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| **HISTORY SKILLS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING**  **Interpretation**  **Investigation**  **Chronological understanding**  **Knowledge and understanding of events,**  **Knowledge of people and changes in the past**  **Presenting, organising and communicating information and ideas** | | **DISCIPLINARY CONCEPTS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING**  **Cause and consequence**  **Change and continuity**  **Similarity and difference**  **Historical significance**  **Historical evidence**  **Interpretations** | |
| **Whole School Strands: Monarchs and Rulers; Chronology; Cause and Consequence** | | | |
| **AUTUMN** | **SPRING** | | **SUMMER** |
| **AUTUMN 1:**  **Black History: THE TRANSATLANTIC SLAVE TRADE**  **HISTORY SKILLS DISCIPLINARY CONCEPTS Chronological understanding:** Know the period of time that the Transatlantic Slave Trade took place; know when Ottobah Cugoana lived. Who was our Monarch at that time? Add to timeline. **Historical Significance (strands 1 and 2)**    **Knowledge and understanding of events:** Know and understand what the T.A.S.T was and its impact on the lives of slaves. **Cause and consequence/ Historical Significance (strand 3)**  **Knowledge of people and changes in the past:** Know where the slaves came from and where they went to  Know about the lives of a famous slave, their impact on the slave trade and their legacy - ***Ottobah Cugoana* Cause and consequence/ Historical Significance (strand 3)**  **Interpretation and Investigation:** using different sources to form our ideas and opinions (e.g. pictures, listening to stories; video clips). **Historical Interpretations/ sources and evidence**  **Presenting, organising and communicating information and ideas:** Record parts of the Life Story of Ottobah Cugoana in different ways.Record and present information about the Transatlantic Slave Trade. **Interpretations/ evidence**  **AUTUMN 2: *What impact did the Anglo-Saxons have?***  **N.C. CHRONOLOGY:**  **CONTINUE TO DEVELOP A CHRONOLOGICALLY SECURE KNOWLEDGE AND UNDERSTANDING OF BRITISH, LOCAL AND WORLD HISTORY, ESTABLISHING CLEAR NARRATIVES WITHIN AND ACROSS THE PERIODS THEY STUDY; UNDERSTAND THE HISTORY OF BRITAIN AS A COHERENT AND CHRONOLOGICAL NARRATIVE, FROM THE EARLIEST TIMES TO THE PRESENT DAY**  **Chronological understanding:** Use a timeline to show when the Anglo-Saxons were in England. Who ruled England at that time? **Historical Significance**  **Knowledge and understanding of events:** Explore reasons for the Anglo-Saxon ‘invasions’ of England, and to find (local) evidence of Anglo-Saxon settlement **Cause and consequence/ Change and continuity. (strand 3)**  **Knowledge of people and changes in the past:** Know how the lives of wealthy people were different from the lives of poorer people during this time **Similarity and difference**  **Interpretation and Investigation:** Know about how the Anglo-Saxons attempted to bring about law and order into the country  -Know that during the Anglo-Saxon period Britain was divided into many kingdoms. **Interpretations/ sources and evidence**  **Knowledge and understanding of events:** Know that the way the kingdoms were divided led to the creation of some of our county boundaries today **Cause and consequence/ Change and continuity (strand 3)**  **Knowledge of people and changes in the past:** To discover when Christianity came to Anglo-Saxon England **Cause and consequence/ Change and continuity(strand 3)**  **Interpretation and Investigation/ knowledge of people and changes in the past:** 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 **Interpretations/ sources and evidence/ Cause and consequence/ Change and continuity (strand 3)**  **Presenting, organising and communicating information and ideas:** Recording and presenting findings about the Anglo-Saxons in different ways **Interpretations/ evidence** | **SPRING 2:**  **N.C CHRONOLOGY:**  **CONTINUE TO DEVELOP A CHRONOLOGICALLY SECURE KNOWLEDGE AND UNDERSTANDING OF BRITISH, LOCAL AND WORLD HISTORY, ESTABLISHING CLEAR NARRATIVES WITHIN AND ACROSS THE PERIODS THEY STUDY; UNDERSTAND THE HISTORY OF BRITAIN AS A COHERENT AND CHRONOLOGICAL NARRATIVE, FROM THE EARLIEST TIMES TO THE PRESENT DAY**  ***Would the Vikings do anything for money?***  **HISTORY SKILLS DISCIPLINARY CONCEPTS**  **Chronological understanding:** Use a timeline to show when the Vikings were in England. Who ruled England at that time? **Historical Significance (strands 1 and 2)**  **Knowledge of people and changes in the past:** Know where the Vikings originated from and show this on a map; find out about Viking life in Norway, Sweden and Denmark; discover when, where and why Vikings settled in Britain; know that the Vikings were traders as well as raiders and who they traded with **Cause and consequence/ Change and continuity (strand 3) Knowledge and understanding of events:** -Know that the Vikings and Anglo-Saxons were often in conflict; Know why the Vikings frequently won battles with the Anglo-Saxons **Similarity and difference/ Cause and consequence. (strand 3)**  **Interpretation and Investigation:** 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 explore whether available evidence always offers a balanced view **Interpretations/ sources and evidence**  **Presenting, organising and communicating information and ideas:** Recording and presenting findings about the Vikings in different ways **Interpretations/ evidence** | | **SUMMER 2:**  **N.C. CIVILIZATIONS FROM 1000 YEARS AGO:**  **LEARN ABOUT A NON-EUROPEAN SOCIETY – THE MAYAN CIVILISATION C. AD900 – THAT PROVIDES CONTRASTS WITH BRITISH HISTORY**  ***Why do we remember the Maya?***  **HISTORY SKILLS DISCIPLINARY CONCEPTS**  **Chronological understanding:** Use a timeline to show when the Ancient Mayan people lived. Who ruled England at that time? **Historical Significance (strands 1 and 2)**  **Investigation/ knowledge of people and changes in the past** explore the lives of the Maya today, and use this as a way to begin to explore the Maya 1,000 years ago **Change and continuity / Similarity and difference**  **Interpretation and Investigation:** find out how the Mayans worshiped their gods, and to compare the Mayan creation myth with the Christian story of creation **Similarity and difference**  explore Mayan science and technology, and to reach a judgement about how advanced Maya society was **Change and continuity/ Historical Significance**  explore what we can find out about the Maya from their ancient cities and ask why those deserted cities stayed hidden for so long **Historical Significance / Historical evidence Knowledge and understanding of events / Interpretation:** try to explain what happened to most of the Maya around AD900. **Interpretations/ Cause and consequence. (strand 3)**  **Presenting, organising and communicating information and ideas:** Recording and presenting findings about the Vikings in different ways **Interpretations/ evidence** |

**KEY SUBSTANTIVE KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

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| **AUTUMN 1**  **BLACK HISTORY**   * **The Trans-Atlantic slave trade** was the movement of goods from Europe to Africa, to be traded for slaves, who were then shipped over to the Carribean to be sold and then **coffee, sugar, tobacco, rice and cotton** were brought back to Europe. * The T.A.S.T lasted approx. 300 years [mid 1500’s to mid-1800’s] * **Approximately 12.5 million slaves were put on ships in Africa.** Most of these went to the Americas. * At the time many people did not think it was wrong as slaves had been used throughout history by many different cultures. * **Ottobah Cugoana** was a famous slave. * Born 1757 in Ghana * ‘Disappeared’ from history in 1791 so probably died then or 1792. * Kidnapped and taken to the West Indies * Spent a year working as a slave in a sugar plantation * Bought by an Englishman and taken to England where he became free and learnt to read and write. * He became an important person in the **abolition movement** [working to end slavery] * Wrote a famous book in 1787 about the horrors of his life and was the first African to publicly call for the end of slavery and free all slaves. * He tried to persuade the King [George III] and important politicians to end slavery.   **AUTUMN 2: *What impact did the Anglo-Saxons have?***   * **The Angles and the Saxons** [and other tribes] moved to Britain from Northern Europe [Denmark, Germany, Netherlands] around 450AD when the Romans left. * **The Saxons** [as the tribes were collectively known] were invited over to help protect Britain from invasion. As Britain was a rich country and had good farm land, many more came. * **The Norman invasion in 1066** [The Battle of Hastings] marks the end of the Anglo Saxon period. * Anglo-Saxons were **pagans** [believed in different gods] but became Christians around AD600. * The Anglo-Saxons had laws to protect people and property. * Anglo-Saxon Britain was separated into 4 main kingdoms, each with their own king. * The borders of these kingdoms led to the creation of some of our county boundaries today. * Most Anglo-Saxons were farmers and lived off the land. * Rich Anglo Saxons liked to hunt and entertain with feasts and storytelling | **SPRING 2: *Would the Vikings do anything for money?***   * **The Vikings** came from Scandinavia – Denmark, Norway, Sweden * They first invaded England at **Lindisfarne, Northumberland** in AD793 * From this point onwards [AD793] the Anglo-Saxons were often in conflict with the **Vikings** * The Vikings often won because they were more organized and often surprised them * They were mostly farmers, looking for new lands to settle in. * The Vikings were amazing sailors and boat builders but also fierce warriors. * The Anglo Saxons ruled England at the time and recorded **their** version of history in the Anglo Saxon Chronicle. * **King Alfred** was an English king who tried to unite the kingdoms of Britain under one ruler and defeat the Vikings. * In AD865 a huge Viking army **[The Great Heathen Army]** invaded and took over most of England. King Alfred kept rule of Wessex and made an uneasy peace with the Vikings. * The Viking age ended with **the Norman conquest in 1066 [The Battle of Hastings]** | **SUMMER 2: *Why do we remember the Maya?***   * The **Mayan civilisation** ran from around 1500BC to AD900 * The Maya still exist today * They lived/live in ***southern Mexico, , Guatemala, Honduras, Belize, El Salvador and Nicaragua*** * They were an ‘advanced’ society – very good at maths, farming and inventing new things. * They were great builders and built cities to live in. * Ancient Maya worshipped many different gods * The had a system of writing * They invented **‘zero’** * Many historians think that the catastrophe that happened to the Maya in AD900 was caused by severe drought. |

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| **Children working at below Age Related Expectations in HISTORY at the end of Year 5:** |