

Rothwell St Mary's Catholic Primary School
History Long Term Plan
Substantive and disciplinary concepts

	Autumn Term	Spring Term	Summer Term
EYFS	Understanding the World – see EYFS Long Term Plan		
Y1	<p style="text-align: center;">Home Sweet Home</p> <p style="text-align: center;">Chronology Historical Evidence Similarity and difference</p> <p style="text-align: center;">Life of the child Society</p>	<p style="text-align: center;">Life as a Victorian Child</p> <p style="text-align: center;">Chronology Compare and contrast</p> <p style="text-align: center;">Life of the child Society Innovation Legacy</p>	<p style="text-align: center;">Grace Darling</p> <p style="text-align: center;">Significance Historical Evidence</p> <p style="text-align: center;">Legacy Innovation Society</p>
Y2	<p style="text-align: center;">Rothwell Miners</p> <p style="text-align: center;">Chronology Compare and contrast Historical evidence</p> <p style="text-align: center;">Society Legacy Innovation Life of the child</p>	<p style="text-align: center;">The Great Fire of London</p> <p style="text-align: center;">Compare and contrast Historical evidence Significance Cause and consequence</p> <p style="text-align: center;">Legacy Society Innovation</p>	<p style="text-align: center;">Florence Nightingale and Mary Seacole</p> <p style="text-align: center;">Significance Cause and consequence.</p> <p style="text-align: center;">Legacy Innovation Society</p>
Y3	<p style="text-align: center;">The City where we live</p> <p style="text-align: center;">Historical evidence Compare and contrast Chronology</p> <p style="text-align: center;">Innovation Society Legacy</p>	<p style="text-align: center;">World War Two</p> <p style="text-align: center;">Chronology Compare and contrast Historical evidence</p> <p style="text-align: center;">Invasion Life of the child Society</p>	<p style="text-align: center;">Ancient Greece</p> <p style="text-align: center;">Historical evidence Interpretation Chronology</p> <p style="text-align: center;">Civilisation Innovation Religion Society</p>

Y4	<p>The Stone Age</p> <p>Historical evidence Interpretation Chronology Compare and contrast</p> <p>Innovation Civilisation Legacy Society</p>	<p>The Achievements of The Romans</p> <p>Chronology Historical evidence Interpretation Cause and consequence</p> <p>Invasion Society Civilisation Legacy Innovation Government</p>	<p>The Anglo- Saxons</p> <p>Chronology Historical evidence Interpretation Cause and consequence</p> <p>Invasion Religion Society Innovation</p>
Y5	<p>The Vikings</p> <p>Historical evidence Interpretation Chronology</p> <p>Invasion Innovation Religion Society</p>	<p>Mayan Civilisation</p> <p>Historical evidence Interpretation Chronology</p> <p>Civilisation Innovation</p>	<p>Windrush</p> <p>Chronology Historical evidence Interpretation/Bias Cause and consequence.</p> <p>Society Legacy</p>
Y6	<p>Women in History (Inc Ancient Egypt Civilization)</p> <p>Chronology Historical evidence Interpretation/Bias Cause and consequence</p> <p>Legacy Society (women) Innovation Government Life of the child Civilisation</p>		<p>Medine through time (Inc The Shang Dynasty)</p> <p>Chronology Historical evidence Interpretation/Bias Cause and consequence</p> <p>Innovation Society Government Legacy Civilisation</p>

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Year 1 Planning Overview

Autumn	Home Sweet Home Key Substantive Concept: Life of the child, society National Curriculum reference: Events within living memory
	Lines of enquiry: 1. Who is in my family and when were they born? 2. What was different about my parents/ grandparent's life compared to mine? 3. What was the same? 4. What was Rothwell like when my grandparents were younger?
	Key vocabulary: past, born, first, next, then, now, change, similar, different, parent, grandparent, younger, older, timeline
	Key knowledge: <ul style="list-style-type: none"> • To understand who is in my family. • Understand some changes that have happened in their own lives since they were born (e.g baby, toddler, child) • Begin to understand chronology and that parents were born before them and grandparents before their parents. • Understand that my parents and grandparents' childhoods were different to mine (including toys, technology, leisure, education, local area) • To begin to understand chronology and that time is linear
	Key disciplinary skills: Chronological Understanding <ul style="list-style-type: none"> • Can children tell others about changes that have happened in their own life since they were born • Can children talk about where their parents and/or grandparents would fit on a timeline Historical Enquiry <ul style="list-style-type: none"> • Children can ask questions such as: What was it like for people? What happened? How long ago? Historical Evidence <ul style="list-style-type: none"> • Children can begin to use primary sources to notice similarities and differences between theirs and their parents/ grandparents lives Compare and Contrast <ul style="list-style-type: none"> • Children begin to compare their childhood with their parents/ grandparents childhood
	Overarching Enquiry Question: Where did I come from?

Spring	Life as a Victorian Child Concept: Life of the child, society National Curriculum reference: events beyond living memory
	Lines of enquiry: 1. Who was Queen Victoria? 2. When was the Victorian era and where would this come on a timeline? 3. What was life like for a Victorian child? 4. How was the life of a Victorian child different to mine? 5. Has Queen Victoria ever been to the city we live in?
	Key vocabulary: Past, change, century, before, after, similar, different, Victorian, Queen, poor, society
	Key knowledge: <ul style="list-style-type: none"> • Children understand that Queen Victoria was the monarch at the time and that The Victorian era was named after her • Children to understand that this was beyond living memory and that we can't ask anyone alive today about this who was there. • Children to begin to understand where this era would sit on a timeline in comparison to when their parents were born. • Children to understand how society and the lives of children were different to now (including education, housing, leisure, local era, working conditions) • Children to understand that a lot of children had to go to work from very young, schools, differences in food, housing, clothes, transport, access to electricity, streets. • Children to use primary sources to talk about Queen Victoria's opening of Leeds Town Hall

	<p>Key disciplinary skills:</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Children can begin to interpret a timeline • Children begin to understand that some events happened beyond living memory • Children begin to talk about where The Victorian Era sits on a timeline in comparison to when their parents were born • Children can begin to use dates to talk about people or events from the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Children can answer questions by using different sources, such as an information book or pictures. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Children can recount some interesting facts from an historical event. • Children can tell you how they found out about people or events in the past. <p>Compare and Contrast</p> <ul style="list-style-type: none"> • Children begin to compare their childhoods with the life of a Victorian child
	<p>Overarching enquiry question: How is my life different to life in the Victorian era?</p>

Summer	<p>Grace Darling</p> <p>Concept: Legacy and innovation</p> <p>National Curriculum Reference: The lives of significant individuals in the past who have contributed to national and international achievements (KS1).</p>
	<p>Lines of enquiry:</p> <ol style="list-style-type: none"> 1. Who was Grace Darling? 2. What was she remembered for? 3. What did people in The Victorian era think of her? 4. How did she change safety at sea? Where can we still see this changes in modern life today?
	<p>Key vocabulary: change, Victorian, past, bravery, safety, life boats, lighthouse, legacy, modern, source, heroine</p>
	<p>Key knowledge:</p> <ul style="list-style-type: none"> • Children to understand that Grace Darling was the daughter of a lighthouse keeper alive in The Victorian Era • Children to understand the events of the night she rescued survivors of a wrecked merchant ship in 1836 and that she put her own life in danger by travelling out on a wooden boat to rescue them • Children to understand that Grace's actions were remarkable and unusual at the time for her gender • Children to understand she was recognised as a heroine for her bravery and Queen Victoria wrote a letter to her and sent her a donation • Children to understand that these events led to a focus on safety at sea and support for The Royal National Lifeboat Institution • Children to recognize Grace Darling as a significant individual of The Victorian Era
	<p>Key disciplinary skills:</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Children to know that Grace Darling was alive in The Victorian Era and that this is beyond living memory <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Children can show some understanding of how evidence is collected and used to make historical facts (<p>Significance</p> <ul style="list-style-type: none"> • Children to understand why Grace Darling was a significant individual of The Victorian Era (understanding she was famous for her bravery and was popular figure in The Victorian Era)
	<p>Overarching enquiry question: Why should we remember Grace Darling?</p>

Year 2 Planning Overview

Autumn	<p>Rothwell Miners Concept: Society and innovation National Curriculum reference: Significant historical events, people and places in their own locality (KS1).</p>
	<p>Lines of enquiry:</p> <ol style="list-style-type: none"> 1. When did Rothwell Colliery open? 2. Can we sequence key events (opening of the colliery, Fanny Pit shaft is dug, introduction of pit ponies, coal carts, introduction of conveyor belt, the closure of the colliery). 3. What was life like when the mines were open in Rothwell? How was this different to now? 4. What would a typical day look like for a Rothwell miner? 5. Where did the miners live and what made them a community? 6. What were conditions like for miners? 7. Why did Rothwell colliery close?
	<p>Key vocabulary: change, timeline, century, decade, experience, source (of evidence), mining, colliery, shaft, pit, chronological, within living memory, beyond living memory, community</p>
	<p>Key knowledge:</p> <ul style="list-style-type: none"> • Children to know that Rothwell Colliery opened in 1867 which is beyond living memory • Children to be able to sequence key events in chronological order (opening of the colliery, Fanny Pit shaft is dug, introduction of pit ponies, coal carts, conveyor belts, closure of the colliery) Children to understand that technology improved over time • Children to understand what a typical day would look like for a miner (including use of mining specific vocabulary) e.g working hours, equipment needed, routines at the colliery, different roles and responsibilities for miners, miners lunch, miners routines after a day at work (use of pit baths etc) • Children to understand that conditions for miners were dangerous, cramped, tiring, dark and humid and that this was a dangerous line of work • Children to understand that a mining 'community' was created through common experience, housing, interests, leisure, working conditions • Children to know and understand events that lead to the closure of the mines (e.g low pay, poor working conditions, coal being imported from other countries, natural exhaustion and the miners strikes) • Children to understand that some children were expected to work down the mines from the age of 6 years old and that conditions were dreadful for these children
	<p>Key disciplinary skills: Chronological Understanding Children can interpret a given timeline suggesting what they notice using knowledge on within living memory and beyond living memory and time specific vocabulary (decade, before, after, past)</p> <p>Historical Enquiry Children can ask questions such as: What was it like for miners? What happened? How long ago?</p> <p>Knowledge and Interpretation Children can talk about similarities and differences between two different time periods (Rothwell when the mine was open and Rothwell now)</p> <p>Historical Evidence Children to look at both primary and secondary sources to understand what a typical day for a miner would look like and to understand what conditions were like for miners. Children to use evidence to suggest and understand reasons for the closure of the mines.</p>
	<p>Overarching enquiry question: How has mining shaped Britain?</p>

Spring	<p>The Great Fire of London Concept: Legacy, Significance, innovation, National Curriculum reference: Events beyond living memory that are significant nationally or globally (KS1).</p>
	<p>Lines of enquiry:</p> <ol style="list-style-type: none"> 1. How much has London changed over time 2. How do we know what London was like in 1666? 3. What was firefighting like in 1666 and what is it like today? 4. Why did The Great Fire spread so quickly? 5. How did The Great Fire change London?
	<p>Key vocabulary: primary source, cause, consequence, king, change, spread, events, Tudor, fire hooks, leather buckets, fire brigade, housing, crowded, water wheels, warehouses</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Children know that London has changed over time from its original Roman city walls to being a highly populated city (use maps of London to identify these changes over time)

- Children know London was a crowded city with tightly packed buildings made from timber.
- Children know how the Great Fire of London started in a bakery on 2nd September 1666.
- Children know factors such as timber buildings, a very dry summer, a strong wind and an uncoordinated fire service led to the Great Fire of London spreading quickly.
- Children know Samuel Pepys account of events plays an important role in how we know about the Great Fire of London.
- **Children know the Great Fire of London changed London forever as the city was rebuilt using stone, important landmarks were redesigned and new fire equipment was supplied in each parish.**

Key disciplinary skills:

Chronological Understanding

- Children can use dates to talk about people or events from the past.

Historical Enquiry

- Children can understand and talk about how people find out about the past.

Knowledge and Interpretation

- Children can explain the causes of an historical event and what the consequences were.

Overarching enquiry question:

How did London become the city we know today?

Florence Nightingale, Mary Seacole

Concept: **Significance, legacy**

National Curriculum reference: The lives of significant individuals in the past who have contributed to national and international achievements (KS1).

Lines of enquiry:

1. Who are Florence Nightingale and Mary Seacole what do they have in common?
2. What makes Florence Nightingale and Mary Seacole so special?
3. How did Florence Nightingale and Mary Seacole change nursing?
4. Why do we remember them today?

Key vocabulary:

significant, change, national, impact, remembrance, equality, memorial, hygiene, hospital, cleanliness

Key knowledge:

- Children recognise images of Florence Nightingale and Mary Seacole.
- **Children recognise the important role nurses play in today's society (covid 19) and in past societies.**
- **Children know Florence Nightingale was influential in improving healthcare and hospitals and can compare hospitals of the past to modern hospitals.**
- Children know Florence Nightingale, Mary Seacole risked their own lives to help others.
- **Children know how the lives of Florence Nightingale and Mary Seacole are commemorated and why.**

Key disciplinary skills:

Chronological Understanding

- Children can connect their new learning of historical people or events to others that they have learnt about before.

Historical Enquiry

- Children can research the life of a significant individual from the past using different sources.

Knowledge and Interpretation

- Children can describe significant people from the past and talk about what they did.
- Children can explain how local people or events in history have changed things nationally or internationally.

Assessment question:

Why should we remember the work of Florence Nightingale and Mary Seacole?

Summer

Year 3 Planning Overview

Autumn	The City Where We Live Concept: Innovation, society
	Lines of enquiry: <ol style="list-style-type: none"> How has Leeds developed between the 16th and 19th century? (children to focus on sequencing a map from the 16th- 19th century to set historical context) What did Leeds look like in the 1800's? Where do you think this map would sit in our sequence? How was life in Leeds in the 1800's different to Leeds now? What are the significant events in the history of Leeds? What does evidence tell us about how Leeds has developed industrially? How did innovation in Leeds impact the rest of the country?
	Key vocabulary: Industry, industrialization, developed, century, changed, developed, sequence, impact, innovation, technology, factories, workhouse
	Key knowledge: <ul style="list-style-type: none"> Children to understand that Leeds has continued to expand develop and expand from a town to a city since the 16th century. Children to understand that Leeds in the 1800's changed in terms of population, housing (cheap back-to-back houses), disease and hygiene, narrow streets, increase in number of factories and smoke and fumes, workhouses (linking to life of the child) Children to understand the impact industrialization had on Leeds changing from a small town to a large manufacturing city and a huge increase in the number of working people in the city, leisure and working days and hours. Children to understand that Leeds developed as a mill town during the Industrial Revolution alongside other surrounding villages and towns in the West Riding of Yorkshire. It was also known for its flax industry, iron foundries, engineering and printing, as well as shopping, with several surviving Victorian era arcades, such as Kirkgate Market. Children to understand that the first steam locomotive (Middleton railway) was used for commercial use to transport goods. Children to understand that this led to Leeds being a key industrial manufacturer supplying ammunition for the war effort (Link to WW2)
	Key disciplinary Skills: Chronological Understanding <ul style="list-style-type: none"> Children can use dates and historical terms to describe significant events. Children can sequence maps based on their historical understanding of the development of Leeds Historical Enquiry <ul style="list-style-type: none"> Children can use evidence to ask questions and find answers to questions about the past. Knowledge and Interpretation <ul style="list-style-type: none"> Children can describe the characteristic features of the past and experiences of men, women and children within society.
	Assessment question: How has Leeds developed to become the city we know today?

Spring	World War Two Key concepts: Invasion, society, life of the child
	Lines of enquiry: <ol style="list-style-type: none"> What was the main catalyst for World War Two? Who were the key leaders and which side were they on? How did the war develop and what alliances were formed? How can I plot the key events from World War Two on a timeline? How significant was The Blitz? How was the life of a child during the war different to mine? (Evacuee case study) How did the war end and why? (Focus VE day and VJ day) What was the lasting impact of the war on people in our locality? (Visit to cenotaph)

Key vocabulary: war, leaders, develop, alliance, axis, powers, plot, key, events, timeline, chronology, impact, invasion, blitz, evacuee

Key knowledge:

- Children to understand what the main catalysts were for the beginning of WWII (Germany's **invasion of Poland**)
 - **Children to understand who the key leaders were in World War II and what side they were on. (Allied powers: Winston Churchill (England), Charles De Gaulle (France), Franklin D. Roosevelt and Harry S. Truman (United States) Axis powers: The Axis powers were led by Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan). Children to understand the change in relationship with USSR. (Map overlay to be used to show the development of The War)**
- Children to be able to plot the key events of World War II on a time line (The Blitz, Evacuation in Britain, D-Day, Dunkirk, America joining the allies, Churchill becomes prime minister)
- Children to understand how the war ended and why (Germany's surrender, VE Day, VJ Day)
 - **Children to begin to understand change in society during the war e.g women taking on new roles and the roles of men, food production and togetherness.**
 - **Children to understand the impact The Blitz had on Leeds (9 air raids affecting the city centre, Beeston, Bramley and Armley, Churchills visit to Leeds in 1945.**
 - **Children to understand what life was like for evacuee children**
 - Children to visit The Cenotaph in Rothwell to remember the impact of war.

Key disciplinary skills:

Chronological Understanding

- Children can understand the concept of change over time, representing this, along with evidence, on a timeline of key events of World War II.

Compare and contrast

- Children to compare and contrast the life of an evacuee child with their own.

Historical Enquiry

- Children can use evidence to ask questions and find answers to questions about the past.

Overarching Enquiry Question:

Why is it important we remember World War Two?

Ancient Greece

Concept: **Civilisation, innovation**

National Curriculum reference: A study of Greek life and achievements and their influence on the western world (KS2).

Lines of enquiry:

1. When and where did the Ancient Greece Civilisation develop?
2. How can we find out about the civilization of Ancient Greece today?
3. Why was religion important to the Ancient Greece civilization?
4. How were temples built and how did this reflect polytheist beliefs?
5. Can we thank the Ancient Greeks for anything in our lives today?

Key vocabulary:

Democracy, culture, Olympics, city states, legacies, civilisation, language, sources, society

Key knowledge:

- Children know the Ancient Greek era overlaps many important historical periods including Stone Age Britain, Ancient Egypt and the Ancient Maya.
- Children can locate Ancient Greece, Athens and Sparta on a map and know Ancient Greece consisted of city states.
- Children know there are a range of sources which tell us about life in Ancient Greece, including pottery, statues, illustrations, architecture and archaeological finds.
- Children know Ancient Greek myths and legends help us to understand Ancient Greek beliefs.
- **Children know the Ancient Greeks influenced many important aspects of our own modern society,**

including government (democracy), architecture, language and the Olympic Games.

Key disciplinary skills:

Chronological Understanding

- Children can make connections and contrasts between different time periods studied and talk about trends over time.

Historical Enquiry

- Children can seek out and analyse a wide range of evidence in order to justify claims about the past.

Knowledge and Interpretation

- Children can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.

Overarching Enquiry Question:

What can we thank the Ancient Greece civilization for today?

Year 4 Planning Overview

The Stone Age

Concept: Innovation, civilisation

National Curriculum reference: Changes in Britain from the Stone Age to the Iron Age (KS2).

Lines of enquiry:

1. When was The Stone Age? What did life look like in The Stone Age?
2. Can I place settlements on a timeline in chronological order?
3. What do I notice about the development of settlements?
4. What tools did they use to make these settlements?
5. How is my house different to this?
6. How did the advancement of these tools lead to further innovation?

Key vocabulary:

contrast, compare, change, stone, timeline, settlement, Mesolithic, paleolithic, thatch, dwelling

Key knowledge:

- Children know people primarily lived as hunter-gatherers during the early Stone Age.
- Children know historians are always finding out more information about the Stone Age due to advancements in technology and archaeology.
- **Children know the production of bronze during the Bronze Age helped people to create sharper and stronger weapons. This led to better farming, housing, increased trade and the invention of simple boats sculpted from bronze tools.**
- **Children understand that these tools helped develop settlements.**
- Children know many aspects of society and culture changed from the Stone Age to the Iron Age, including weapons, food, transport, trading and living arrangements.

Key disciplinary skills:

Chronological Understanding

- Children can understand the concept of change over time, representing this, along with evidence, on a timeline.

Historical Enquiry

- Children can recognise the part that archaeologists have had in helping us understand more about what happened in the past.

Knowledge and Interpretation

- Children can give a broad overview of life in Britain during the time period studied.

Compare and contrast

- Children compare and contrast housing in The Stone Age compared to now

Overarching Enquiry Question:

How has The Stone Age era impacted our lives today?

Autumn

Spring	<p>The Roman Empire and its impact on Britain Concepts: Invasion, innovation National Curriculum reference: The Roman Empire and its impact on Britain (KS2).</p>
	<p>Lines of enquiry:</p> <ol style="list-style-type: none"> 1. How big was The Roman Empire and where was it ruled from? 2. When and how did The Romans invade Britain? 3. How was their power structured? 4. Why did the attempted invasion fail? 5. Why was the second invasion successful? 6. Where would these invasions come on a timeline? 7. What impact did The Romans have on innovation? How has this progressed from The Stone Age? 8. How have the Romans impacted our society today? 9. What was the Romans impact in York? What can we see there today? Case study; remains and impact in York)
	<p>Key vocabulary citizen, conquest, empire, revolt, invasion, society, AD, culture, invade, power, structure, impact, progress, innovation, duration, ancient, civilisation</p>
	<p>Key knowledge:</p> <ul style="list-style-type: none"> • Children to know The Roman Empire was huge and ruled from Rome by Roman Emperors • Children know the Romans invaded Britain in 43AD for a number of different reasons. Some of those reasons included Britain's abundance of resources such as food, slaves, materials and precious metals. Other reasons included the Roman Empire's ambition, desire for power and seeking of revenge. • Children know some of the Celtic tribes made peace with the Romans by paying taxes in order to keep their land, whereas some tribes tried to resist the Roman invasion. • Children know that the first Roman invasion failed mostly due to tides and weather. • Children know Boudicca led a campaign against the Roman army. • Children know the Roman's were unable to conquer all of Britain and know Hadrian's Wall was built to prevent raids from northern tribes. • Children know the Romans had a great influence on the culture of Britain. They know the Romans gave us new towns and place names, roads, plants, animals, a new religion, and new ways of reading and counting.
	<p>Key disciplinary skills:</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Children can place events, artefacts and historical figures on a timeline using dates. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Children can use research skills in finding out facts about the time period they are studying. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Children can describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • Children can begin to appreciate why Britain would have been an important country to have invaded and conquered. <p>Cause and consequence. Children to understand why Britain was invaded and the consequences this had</p>
	<p>Overarching Enquiry Question: How has Roman invasion shaped Britain?</p>

Britain's settlement by Anglo-Saxons and Scots

Concept: Invasion, religion

National Curriculum reference: Britain's settlement by Anglo-Saxons and Scots (KS2).

Lines of enquiry:

1. Who were the Anglo-Saxons and how do we know they invaded and settled in Britain?
2. What was life really like in Anglo-Saxon Britain?
3. What was the positive and negative impact of The Anglo- Saxons?
4. Who was Edward the confessor and how did he become king?
5. How well did The Anglo Saxons and Vikings get along with each other?
6. What did the Anglo Saxons leave behind?

Key vocabulary:

invasion, Christianity, paganism, myths and legends, migration, settlement, cause, consequence

Key knowledge:

- Children know the Anglo-Saxons came from many places in Europe, including Denmark, Germany and the Netherlands and that, at the time, they were known as Jutes, Angles and Saxons.
- **Children know the Anglo-Saxons came to Britain for a number of reasons including, to fight (invited by the Romans and Britons to help defend against the Picts and Scots), to farm (land in their home countries often flooded), and to make new homes in a different environment.**
- Children know the Anglo-Saxons lived in small wooden houses in small villages with their families, where they would work on the land for survival and grow their own crops like wheat or barley. They also know men and women traditionally worked very different jobs.
- Children know the Anglo-Saxons traded goods with each other and other villages.
- **Children know the Anglo-Saxons had many Pagan gods, with each god and goddess representing something different.**
- **Children know many Anglo-Saxons converted to Christianity when St Augustine arrived in 6th century and converted King Ethelbert.**
- Children know our understanding of Anglo-Saxon life comes from important historical sources such as the Anglo- Saxon Chronicles, archaeological sites and other archaeological finds including jewellery, tools,
- weapons, and pottery.
- Children understand that after 793 The Anglo Saxons become entangled with The Vikings in history after The Vikings raided Lindisfarne monastery

Key skills:

Chronological Understanding

- Children can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain

Historical Enquiry

- Children can use research skills in finding out facts about the time period they are studying.

Knowledge and Interpretation

- Children can suggest why certain people acted as they did in history.
- Children can begin to appreciate why Britain would have been an important country to have invaded and conquered.

Assessment question:

How have The Anglo Saxons impacted our modern lives today?

Year 5 Planning Overview

Autumn	Vikings Concept: Invasion, innovation National Curriculum reference: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2).
	Lines of enquiry: <ol style="list-style-type: none"> 1. Who were the Vikings and how do we know they invaded and settled in Britain? 2. Can we see on a timeline when they invaded Britain? 3. What was life like in Viking Britain? 4. How did the Vikings impact our life today? What did they leave behind? 5. How did the age of Viking Britain come to an end?
	Key vocabulary: trade, raiders, kingdom, conquer, settlers, sources, contribution, legacy
	Key knowledge: <ul style="list-style-type: none"> • Children know the Vikings originated from Scandinavian counties (Norway, Sweden, Finland and Denmark). • Children know some Vikings raided Britain and know the Lindisfarne raids of 793 AD can be evidenced through different historical sources. • Children know there are sources of evidence to show some Vikings settled in Britain. These sources of evidence include place names, archaeological finds, statues and literature. • Children know about Viking life in Britain from primary sources such as cups, combs, jewellery and coins. • Children to know that some of the words we use today came from The Vikings • Children know Danelaw allowed Britons and Vikings to have a period of living in peace. • Children know the Viking era ended with William the Conqueror's success at the Battle of Hastings in 1066.
	Key skills: Chronological Understanding <ul style="list-style-type: none"> • Children can place features of historical events and people from past societies and periods in a chronological framework. Historical Enquiry <ul style="list-style-type: none"> • Children can give more than one reason to support an historical argument. Knowledge and Interpretation <ul style="list-style-type: none"> • Children can appreciate and explain that significant events in history have helped shape the country we have today. • Children can understand how our knowledge of the past is constructed from a range of sources.
	Assessment question: Were The Vikings invaders or settlers?

Spring	Mayan Civilisation (Non-European society) Concept: society, civilization, innovation National Curriculum reference: A non-European society that provides contrasts with British history (KS2).
	Lines of enquiry: <ol style="list-style-type: none"> 1. When and where did The Maya live? 2. Where would the Mayan Civilization come on a timeline? (Focus on duration and concurrence) 3. How do we know about The Maya? 4. What did The Mayans develop and innovate? (agriculture, writing, etc) 5. What are the similarities between Mayan Civilization and our modern society today? 6. Why do you think The Mayan Civilization collapsed?
	Key vocabulary: ancient civilization, archaeology, artefact, BC, primary sources, discovery, culture, compare, develop, innovate, concurrent, agriculture, modern, society, collapse
	Key knowledge: <ul style="list-style-type: none"> • Children know the Mayan civilization existed at the same time as Stone Age and Iron Age Britain. • Children to understand that The Mayan Civilization existed at the same time as Ancient Greece. • Children know the Ancient Maya lived in Central America in a rainforest environment and that these conditions provided many challenges. • Children know the Maya developed agriculture (building raised mounds of ground, use of woven mats) • Children to know about The Mayas ideas around mathematics and telling time • Children know cocoa played an important role in Mayan trade. • Children understand the important role archaeologists play in helping us know and understand about the past.

Key skills:**Chronological Understanding**

Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a timeline

Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade

Historical Enquiry

- Children can use evidence to ask questions and find answers to questions about the past.

Knowledge and Interpretation

- Children can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Overarching Enquiry Question:

Why was farming so important for The Mayan Civilization?

Windrush

Concept: Society, legacy

National Curriculum reference (KS2): Changes in an aspect of social history.

Lines of enquiry:

1. Why did migrants come to Britain on the Empire Windrush?
2. What were the experiences of the Windrush generation in Britain?
3. What was the impact of the Windrush generation on Britain?

Key vocabulary:

British Empire, causation, diversity, society, migration, racism, primary evidence, culture

Key knowledge:

- Children know Britain faced a shortage of workers following WW2 and needed more people to work in industry.
- Children know Britain used the empire to find migrant workers, particularly from the Caribbean.
- Children know HMT Empire Windrush arrived in Britain on 22nd June 1948 carrying the first Windrush migrants.
- **Children know the Windrush Generation experienced racism, discrimination and public discord which led to challenges in finding accommodation and employment.**
- **Children know Windrush Generation have made Britain more multi-cultural and influenced aspects such as music, art and literature.**
- **Children know there are many tributes throughout the country marking the contribution of the Windrush Generation.**

Key skills:**Chronological Understanding**

- Children can use dates and historical terms to describe events.

Historical Enquiry

- Children can use evidence to ask questions and find answers to questions about the past.

Knowledge and Interpretation

- Children can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Assessment question:

How should we remember the Windrush Generation?

Women in History (Inc Ancient Egypt)

Concept: **Legacy, society**

Lines of enquiry:

1. What is equality?
2. Can we trust sources about the role of women throughout history?
3. Where did these key women come in history and what impact did they have? (Malala, Ruby Bridges, Rosa Parks, The Suffragettes, Queen Victoria, Marie Curie, Queen Elizabeth 1, Ancient Egyptians)
4. What does the fight for equality currently look like in different countries and over time?
5. What does education look like for women? How has this changed over time?
6. How has this impacted their role in society?
7. What did the reign of Queen Elizabeth look like?
8. How were women seen in the Ancient Egyptian Civilization?
9. How has this changed over time?
10. What world leaders do we have currently have and how does this show equality?
11. How has equality for women changed throughout history? Has this improved?
12. Has this improvement been the same across the world? Why?

Key vocabulary: suffrage, franchise, equality, equity, justice, injustice, discrimination, sexism, racism, misogyny, feminism

Sticky Knowledge

- Knowledge of what we mean by equality and understanding that this has not always looked the same across time.
- Knowledge of history as written by men and what this means.
- Knowledge of key female figures throughout history (Elizabeth I, Marie Curie, Emmeline Pankhurst, Millicent Fawcett, Women in the War (Rosie the Riveter), Malala and Rosa Parks)
- Children understand how to plot these on a timeline.
- Children understand where Ancient Egypt Civilization comes on a timeline.
- Children to understand how women were seen in Ancient Egyptian civilization (e.g had the right to buy property and able to represent themselves in court)
- Children to understand differences in women's suffrage across different countries – how has the fight for the vote occurred in different countries?
- Knowledge of education across time and history and how this has changed – what does education for women look like and how has this impacted their role in society?
- Children understand the fluctuation of equality in history

Key skills:

Chronological Understanding:

Children can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc

Historical evidence

- Use a wide range of sources of evidence to deduce information about the past
- Select suitable sources of evidence, giving reasons for choices
- Give more than one reason to support an historical argument
- Identify and explain my understanding of propaganda

Knowledge and interpretation:

- Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made
- Understand how our knowledge of the past is constructed from a range of sources
- Describe in detail any historical events from the different period/s I am studying/have studied
- Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same
- Appreciate that significant events in history have helped shape the country we have today
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied

Overarching Enquiry Question:

What does the fight for equality look like through time and across the world?

Medicine throughout time (Inc Shang Dynasty)

Concept: **Innovation, society, legacy**

Lines of enquiry:

1. How did The Covid Pandemic begin and how did human activity cause it to spread?
2. What did life look like during the covid pandemic?
3. How did world leaders respond to the covid pandemic?
4. When was the NHS formed and why is it a culturally and nationally significant organization?
5. How has the NHS developed over time?
6. When and how was penicillin invented?
7. When was the Spanish influenza pandemic and what similarities can be drawn between that and the Covid19 pandemic?
8. What was The Plague? When did it start? When did it end? How did it end?
9. Who was Muhammed Ibn Zakanya al- Razi and impact did he have on medicine?
10. When and where did The Shang Dynasty live? What was their contribution to medicine?
11. How have these developments lead to a quick vaccine response to Covid19?

Key vocabulary: pandemic, epidemic, endemic, welfare state, penicillin, breakthrough, invention, innovation, development vaccine, civilization, quarantine, plague, influenza, inoculation,

Key knowledge:

- Knowledge and understanding of the Covid pandemic and how this is significant to our national/global history
- Knowledge of the formation of the NHS, how it came into being, what impact has it had on the UK and looking at the ongoing argument of its role.
- Understanding of Penicillin- how has this impacted the health of the world today?
- Understanding of Spanish Influenza- similarities between this pandemic and covid pandemic
- Understanding of the Plague
- Knowledge of Muhammed Ibn Zakanya al- Razi
- An overview of The Shang Dynasty and a focus on their ideas around medicine
- Understanding of Vaccines – how developments in science and medicine lead to a quick vaccine response to Covid 19

Key skills:

Chronological Understanding:

- Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline
- Make connections and contrasts between different time periods studied and talk about trends over time
- Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy

Historical Enquiry:

- Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.
- Seek out and analyse a wide range of evidence in order to justify claims about the past
- Use sources of information to form testable hypotheses about the past
- Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.

Knowledge and interpretation:

- Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made
- Understand how our knowledge of the past is constructed from a range of sources
- Describe in detail any historical events from the different period/s I am studying/have studied
- Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.
- Appreciate that significant events in history have helped shape the country we have today
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Overarching Enquiry Question:

How have we responded to pandemics across the world and throughout history?

