

## History Medium Term Planning - Cycle A

UKS2	Main Enquiry question	Disciplinary knowledge	Key Knowledge Substantative	Diversity	Enrichment	Vocabulary	Historical links/ Themes/ Concepts	Assessment focus
<b>Autumn 1</b>	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"> <li>• Know what happened to the Roman Empire</li> <li>• Legend of King Arthur</li> <li>• know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>• know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>• know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>• Discuss Christian conversion of Britain</li> <li>• <b>Explore the life of Bede</b></li> </ul>	Adrian of Canterbury- Black Abbot. Bede tells us about him	<b>Jarrow Hall - Farm School</b> Laing art gallery (Lindisfarne Gospels- when available)	<p><b>Empire Legacy</b></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 <b>empire</b></p> <p><b>Legacy</b> of place names - Link back to Roman Britain, Ancient Greece.</p> <p><b>Invasion and conquest-</b> Did they have an invasion or invitation? Was their any opposition?</p> <p><b>Settlement and migration</b></p> <p><b>Diversity with society-</b> Explore the Anglo Saxon hierarchy.</p>	Interpretation- consider different opinions on Alfred the Great
<b>Non Negotiable Knowledge</b>	<p>Know that Anglo Saxon period followed the demise of the Roman empire in 410AD, Know that the Romans withdrew from the UK due to challenges at home, understand that this left a void in Britain, Vortigern (leader of the Celts) invited the Angles Saxons tribes in to protect them from the Picts, Hengst and Horsa then took over lots of land, many left their homelands in Germany, Denmark and The Netherlands to migrate and settle in Britain, factors for migration include the availability of natural resources and fertile land, some believe the it was invasion- the factors including the void left by the Romans and the expansion of the Angle/ Saxon empire, understand that Anglo Saxon Britain was divided into kingdoms with a King for each kingdom, the strongest king was named the bretwalda, during the Anglo Saxon period there was a conversion from Paganism to Christianity, St Bede was partly responsible for this, know that Anglo Saxon Britain was a hierarchical society.</p>							

<b>Arts opportunities</b>	Explore the beauty of the Lindisfarne Gospels (illuminated manuscripts) and the artistic skills and techniques used in this							
<b>Oracy opportunities</b>	Participate in debates about historical issues, justify and give reasons for opinions							
<b>Autumn 2</b>	Were the Vikings always vicious and victorious?	<p><b>Interpretation</b> - link to Boudicca (Romans LKS2) whose perspective? Can we think of any other characters 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 where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons <b>Local Viking raids and then settlement</b></p>	NA	Box of Delights Historical reenactment session	<p>Conflict Raid Interpretation Settlement Pagans Loot Danelaw Treaty Peace Boundaries Celtic Celts Settler Trader Raider Reputation Interpretation Monks</p>	<b>Invasion and conquest</b> - Link back to Romans/ Anglo Saxons and Celts/ Y6 link to WW2 Settlement and migration	Interpretation- Why are the Vikings represented in two different ways in these pictures?
<b>Non negotiable knowledge</b>	Know that the Vikings came from Norway, Sweden and Denmark (Scandinavia) , Know that the Vikings began their raids in Britain in 793AD in Lindisfarne (local area), they were in conflict with the Anglo Saxons, know that they often attacked/ plundered religious places as they held many treasures and they did not believe in the Christian God, Viking attacks were usually very successful due to their barbarity, long boats, weapons and belief in the Norse (Pagan) gods, Viking raids turned into the Great Viking invasion and by 874AD all Kingdoms except Wessex (Alfred The Great) had been conquered , The Vikings and Wessex made a treaty, The Viking areas of land were named Danelaw and the capital was York (modern day York), many Vikings from Scandinavia also came to settle and trade.							
<b>Arts opportunities</b>	Explore depictions and bias in artwork, explore the symbolism in Viking longboats.							

<b>Oracy opportunities</b>	Participate in group discussions led by prompting questions, use oracy tasks as a starting point for written work, through the looking glass- Viking raids.							
<b>Spring 1</b>								
<b>Spring 2</b>								
<b>Summer 1</b>	<b>YEAR 5 ONLY</b> How have people earned a living on Tyneside?  <b>Local history study</b>	Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity	<b>YEAR 5 ONLY</b> Know the industrial heritage of the North East and how this has developed over time.	<b>YEAR 5 ONLY</b> Windrush generation	<b>YEAR 5 ONLY</b> Very important in this unit - multiple enrichment activities should be planned	Yards Coal Decline Strikes Industrial revolution Poverty Industry Mining Miner Jarrow March Windrush - settlement/ migration Industrialisation Child labour Wealthy Protest Class Domestic service	<b>Disparities in society-</b> role of women/ class link back to other societies ( Rosa Parks/ Malala Yusif KS1) Poverty Windrush  <b>Legacy-</b> what evidence can we see of our industrial heritage?  <b>Settlement and migration-</b> Windrush generation	<b>YEAR 5 ONLY</b> Chronology- Ordering pictures to show chronological understanding
<b>Summer 2</b>			Explore the life and working conditions of A shipbuilder A miner Domestic Servant  Impact of the loss of industry on the North East  How are our local area has been portrayed through art- LS Lowry Sunderland, Bob Olley  Class structure	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				
<b>Non negotiable Knowledge</b>	Know that the North East has a strong industrial heritage, Know that there was an industrial revolution between 1760- 1840, know that an industrial revolution means a shift from agricultural life to manufacturing, know that the north east had many coal mines, ship building was a key trade, understand that this industry has faded and that has led to poverty and decline in some of our areas , know that men had women played different roles in society, know that there was also a class based system, know that the Jarrow March happened in 1936 as a response to poverty and growing unemployment, know the key events in this march, understand that migration was key to the growing industrialisation (Windrush)							
<b>Arts opportunities</b>	Explore how North East industry has been portrayed through art- Bob Olley and LS Lowry, pitmen painters (Ashington), Listen to traditional songs depicting life in the industrial North East							
<b>Oracy opportunities</b>	Have the opportunity to ask questions and listen to guest speakers, Picture frame- back to the mines/ shipyards- what can you see?							

**GDS  
Opportunities**

- 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?