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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Autumn | SCOPE: Britain’s settlement by Anglo-Saxons and Scots | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)• understand the history of Britain as a coherent and chronological narrative, from the earliest times to thepresent day • learn how Britain has influenced and been influenced by the wider world • understand historical concepts such as similarity, difference and significance, and use them to make connections, draw contrast and frame historically valid questions • create their own structured accounts, including writtennarratives and analyses. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Secure knowledge and understanding of: changes in Britain from the Stone Age to the Iron Agethe Roman Empire and its impact on Britaina local history studythe achievements of the earliest civilizations Ancient Egypt | To explore reasons for the Anglo-Saxon ‘invasions’ of England, and to find(local) evidence of Anglo-Saxon settlement  | To explore reasons why Vortigern invited Saxons to live on his land, and tothink about the significance of this event | To discover when Christianity came to Anglo-Saxon England | To discover what we can and cannot find out about Anglo-Saxons fromarchaeology, and to explore why people buried wealth but then didn’t comeback for it | To write our own interpretation of King Offa, using the evidence we havediscovered | To hold a class debate by reviewing all of our work on the Anglo-Saxons,and reaching a conclusion | Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways |
| I know where the Anglo-Saxons came from.• I know how most Anglo-Saxons lived by studyingthe village of West Stow.• I can tell if Anglo-Saxonssettled in my area.  | I know why Vortigerninvited the Saxons tocome to Britain.• I can prioritise reasons forwhy something occurred.• I can reach a conclusionfollowing an enquiry. | I can discuss howAugustine and Columba both played a part inBritain becomingChristian.• I can write a briefbiography of Bede.• I can explore the evidence from the Sutton Hoo grave and reach aconclusion. | I understand thatarchaeology cannot tell us everything about Anglo-Saxon times.• I know that some Anglo- Saxons were very rich.• I can research and analysefindings from an Anglo Saxon hoard. | • I understand what an Anglo-Saxon king did.• I can build up my own picture of Offa through an enquiry.• I can write my own interpretation of Offaas a king. | • I can put together acoherent argument.• I can listen to otherpeople’s opinions.• I can reach my ownconclusion about thetopic under debate. |
| See previous year groups vocabulary box in this document. | **Vocabulary: burh (burgh):** a well-defended Saxon town • **christianity:** a religion based on the teachings of Jesus Christ • **Hoard:** items buried and left, possibly for safekeeping • **interpretation:** one person’s view of an event in history • **invasion:** attacking and conquering anothercountry • **Martyr:** someone who dies for what they believe in • **Missionary:** a person who goes to a different country to spread a religion, usually Christianity • **Monastery:** a building where a religious community (usually monks) lives • **Monk:** a man who devotes himself to religion• **Pagan:** someone who believes in lots of different gods • **Reconstructed village:** a modern copy of a village from Anglo-Saxon times• **Significant:** very important. |

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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Spring | SCOPE: the Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)• be inspired to be curious to know more about the past • learn about the Viking and Anglo-Saxon struggle for the Kingdom of England • be taught about a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Secure knowledge and understanding of: changes in Britain from the Stone Age to the Iron Agethe Roman Empire and its impact on Britaina local history studythe achievements of the earliest civilizations Ancient Egypt | To explore whether available evidence always offers a balanced view | • To find out about Viking life in Norway, Sweden and Denmark | • To discover when, where and why Vikings settled in Britain | • To ask whether King Alfred deserves the title ‘the Great’ | • To find out what evidence we have about the Vikings, and to evaluatethis evidence | • To create an original Viking saga | Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways |
| • I understand whathappened on Lindisfarneon June 8th 793 ad.• I will begin to questionhistorical evidence.• I will begin to understandhow the Anglo-Saxonsreacted to this Viking raid.  | • I know why the Vikings left home.• I know where the Vikingswent.• I appreciate that theVikings were traders aswell as raiders. | • I know where Vikingssettled in Britain.• I understand theimportance of Reptonand Jorvik.• I will discover the keycharacteristics of Vikinglife in Britain. | • I can piece together atimeline of Alfred’s life.• I can decide howsuccessful Alfred was against the Vikings.• I can offer an opinion about whether Alfredshould be called ‘the Great’. | • I know that the Vikings themselves left very little written evidence.• I realise that evidence isusually one-sided.• I understand that it is very difficult to come to a definitive picture of theVikings. | • I understand whata saga is and whatit should include.• I understand that sagasare not necessarily truein every detail.• I can write my ownViking Saga. |
| See previous year groups vocabulary box in this document. | **Vocabulary: Anglo-Saxon chronicle:** a book written by Anglo- Saxon monks to record the events of each year • **Danelaw:** part of north and east England under the law of the Vikings, where they lived and ruled • **Hoard:** treasure buried in the ground, probably for safety in times of trouble• **longship:** a Viking warship • **Monastery:** a religious place where monks live and pray • **Monk:** a man who devotes himself to religion• **norse:** to do with the Vikings (‘Norsemen’, from the North) • **Saga:** a story or myth told by Vikings to remember the lives of earlier famous Viking people • **Scandinavia:** where the Vikings came from: Norway, Sweden and Denmark • **Vinland:** a Viking name for part of North America(on the tip of modern Newfoundland). |

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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Summer | SCOPE: A non-European society that provides contrasts with British history | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)• learn about a non-European society – the Mayan civilisation c. 900ad – that provides contrasts withBritish history • gain a coherent knowledge and understanding of Britain’s past and that of the wider world• know and understand significant aspects of the history of the wider world, including characteristicfeatures of past non-European societies. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Secure knowledge and understanding of: changes in Britain from the Stone Age to the Iron Agethe Roman Empire and its impact on Britaina local history studythe achievements of the earliest civilizations Ancient Egypt | To explore the lives of the Maya today, and use this as a way to begin toexplore the Maya 1,000 years ago  | • To find out how the Mayans worshipped their gods, and to compare theMayan creation myth with the Christian story of creation | To explore Mayan science and technology, and to reach a judgement abouthow advanced Maya society was | • To explore what we can find out about the Maya from their ancient citiesand ask why those deserted cities stayed hidden for so long | • To try to explain what happened to most of the Maya around 900 ad | • To make a Maya folding book, which includes the answers to questions thechildren posed in Lesson 1 | Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways |
| • I know where and how the Maya live today.• I can come up with a series of questions to askabout the Maya 1,000 years ago.• I can use evidence to reach a conclusion, anddevelop questions that I want answering from myconclusion.  | • I know that the Maya hadmany gods.• I understand some of thereasons why the Mayahad so many gods.• I can identify thesimilarities anddifferences between theMayan and the Christiancreation myths. | • I can add up using theMayan counting system.• I can research and exploreMayan technology andachievements.• I can make a judgementabout how advanced asociety the Maya were. | • I can ask some questions about the Maya based onmy previous work on Ancient Egypt.• I can deduce facts aboutMayan cities from the archaeological evidence.• I realise that there are some things we cannottell from archaeology. | • I understand that most ofthe Maya disappearedaround 900 ad.• I know that historiansdisagree about why thishappened.• I can begin to develop myown interpretation of events around 900 ad. | • I can check to see that allmy questions have beenanswered.• I will produce acompleted Maya codex. |
| See previous year groups vocabulary box in this document. | **Vocabulary:** • **Archaeologist:** someone who digs up remains of old societies • **base 20:** a maths system based on 20, not 10 like we use• **codex:** the Mayan book • **creation myth:** a story which explains the beginning of the world • **Hieroglyphs:** writing that is made of pictures• **interpretation:** one person’s point of view based on evidence • **Rain forest:** an area of forest that contains many tall trees, has high temperatures and lots of rain • **Sacrifice:** an offering to keep the gods happy • **Stelae:** stones or wooden posts which have writing on. |