy (northern France)
Danelaw	Area of Britain controlled by the Vikings
Scandinavia	Area made up by Denmark, Norway and Sweden from where the Vikings came from
Settlement	A place where people decide to live
Norsemen	Name given to the Vikings

Key vocabulary for children

Victorians	People living under Queen Victoria's reign.
Compulsory education	Education that children must receive by law.
Industrial revolution	The era of rapid and great change in industry and manufacturing with the growth of factories, beginning in the late 1700's
Workhouse	A place where people without means of support were sent to live, they got food and a bed in return for work.
Reign	A period of time when the monarch rules.
Monarchy	A form of government with a king or queen at the head. A king or queen is the Head of State.
Reformer	A person who seeks change for the better, to help others.
Factory	Large building where goods are made.
Factory commission	A group of men who travelled from Britain to investigate the working conditions of children in factories and mines
Ragged schools	A school for poor children in the early 19th century
Prosperity	A time of success, wealth and riches

Key vocabulary for children

Hierarchy	A system in which members of a society are ranked according to relative status or authority
Priest	Held the regular rituals surrounding the temple possibly including sacrifice
Farmer	Irrigated fields and provided food for the city
Pharmacist	Provided natural medicines which kept the people very healthy.
Astronomy	Very accurate charts of the moon
Sculpture	Mainly of the human form
Architect	Stepped temples providing a route into religion
Number system	Developed independent of the Arabic system. More advanced and logical
Medicine	Many natural cures still used today

Keys dates and events

793	The first Viking attacks of Lindisfarne. They steal silver and gold and kill those who resisted. Later raided Iona and Jarrow
835	Raid on Sheppey. This was the start of 200 years of Viking raids
838	King of Wessex defeats the Vikings at Cornwall
865	Vikings launch a full-scale invasion to take over Britain
866-875	Vikings take Mercia, Northumberland, East Anglia and eventually Wessex. Vikings build settlements
878	Following a battle for Wessex, the country is divided. The Vikings rule Danelaw (north and east) Saxons rule south and west
886- 954	English kings often invade and regain land from Danelaw territories
937	King Athelstan, first true king of England, lead a victory over the Vikings and his land included Danelaw
937	Vikings still continued to raid England
1013-1042	England had four Viking kings during this period
1066	Final Viking raid. The English king, King Harold managed to defeat the Vikings after a long battle.

Keys dates and events

1837	Victoria becomes queen.
1840	First postage stamp. This made it easier to send post increasing prosperity. First Ragged school opens. Victoria marries Albert.
1841	Great Western Railway began. London to Bristol in 4 hours
1842	The Miners Act. Children under 10 had to stop working in mines.
1844	The Factory Act stopped 8-13 years working more than 61/2 hours a day.
1850	Workhouses opened.
1863	First London Underground train opens.
1864	The law bans boys, under 10, working as chimney sweeps.
1870	Schools opened for 6-10 year olds.
1876	Alexander Graham Bell invents the telephone.
1878	First public electricity in London.
1880	Education Act, compulsory education for 5-10 year olds. This had to be paid for.
1891	Free education for 5-13 year olds
1901	Queen Victoria dies. Edward VII becomes king.

Keys dates and events

(c. – circa approximately)

c. 2000BCE	The Mayan civilisation emerges in Central America
c. 100BCE	First city states appear and hierarchy emerges
c. 250CE	The 'classical' period begins, urbanisation begins -city states began to take over smaller neighbouring cities.
c. 300CE	Mayan settlements become centres for trade across the region. Goods such as stone and chocolate are traded with neighbouring city states.
c. 600CE	Mayan settlements support an increasing population, growing at a fast rate due to plentiful food supply.
c. 650CE	Caracol, one of the main Mayan cities is increasingly populated and expands over a large area becoming an important centre.
c. 900CE	Mayan centres become less important, perhaps because of a widespread drought, but no clear reason has yet emerged.
1500CE	Ships with Spanish explorers arrive. They brought diseases with them which killed many Mayans.
1519CE	Hernan Cortes -A Spanish explorer. Conquered the Mayans and began to remove Mayan culture.

Cross curriculum links

Geography (locations/landscapes)

Music (through the ages)

Literacy (spoken word, writing)

Maths (concept of time)

PE dance through the ages Victorians