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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 the  present 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 written  narratives 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 Age  the Roman Empire and its impact on Britain  a local history study  the 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 to  think 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 from  archaeology, and to explore why people buried wealth but then didn’t come  back for it | To write our own interpretation of King Offa, using the evidence we have  discovered | 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 studying  the village of West Stow.  • I can tell if Anglo-Saxons  settled in my area. | I know why Vortigern  invited the Saxons to  come to Britain.  • I can prioritise reasons for  why something occurred.  • I can reach a conclusion  following an enquiry. | I can discuss how  Augustine and Columba both played a part in  Britain becoming  Christian.  • I can write a brief  biography of Bede.  • I can explore the evidence from the Sutton Hoo grave and reach a  conclusion. | I understand that  archaeology cannot tell us everything about Anglo-Saxon times.  • I know that some Anglo- Saxons were very rich.  • I can research and analyse  findings 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 Offa  as a king. | • I can put together a  coherent argument.  • I can listen to other  people’s opinions.  • I can reach my own  conclusion about the  topic 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 another  country • **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 Age  the Roman Empire and its impact on Britain  a local history study  the 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 evaluate  this 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 what  happened on Lindisfarne  on June 8th 793 ad.  • I will begin to question  historical evidence.  • I will begin to understand  how the Anglo-Saxons  reacted to this Viking raid. | • I know why the Vikings left home.  • I know where the Vikings  went.  • I appreciate that the  Vikings were traders as  well as raiders. | • I know where Vikings  settled in Britain.  • I understand the  importance of Repton  and Jorvik.  • I will discover the key  characteristics of Viking  life in Britain. | • I can piece together a  timeline of Alfred’s life.  • I can decide how  successful Alfred was against the Vikings.  • I can offer an opinion about whether Alfred  should be called ‘the Great’. | • I know that the Vikings themselves left very little written evidence.  • I realise that evidence is  usually one-sided.  • I understand that it is very difficult to come to a definitive picture of the  Vikings. | • I understand what  a saga is and what  it should include.  • I understand that sagas  are not necessarily true  in every detail.  • I can write my own  Viking 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 with  British 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 characteristic  features 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 Age  the Roman Empire and its impact on Britain  a local history study  the achievements of the earliest civilizations Ancient Egypt | To explore the lives of the Maya today, and use this as a way to begin to  explore the Maya 1,000 years ago | • To find out how the Mayans worshipped their gods, and to compare the  Mayan creation myth with the Christian story of creation | To explore Mayan science and technology, and to reach a judgement about  how advanced Maya society was | • To explore what we can find out about the Maya from their ancient cities  and 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 the  children 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 ask  about the Maya 1,000 years ago.  • I can use evidence to reach a conclusion, and  develop questions that I want answering from my  conclusion. | • I know that the Maya had  many gods.  • I understand some of the  reasons why the Maya  had so many gods.  • I can identify the  similarities and  differences between the  Mayan and the Christian  creation myths. | • I can add up using the  Mayan counting system.  • I can research and explore  Mayan technology and  achievements.  • I can make a judgement  about how advanced a  society the Maya were. | • I can ask some questions about the Maya based on  my previous work on Ancient Egypt.  • I can deduce facts about  Mayan cities from the archaeological evidence.  • I realise that there are some things we cannot  tell from archaeology. | • I understand that most of  the Maya disappeared  around 900 ad.  • I know that historians  disagree about why this  happened.  • I can begin to develop my  own interpretation of events around 900 ad. | • I can check to see that all  my questions have been  answered.  • I will produce a  completed 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. | | | | | | |