

History Medium Term Planning - Cycle A

UKS2	Main Enquiry question	Disciplinary knowledge	Key Knowledge Substantative	Diversity	Enrichment	Vocabulary	Historical links/ Themes/ Concepts	Assessment focus
Autumn 1	Was Anglo-Saxon Britain anything like Roman Britain?	<p>Change and continuity- demise of the Roman empire in Britain</p> <p>Cause and consequence- Romans leaving</p> <p>Interpretation- invasion or interpretation</p> <p>Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity</p>	<ul style="list-style-type: none"> • Know what happened to the Roman Empire • Legend of King Arthur • know about how the Anglo-Saxons attempted to bring about law and order into the country • know that during the Anglo-Saxon period Britain was divided into many kingdoms • know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Discuss Christian conversion of Britain • Explore the life of Bede 	Adrian of Canterbury- Black Abbot. Bede tells us about him	Jarrow Hall - Farm School Laing art gallery (Lindisfarne Gospels- when available)	<p>Empire Legacy</p> <p>Conversion Pagan Christian Settlement Migration Kingdoms Society Invasion Celts Celtic Monks Opposition Bias Legend Dark Ages Hierarchy Revolution</p>	<p>Link back to the Roman empire</p> <p>Legacy of place names - Link back to Roman Britain, Ancient Greece.</p> <p>Invasion and conquest- Did they have an invasion or invitation? Was their any opposition?</p> <p>Settlement and migration</p> <p>Diversity with society- Explore the Anglo Saxon hierachy.</p>	Interpretation- consider different opinions on Alfred the Great
Autumn 2	Were the Vikings always vicious and victorious?	Interpretation - link to Boudicca (Romans LKS2) whose perspective? Can we think of any other characters	<p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p>	NA	Box of Delights Historical reenactment session	<p>Conflict Raid Interpretation Settlement Pagans Loot Danelaw</p>	Invasion and conquest - Link back to Romans/ Anglo Saxons and Celts/ Y6 link to WW2	Interpretation- Why are the Vikings represented in two different ways in these pictures?

		<p>in history who have been interpreted in different ways? Is that a common thread of history?</p> <p>Cause, events and consequence of a Viking raid.</p> <p>Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity</p>	<p>Know why the Vikings frequently won battles with the Anglo-Saxons Local Viking raids and then settlement</p>			<p>Treaty Peace Boundaries Celtic Celts Settler Trader Raider Reputation Interpretation Monks</p>	<p>Settlement and migration</p>	
Spring 1								
Spring 2								
Summer 1	<p>YEAR 5 ONLY How have people earned a living on Tyneside?</p> <p>Local history study</p>	<p>Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity</p>	<p>YEAR 5 ONLY Know the industrial heritage of the North East and how this has developed over time.</p> <p>Explore the life and working conditions of A fisherman A shipbuilder A miner Domestic Servant</p> <p>Impact of the loss of industry on the North East</p> <p>How are our local area has been portrayed</p>	<p>YEAR 5 ONLY Windrush generation</p>	<p>YEAR 5 ONLY Very important in this unit - multiple enrichment activities should be planned</p> <p>Beamish St Hilda's pit Guest speakers Laing art gallery - local landscapes Discovery museum- ship building/ story of the Tyne exhibition Beamish - mining Box of delights- mining</p>	<p>Yards Coal Decline Strikes Industrial revolution Poverty Industry Mining Miner Jarrow March Windrush - settlement/ migration Industrialisation Child labour Wealthy Protest Class Domestic service</p>	<p>Disparities in society- role of women/ class link back to other societies (Rosa Parks/ Malala Yusif KS1) Poverty Windrush</p> <p>Legacy- what evidence can we see of our industrial heritage?</p> <p>Settlement</p>	<p>YEAR 5 ONLY Chronology- Ordering pictures to show chronological understanding</p>
Summer 2								

			<p>through art- LS Lowry Sunderland, Bob Olley</p> <p>Class structure</p>				<p>and migration- Windrush generation</p>	
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<p>GDS Opportunities</p>	<ul style="list-style-type: none"> • Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? • Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed? • Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?
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