

British History
Local History
World History



History Key Content Summer MTP 2021-2022

EYFS	Summer	Theme	Key Concepts		Assessment
	Unit of work	Houses	Community and Culture		Tapestry assessments and EYFS framework assessments
	Key Content	I can talk about similarities and differences between things in the past and now.			
	Second order concepts	Chronology: I can use simple language relating to time Continuity and Change: I can observe and describe things that have changed and stayed over time. Historical Enquiry: I can find out about things that have happened in my life by asking questions and looking at pictures			
YEAR 1	Summer	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions
	Unit of work Castles & Queens	Community and culture Hierarchy and power	<ul style="list-style-type: none"> We live in England England has castles England has a royal family 	<ul style="list-style-type: none"> Castles were built for more than one purpose. They protected the people inside them but also displayed wealth. Windsor castle is the biggest castle in the UK it has been home to royals for almost a millennium. The first castles were made from wood not stone! These belonged to the Normans but because they were made from wood they were at risk of burning down. 	Which two English Queens have celebrated a jubilee? How did people defend their castles? Why do you think the royal family is important? What is a monarch? Who do you think was England's most powerful queen? Why?
	Suggested lessons	Quick Quiz: How were your grandparent's toys different to yours? L1: Who built the first UK castles and why? Children will be given a brief overview of the Battle of Hastings and the Norman conquest of Britain. Children will explore the castles built by the Normans. They will find out about the features of 'motte and	Quick Quiz: What does the word 'decade' mean? L2: What were the features of Medieval castles? Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such	Quick Quiz: How have toy cars changed over time? L3: Who are England's most famous queens? Children will learn about the three most famous queens in England's history: Elizabeth I, Victoria and Elizabeth II. They will compare the monarchs and place these eras onto a class timeline. With support they will pinpoint the	Quick Quiz: How can you tell if a toy is from the past? L4: Who is our current queen? Children will learn about the current royal family and the reign of Elizabeth II. They will learn the life and achievements of Elizabeth II. The children will explore what a palace is and why queens and kings live in them. Children will explore what a jubilee is. They will



	bailey' and 'keep and bailey' castles and identify their strengths and weaknesses by labelling and captioning pictures. They will start to identify the importance castles played in securing Norman rule in Britain.	as moats, keeps and drawbridges. The children present their findings by labelling key elements if castles and compare the differences.	present in relation to these eras on the timeline, using key vocabulary to distinguish the passing of time.	learn about the platinum Jubilee in June 2022 and how people celebrate this event. They will create Jubilee invitations and design a Jubilee party fit for the queen.	
Key Content	I can know about a famous historical event or person in my local area and can explain why they are famous.				
Second order concepts	L1, 4 - Chronology: I can use words and phrases like: before, after, past, present, then and now.				
	L1: - Cause and Consequence: I can explain why a historical event happened and what happened as a result				
	L5, 6 - Significance: I can explain how historical events and people changed things				
	L2, 3 -Historical enquiry: I can research the past using a variety of secondary sources.				
Summer	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions	
Unit of work Amy Johnson	Community and culture Exploration and invention	<ul style="list-style-type: none"> Hull is in England, Europe Australia is on the other side of the world in Australasia. We live in Hull. 	<ul style="list-style-type: none"> Amy Johnson was born in 1903 in Hull. She was the first woman to fly solo to Australia. She flew there in 19 days. Amy Johnson was in the Air Transport Auxiliary during WW2. They would transport planes across the country for the RAF. Amy was a female pilot (aviatrix) and a female engineer Amy flew from London to Australia in 19 days. Amy set a world record for a solo flight from London to South Africa. Amy and her husband set a flight time record for flying from the UK to Australia. On 5th January 1941 her airplane crashed into the Thames Estuary. Her body was never recovered. 	 When and where was Amy Johnson born?  Why was Amy's journey considered dangerous?  How did Amy's actions affect pilots today?  What is an aviator?  How do we learn about things from the past?	



	Suggested lessons	Quick Quiz: Who was Guy Fawkes? L1: Who was Amy Johnson? Children will learn the story of Amy's life before she flew solo to Australia. Children learn about Amy's flight and of the hazards, both natural and human that she faced. They discuss why Amy's journey was such an achievement. Children rank possible reasons why the journey was such an achievement, in order of probability.		Quick Quiz: What was the gunpowder plot? L2: How did people react to Amy at the time and how do we know? Children discuss what news outlets are used for. They grasp that Amy quickly became a celebrity and learn information from a variety of media including newspapers. Children are given statements about Amy's journey for which they have to find the evidence to support them.		Quick Quiz: Why do we celebrate Bonfire night? L3: How did things change for Amy after her famous flight? Children appreciate the ups and downs of Amy's subsequent career. They sequence key events in Amy's life and then create a simple living class graph which they annotate showing the highs and lows in her fortunes. EoU Assessment	
	Key Content	I can know about a famous historical event or person in my local area and can explain why they are famous.					
	Second order concepts	L1, 3 - Chronology: I can use words and phrases like: before, after, past, present, then and now.					
		L1, 2 - Significance: I can explain how historical events and people changed things					
	L2 - Historical enquiry: I can research the past using a variety of secondary sources.						
YEAR 2	Summer	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
	Unit of work The Seaside	Community and culture Hierarchy and power Exploration and invention	<ul style="list-style-type: none"> Land use and economy of UK seaside towns. Facilities of seaside towns Geographical features of local seaside towns. That we live close to some seaside towns, such as Bridlington 	<ul style="list-style-type: none"> How to use primary and secondary resources to identify similarities and differences. Holidays were focused in the UK and many people who worked in factories took their holiday at the same time hence the saying 'factory fortnight' Many people visited seaside resorts and these became popular as it was believed the fresh air would be beneficial to health The key form of travel once there was to walk; hence entertainment was focused within the key areas of the resort. How the development of transport played a big role in people enjoying seaside holidays Entertainment was focused around the beach area (Punch and Judy, sandcastles, deck chairs for relaxing, bathing machines) Clothing differed in the past (invention of sun cream changed this) There are a range of different holidays nowadays (at home and abroad) 		 What was the most popular mode of transport to the seaside in the Victorian era?  Why has beach clothing changed over time?  How have seaside holidays changed over time?  Explain the meaning of 'Factory fortnight'  How has transport to seaside holidays changed over time?	



- Nowadays, travel often involves planes, trains, cars and coaches.

Suggested lessons

Quick Quiz:
How did the Great Fire of London start?
Who was Samuel Pepys?
L1: What were seaside holidays like in the past?
 Children will use photographs and paintings to look for clues about what seaside holidays were like in the past. They will use these clues to start understanding how seaside holidays were different to how they are today. They will also start to order photographs chronologically.

Quick Quiz:
How did historians learn about the great fire?
What was destroyed during the fire?
L2: When and how did seaside holidays become popular?
 Children will find out why seaside holidays were initially only enjoyed by the rich. They will then look at how and why this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach, learning about the meaning of the 'factory fortnight and presenting their understanding in short explanations.

Quick Quiz:
How did the fire get put out?
What ways were houses rebuilt to make sure this disaster couldn't happen again?
L3: What were seaside holidays like 100 years ago?
 Children will use photos to help them identify what seaside holidays were like during the Victorian and Edwardian periods. They will discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from our seaside holidays today. They will write a postcard as if they were a Victorian child, detailing some of the

Quick Quiz:
How were people infected with the plague?
Who was Florence Nightingale?
L4: How have seaside holidays changed over time?
 Children will identify ways in which seaside holidays have changed through the ages. They will order photographs of different aspects of seaside holidays chronologically and discuss similarities and differences between them. Children will create a class timeline using the photographs.

Quick Quiz:
How did Florence help in the Crimean war?
How have hospitals changed today?
L5: What similarities and differences are there between then and now?
 Children will explore some of the ways in which seaside holidays in the Victorian and Edwardian periods were both similar to and different from seaside holidays today. They will consider aspects such as travel to identify ways in which life has changed in the last hundred years. They will present this through a comparison table of then and now.

 EoU Assessment

beach activities they have enjoyed.

	Key Content	I can describe significant events from beyond living memory and explain cause and consequence				
		I can describe significant events from beyond living memory and explain cause and consequence				
	Second order concepts	L1, 4 – Chronology: I can order events on a timeline from beyond my lifetime				
		L2 – Significance: I can describe change beyond living memory				
		L1, 4 – Significance: I can spot old and new things in pictures.				
		L3, 5 – Significance: I can compare and contrast changes from a period of time, focusing on one or more of the 4 key concepts				
L3, 5 – Continuity and Change: I can identify things that have changed or stayed the same during my life and from times before living memory						
	L1, 4 – Continuity and Change: I can research the past using a variety of secondary sources.					
YEAR 3	Summer	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions	
	Ancient Maya	Community and culture Conflict and disaster Exploration and invention Hierarchy and power	<ul style="list-style-type: none"> Other civilisations involved tribes. Settlements became larger because tribes were better able to farm and defend themselves. Dead animals proved to be useful resources because they provided food to eat and skins to keep warm. Their bones were another useful material for making tools. Humans would demonstrate a variety of ways to gather food including hunting and fishing. 	<ul style="list-style-type: none"> Mayan cities had similar layouts to each other. They would have a palace for the ruler, a plaza for the marketplaces and temples, in the form of pyramids. Mayan cities were often found near trade routes and good farmland. Mayans were polytheists, believing in many nature gods or deities. Priests were considered the most important people in the Mayan culture. Warriors, craftsmen and traders were next in the hierarchy. Farmers, workers and slaves were at the bottom of the hierarchy. Mayan merchants traded many goods including salt, cotton, honey and jade. The Mayan calendar (Tzolkin) consisted of 260 days and 13 months. 	 Where were Mayan Cities found?  How is our society similar to the Mayans?  Describe some of the major achievements made by the Mayan civilisation.  Define Mesoamerica  Explain how the Mayan civilisation expired.	

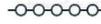


		<ul style="list-style-type: none"> There were lots of battles between tribes who fought each other for more land and power. 	<ul style="list-style-type: none"> The demise of the Mayan civilisation came about because of a mixture of deforestation, land erosion and drought. 				
<p>Suggested lessons</p>	<p>Quick Quiz: How did people live in the stone age? How were animals used to survive in the stone age? L1: Where and when were the remains of the Mayan ruins discovered? Children will find out about the Spanish conquistadors and their expeditions in Mesoamerica. They will look at some of the Mayan temple ruins and generate questions that the conquistadors might have asked, as well as questions they would like to find the answers to themselves.</p>	<p>Quick Quiz: What was Skara Brae? How has Skara Brae helped us to understand this time period? L2: How did the Mayan civilisation developed over time? Children will recap what an archaeologist does and look at how artefacts can help us find out about the Mayan civilisation. They will be given a brief overview of the Mayan civilisation and start to order events chronologically.</p>	<p>Quick Quiz: What is Stonehenge? How do archaeologists think Stonehenge was created? L3: How were the city states and society of the Maya organised? Children will think about how our society is run and who makes our decisions before comparing this with how Mayan society was structured. They will find out about different groups of Mayan people from kings and nobles to slaves and farmers, as well as how Mayans lived in various independent city states.</p>	<p>Quick Quiz: How did houses develop over time from the stone age to bronze age? What was a significant discovery in the bronze age that changed daily life? L4: What were Mayan religion and beliefs? Children will find out what the Maya believed and how this affected their daily lives. They will explore some of the Mayan gods and what they demanded from the Mayan people, including bloodletting and human sacrifice, as well as learning about the role of priests</p>	<p>Quick Quiz: How did daily life change from stone age to iron age? What were iron age hill settlements and forts? L5: What was everyday life like for the Mayan people? Children will generate questions surrounding the everyday lives of ordinary Mayan people. They will use a variety of different sources of information to find answers to their questions and present their findings to their peers in a ppt.</p>	<p>Quick Quiz: How was life easier in the iron age? Who were the Celts? L6: What did Mayan achieve? Children will find out about some of the major achievements of the Maya, specifically a complete writing and number system, and the development of calendars. They will consider the importance of writing from the Maya in helping historians find out about the past.</p>	<p>Quick Quiz: What did Celtic warriors do to scare their enemies? How is life now similar to that of the iron age? L7: What happened to the Mayan civilisation? Children will look at evidence for battles between city states and consider some of the reasons for the decline of the Mayan civilisation. They will think about what could have caused Maya to abandon their major cities. They will discover that the Maya didn't disappear completely and that Mayan people still live in the area today.</p>

and beliefs about the afterlife. They will present

	Key Content	I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)							
	Second order concepts	L1 Historical Enquiry: I can explain how historical artefacts can be used to help build up a picture of the past.							
L2 Chronology: I can place dates and events on a timeline for a historical period									
L3, L4 Similarity and Difference: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity									
L5, L7 Historical Enquiry: I can present the information I have learnt in a variety of ways									
L6 Cause and Consequence: I can explain how a historical event impacted on at least one of the 4 key concepts									
YEAR 4	Summer	Key Concepts	Prior Learning	At the end of this unit of work Children will know:				5 Key Questions	
	Ancient Egyptians	Community and culture Conflict and disaster Exploration and invention Hierarchy and power	Egypt is a country in the continent of Africa. The climate of Egypt is different to that of the UK. What life was like in Stone Age Britain.	<ul style="list-style-type: none"> Human and physical geographical features of Egypt. The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems. The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport. We know about ancient Egyptian life because of evidence such as the pyramids and other artefacts. Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society. Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities. 				 What are the differences between the UK and Egypt?  Explain what a pharaoh was and their importance in Ancient Egyptian society.  Describe what life was like in Ancient Egypt for a poor person.  Define deities  What would have happened if the river Nile dried up?	
	Suggested lessons	Quick Quiz: What does invade mean? What does settle mean? L1: What's the difference between AD and BC	Quick Quiz: How did the Romans conquer Britain? What did Roman soldiers wear? L2: What was Ancient Egyptian society like? Children will learn about the	Quick Quiz: Who was Boudicca? What was Boudicca's revolt? L3: What was life like? Children will	Quick Quiz: What is an emperor? Who was Julius Cesar? L4: Who the pharaohs were and why they were important? Children investigate the role of	Quick Quiz: What was Roman daily life like for a poor person? What was Roman daily life like for a rich person? L5: Who were the ancient Egyptian	EoU assessment		

	<p>dates? Children will consider what they already know about ancient Egypt, then locate Egypt on a map. They will identify the difference between AD and BC, and place key events from the ancient Egyptian civilisation on a timeline. They will also consider human and physical features of the country</p>	<p>different levels within ancient Egyptian society and discover the roles of each person. The children are then challenged to recall the information by defining the societal roles and organising them in order of importance.</p>	<p>identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.</p>	<p>the Egyptian pharaoh in more detail and discover the lives of famous pharaohs and their successes and failures. The children have the opportunity to research and write about a famous pharaoh.</p>	<p>gods and goddesses? Children explore the belief system of the ancient Egyptians, investigating the many different deities and what each one represented. The children must use the information about each god to create images and descriptions.</p>	
Key Content	I can explain the major achievements of one of the earliest civilisation (e.g. Egypt). (relating to the key concepts)					
Second order concepts	L1 Chronology: I can place dates and events on a timeline for a historical period					
	L2, L4 Similarity and Difference: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity					
	L3 Cause and Consequence: I can explain how a historical event impacted on at least one of the 4 key concepts					
	L5 Historical Enquiry: I can present the information I have learnt in a variety of ways					
Summer	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Ancient Egyptians	<p>Community and culture Conflict and disaster Exploration and invention Hierarchy and power</p>	<p>Egypt is a country in the continent of Africa. The climate of Egypt is different to that of the UK. What life was like in Stone Age Britain.</p>	<ul style="list-style-type: none"> • Ancient artefacts found explain methods of communications such as the use of hieroglyphics and papyrus rolls. • Who Howard Carter was and how his discovery helps us to learn. • Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife. • The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs. 		<p> What were Egyptian pyramids used for?</p> <p> What is the significance of the Rosetta stone?</p> <p> Explain why the dead were mummified.</p> <p> Define hieroglyphics</p> <p> Explain the impact Howard Carter's discovery had.</p>	

	Suggested lessons	<p>Quick Quiz: Name two Roman landmarks. Why were the Romans so powerful? L6: What are the pyramids of ancient Egypt? Children take a closer look into the tombs of the pharaohs and why they built pyramids. They will explore the structures of early tombs and compare them to the great pyramids of Giza. The children will also explore the tomb paintings and discuss what these paintings might tell us about ancient Egyptian lifestyles.</p>	<p>Quick Quiz: What was a Roman gladiator? How were Roman slaves treated? L7: Who was Howard Carter? Children will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask. They will start to explain what we can learn about ancient Egypt from artefacts found by archaeologists.</p>	<p>Quick Quiz: What did Romans do for entertainment? How were the Roman governed and controlled? L8: What did the ancient Egyptians invent and achieve? Children will explore a variety of ancient Egyptian artefacts. They will find out about the Rosetta stone and why it was such an important discovery for translating hieroglyphics. They can also think about the artefacts they might leave for other generations and what they might say about our society.</p>	<p>Quick Quiz: What did Romans leave behind when they left Britain? How has Roman daily life then, changed our society now? L9: What did the ancient Egyptians invent and achieve? Children will investigate the inventions of the ancient Egyptians and how they were used to improve their lives. The children will reflect on these inventions and how they might still be used today either as they were or having been developed over the years.</p>	EoU Assessment
	Key Content	I can explain the major achievements of one of the earliest civilisation (e.g. Egypt). (relating to the key concepts)				
	Second order concepts	<p>L6 Historical Enquiry: I know the difference between primary and secondary sources.</p> <p>L7 Cause and Consequence: I can identify and give reasons for historical events and explain the impact</p> <p>L8 Historical Enquiry: I can explain how historical artefacts can be used to help build up a picture of the past.</p> <p>L9 Significance: I can identify historically significant people and events and their impact</p>				
YEAR 5	Summer	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions	
	Unit of work Anglo Saxons	<p>Community and culture Conflict and disaster Exploration and invention Hierarchy and power</p>	<ul style="list-style-type: none"> The Stone Age was when early humans used tools from stone. This lasted until the Bronze Age. The Bronze Age began when settlers arrived from Europe to Britain. These settlers brought with them ways of making tools from metal (bronze). The Iron Age lasted from 800 BC till the Roman invasion (AD 	<ul style="list-style-type: none"> End of Roman rule – AD 410 The Picts then invaded from Northern Scotland Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The Anglo-Saxons began to settle in Britain by 450AD. They came for land and also to help Britain defend against the Picts. Saxon areas were flooding – Britain offered them better land/food 	 Name the three biggest tribes that formed the Anglo-Saxons  Describe how the Anglo-Saxons changed Britain after they invaded.  Explain why tribes invaded and settled in Britain.  Define ham / burh / wick  What date did they invade Britain and when were they conquered? 	



		<p>43) - this was when people used tools made from iron.</p> <ul style="list-style-type: none"> In AD 43, the Romans under the order of Emperor Claudius, first invaded Britain and Roman rule lasted until AD 410. The Anglo-Saxons settled in Britain when the Romans left in AD 410. 	<ul style="list-style-type: none"> They provided us with place names which are still identifiable today e.g. ham (village), burh (town), ley (forest clearing), wick (farm), ton (enclosed village) They shaped England into seven different Kingdoms – Britons pushed westwards and some were enslaved Kingdom of Scotland was split off Conversion to Christianity Daily life of an Anglo-Saxon, how they lived and their achievements. Differences in society for boys and girls Anglo-Saxons convert to Christianity (from Pagans) 		
<p>Suggested lessons</p>	<p>Quick Quiz: Name two ways the Victorian era was different to ours. What was the industrial revolution? L1: Who were the Anglo-Saxons? Children will place the Anglo-Saxons on a timeline and find out who was living in Britain when they first invaded. They will learn why the Romans left Britain and how this allowed other groups to invade from other parts of Europe. They can also consider the difference between the terms 'invade' and 'settle'.</p>	<p>Quick Quiz: How did the industrial revolution change Victorian society? Name two significant people from the Victorian era and explain their impact on society. L2: Who were the Picts and Scots? Children will find out who the Picts and Scots were and where they lived. They will consider why they had different cultures despite a close geographical proximity and think about why there were tensions between the two groups. They will also learn about the lifestyle and culture of these two peoples and consider the accuracy of Roman depictions of Picts and Scots.</p>	<p>Quick Quiz: How have hospitals developed and improved since the Victorian era? What was life like for Victorian children? L3: What was daily life like for an Anglo-Saxon? Children will generate questions they would like to find the answer to regarding everyday life in Anglo Saxon Britain, including areas such as homes, food and leisure. They will be split into groups and use a variety of sources of information to find the answers, then present to the rest of the class.</p>	<p>Quick Quiz: Name two jobs Victorian children had to do and the dangers they faced doing them. How has life changed for children since the Victorian era? L4: What did they believe in? Children are challenged to identify whether the person buried at was Christian or pagan. They will find out about the spread of Christianity in Britain from centres such as Iona and Lindisfarne, and identify some of the key features of both Christianity and paganism at this time to help them identify the religion of the person within the burial ship</p>	<p>EoU Assessment</p>
<p>I can explain where the Anglo-Saxons came from and why they invaded Britain</p>					

Key Content	I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.						
Second order concepts	L1 Chronology: I can place key events from a period of history on a timeline in relation to one other period of history						
Summer	L2, L3, L4 Similarity and Difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race						
Unit of work	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			5 Key Questions	
Vikings	Community and culture Conflict and disaster Exploration and invention Hierarchy and power	<ul style="list-style-type: none"> In AD 43, the Romans under the order of Emperor Claudius, first invaded Britain and Roman rule lasted until AD 410. Anglo-saxons had invaded and settled in Britain since 410 AD. Anglo-saxons converted to Christianity What life was like for an Anglo-Saxon That Vikings were beginning to invade Britain by 789 AD An archaeologist is someone who studies the past by looking at old remains A century is a period of 100 years BC and AD 	<ul style="list-style-type: none"> Vikings came from Scandinavia (Denmark/Sweden/Norway) by longboat. Some people believe they were raiders wanting to steal treasures from the wealthy monasteries. Others believe they were simply traders looking for better land to settle and work from. Only the eldest Viking son would inherit the land, so younger sons needed to find somewhere else to settle. They attacked Lindesfarne and Northern Britain (Scotland) They invaded areas along the east such as York (Yorvik) Who King Alfred was, his achievements and why he was the only English King to have earned the title 'The Great'. The Viking were kept to an area to the East and North which was called Danelaw. What daily life was like for a Viking, their beliefs and achievements. The events at the Battle of Hastings brought an end to Anglo-Saxon and Viking rule. 			 Name the three biggest tribes that formed the Anglo-Saxons  Why did the Vikings invade Lindesfarm and areas such as York?  Explain Viking religious beliefs.  Define monasteries  Between what dates did the Vikings reside in Britain? 	
Suggested lessons	Quick Quiz: Who was Lord Shaftsbury and what changes did he introduce for Victorian children? Who was Dr Barnardo and what changes did he introduce for Victorian children?	Quick Quiz: What was school like for Victorian children? How have schools changed over time? L2: Who were the Vikings? Children will find out about the first Viking invasions,	Quick Quiz: List 2 Victorian traditions that are no longer in use today. How did life differ for the rich and the poor in the Victorian era? L3: How did the Viking invasion affect	Quick Quiz: Describe a typical Victorian Christmas. Name 2 Victorian Christmas traditions that are still carried out to this day. L4: Who was King Alfred? Children will recap the agreement	Quick Quiz: How does legislation and law protect children since the Victorian era? What similarities are there between the Victorians and today's society? L5: What was daily life like in	Quick Quiz: What differences are there between the Victorians and today's society? Was life harder in the Victorian era or in modern society? Explain your opinion.	EoU Assessment



	<p>L1: What was life like for Anglo-Saxons before the Vikings invaded? Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.</p>	<p>establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793 and note this on the class timeline.</p>	<p>the Anglo-Saxons? Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.</p>	<p>between Anglo-Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.</p>	<p>England after the Viking invasion? Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.</p>	<p>L6: How did England become unified? Children will find out about the key figures and events that led to England becoming a unified country under control of a single Viking king. They will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome.</p>	
Key Content	I know why the Vikings invaded Britain and why they were so successful						
Second order concepts	L1 Historical Enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry.						
	L2 Similarity and Difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race						
	L3 Continuity and Change: I can summarise the main events from a period of history, explaining the order of events and making connections between them.						
	L4 Significance: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity						
	L5, L6 Cause and Consequence: I understand the impact of historical events on later periods of history.						
Summer 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:				
Unit of work WW2	Community and culture Conflict and disaster Exploration and invention	<ul style="list-style-type: none"> The Victorian era saw many transformations to peoples' lives in terms of work and education 	<ul style="list-style-type: none"> After World War One ended in 1918, Germany had to give up land and was banned from having armed forces. World War Two in Europe began on 3rd September 1939. The heavy and frequent bombing attacks on London and other cities was known as the 'Blitz'. From September 1940 until May 1941, German bombers attacked British cities, ports and industrial areas. 				



YEAR 6		Hierarchy and power		<ul style="list-style-type: none"> Hull was the most severely damaged British city or town during the Second World War, with 95 percent of houses damaged. Hull was an industrial target that was easy to find due to its location at the axis of the Humber and the River Hull. John “Jack” Harrison and Sir Barnes Wallis were prominent figures in Hull during the Blitz. Children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. Children had labels attached to them, as though they were parcels. Rationing was introduced and the ‘Dig for Victory’ scheme was promoted. Children learn who Anne Frank was through primary and secondary resources, whilst considering how historians have learned from her experiences. 		
	Suggested lessons	<p>Quick Quiz: What was the Shang dynasty? Name a king from this time period and how he influenced his people.</p> <p>L1: Intro. to WW2 following WW1 which ended in 1918, Germany had to give up land and was banned from having armed forces. Chn begin with a timeline activity. This lesson allows the children to create a context for the beginning of WW2 and the world leaders involved during the war. The children have the opportunity to discover key topic vocabulary and learn about the who was part of the Axis and Allied forces.</p>	<p>Quick Quiz: What is and oracle bone? How did they help historians learn about the Shang dynasty?</p> <p>L2: Children will learn that the Blitz was a significant period in the war which caused huge amounts of damage. The children have the opportunity to reflect on how people would have felt during and after the bombings and where was badly hit across Britain</p>	<p>Quick Quiz: Describe 2 burial rituals from the Shang dynasty. What did people of the Shang Dynasty believe in?</p> <p>L3: What was the Blitz? Explore how people dealt with the Blitz. Look at primary sources – fears, how they kept safe, was it effective, suggest problems?</p>	<p>Quick Quiz: What was daily life like for peasants of the Shang era and how did this differ from royalty? how the oracle bone script affected the Shang.</p> <p>L4: What was the Blitz? Why was Hull so affected? Hull Bomb map – which area of Hull was the most affected? North East coastal town.</p>	<p>Quick Quiz: What happened when the Zhou army attacked the Shang palace? What sources can we use to learn about historical events of the past?</p> <p>L5: Children find out about famous significant local figures who were prominent during the Hull Blitz. They find out about John “Jack” Harrison and Sir Barnes Wallis, their lives and why they were important.</p>
	Key Content	I can research and share my knowledge with others about a key aspect or theme in British history from after 1066				
	Second order concepts	L1 Chronology: I can summarise and evaluate events on a timeline in relation to key concepts or themes.				
		L2 Cause and Consequence: I can evaluate how a historical event impacted on one or more of the 4 key concepts.				
		L3, L4 Historical Enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry.				
		L5 Significance: I can evaluate the impact of key historical people and events				
Summer 2	Key Concepts	5 Key Questions				

<p>Unit of work</p> <p>WW2</p>	<p>Community and culture Conflict and disaster Exploration and invention Hierarchy and power</p>		    	<p>What was rationing during WW2?</p> <p>Explain evacuation and how families were affected by the process during the WW2?</p> <p>Explain the life of Anne Frank and how her family played a pivotal role during WW2.</p> <p>Define a 'Blitz'.</p> <p>Explain how historical events of WW2 have changed society today.</p>		
<p>Suggested lessons</p>	<p>Quick Quiz: Name 2 landmarks of ancient Greece. What is the difference between a democracy, oligarchy and a monarchy in ancient Greece? L6: Following from the previous lesson, the children look in detail at the safety measures that people went through to keep them safe during the Blitz. They are introduced to the process of evacuation and are challenged to describe this and other safety procedures.</p>	<p>Quick Quiz: Name two powerful city-states of ancient Greece. Name some similarities and differences between these two states. L7: The children will take an in-depth look at the process of evacuation and how it helped children and other vulnerable people stay safe. They listen to Win and Barbara's recount. Annotate transcript. Look at other primary sources on evacuation. Debate as to whether evacuation should</p>	<p>Quick Quiz: What is the difference between primary and secondary sources? What was life like in ancient Greece? L8: Children are introduced to the concept of food rationing and are encouraged to think about the reasons behind it. They investigate different sources which tell us about how different types of food were rationed and how people could supplement their rations with the Dig for Victory scheme.</p>	<p>Quick Quiz: Name 2 Greek gods and goddesses. What were the important roles the gods and goddesses played in everyday life of ancient Greece? L9: This lesson explores how Hitler's view of a 'master race' affected how Jews and other groups were treated during the war. After learning about the dangers for these people during the war the children have the opportunity to discover the experiences of</p>	<p>Quick Quiz: Name 2 important figures from ancient Greece known as either a 'philosopher' or a 'scholar'. How have these important figures affected modern society? L10: In this lesson the children will look at photographs in order to gain an understanding of what life was like for everyday people in Britain during the war. They are encouraged to use what they have learnt from previous lessons and apply it to what they see in the photographs. They compare this to how life is now, identifying similarities and differences from within our country and across the world in modern society.</p>	<p>EoU Assessment</p>



			have happened. Chn. to write own personal conclusions in books.		Anne Frank and why she is remembered.		
Key Content	I can research and share my knowledge with others about a key aspect or theme in British history from after 1066						
Second order concepts	L6, L7 Historical Enquiry: I can use a range of information, including my own research, to present a historical argument.						
	L8 Significance: I am aware of some pivotal events and people in modern British history						
	L9, L10 Similarity and Difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race						