

Concept: Historical enquiry ; Chronological understanding
Cultural, ethnic and religious diversity ; Change and Continuity;
Cause and Consequence; Significance - Y5/6

Topic: Anglo-Saxons

Previously, I have learnt ...

- To use a variety of sources to collect information about the past
- To understand how knowledge of the past is constructed from a range of sources
- To devise historically valid questions about similarity and difference, and significance
- The terms invade and settle
- Why Rome invaded Britain



- Romans, invade, settle, empire, civilization, citizen, conquer, Caesar, soldier, centurion, shield,
- Celts, aqueduct, villa, colosseum, amphitheatre, bath house. Mosaic, temple, toga, Boudicca,

In Y5/6, I am learning...

- To make conclusions about the Anglo-Saxons from the evidence found at Sutton Hoo and the Staffordshire hoard
- To devise my own questions to make an enquiry into a historical time period
- To research the different reasons why Alfred has been deemed to be 'great'.
- To locate key periods on a timeline, showing how they overlap.
- Which of Alfred's achievements were the most significant.
- To understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.
- That by the end of the 7C Anglo-Saxons were ruling most of Britain
- Early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig)
- Stories of St Augustine and missionaries from Rome setting up church at Canterbury and converting Aethelbert to Christianity
- Early Anglo-Saxon laws were not written down and that Aethelbert was the first king to publish written laws
- How the laws differs in Anglo-Saxon times to now and the types of punishment crimes in Anglo-Saxon times attracted
- To describe an Anglo-Saxon settlement and how people lived in those times
- Where Angles, Saxons, Jutes came from and reasons why Britain was invaded

- Anglo-Saxon; Angles; barbarian; bretwalds; Britons; burh; Celts; ceorl; germot; hoard; hundred court;
- illuminated text; Jutes; mead; minster; missionary; oath-helper; ordeal; pagan; Picts; Saxons; Scots;

In the future, I will learn ...

- How recent excavations (Jorvik) have changed the way we think about the Vikings
- How the Vikings defeated the Anglo-Saxons
- Where the Vikings originated from and why they chose to raid and settle in Britain
- That the Vikings had many gods and the beliefs the Vikings had of life after death
- How the Vikings both raided and traded and what this means
- That Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors
- What happened after the last Viking king was defeated and what happened when Aethelred was king

- Danegeld; Danelaw; famine; fortify; fyrd; justice system; knar; longship; massacre; navigate; Normans; Norsemen; plunder; priory; raid; rune; runestone; saga; Scandinavia; stalemate; trade; treaty; Valhalla;

My Future

- Historian
- Researcher
- Archaeologist
- Teacher
- Anthropologist
- Presenter
- Curator
- Restorer



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Topic: Vikings

Previously, I have learnt ...

To use a variety of sources to collect information about the past

To devise my own questions to make an enquiry into a historical time period

The different reasons why Alfred has been deemed to be 'great' and which of Alfred's achievements were the most significant.

To locate key periods on a timeline, showing how they overlap.

That by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.

That by the end of the 7C Anglo-Saxons were ruling most of Britain

Stories of St Augustine and missionaries from Rome setting up church at Canterbury and converting Aethelbert to Christianity

Reasons why Britain was invaded

Anglo-Saxon;
Angles; barbarian;
bretwalds; Britons;
burh; Celts; ceorl;
germot; hoard;
hundred court;

illuminated text;
Jutes; mead; minster;
missionary; oath-
helper; ordeal;
pagan; Picts; Saxons;
Scots;

In Y5/6, I am learning...

To understand methods of historical enquiry, including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed

To compare and contrast my knowledge of religious beliefs from previous historical learning

How the Vikings got a bad reputation and argue whether it is deserved or not

How recent excavations (Jorvik) have changed the way we think about the Vikings

The chronology of when the Vikings raided and then settled in Britain

How the Vikings defeated the Anglo-Saxons and can continue the timeline from my previous learning on the Anglo Saxons

Where the Vikings originated from and why they chose to raid and settle in Britain

The Vikings had many gods and the beliefs the Vikings had of life after death

What life was like in a Viking settlement (Jorvik)

How the Vikings both raided and traded and what this means

Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors

To identify and explain a period when the Vikings were successful and another when they were not.

The importance of the Danelaw as an area of Viking settlement.

Alfred made peace with the Vikings but later fought against Guthrum and managed to keep part of Britain under Anglo-Saxon control

What happened after the last Viking king was defeated and what happened when Aethelred was king

Danegeld; Danelaw; famine; fortify; fyrd; justice system; knar; longship; massacre; navigate; Normans; Norsemen; plunder; priory; raid; rune; runestone; saga; Scandinavia; stalemate; trade; treaty; Valhalla;

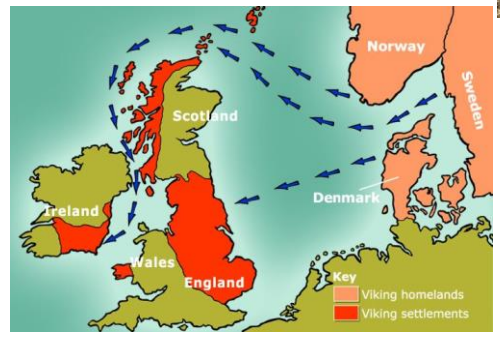
In the future, I will learn ...

The development of Church, state and society in Medieval Britain 1066-1509

Norman conquest; Christendom;
Crusades; Magna Carta;
Parliament; feudalism;
Black Death; Peasants revolt;
100 years war; War of the Roses;

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Topic: Maya

Previously, I have learnt ...

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The different reasons why Alfred has been deemed to be 'great' and which of Alfred's achievements were the most significant.

To locate key periods on a timeline, showing how they overlap.

That by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.

That by the end of the 7C Anglo-Saxons were ruling most of Britain

Stories of St Augustine and missionaries from Rome setting up church at Canterbury and converting Aethelbert to Christianity

Reasons why Britain was invaded

Anglo-Saxon;
Angles; barbarian;
bretwalds; Britons;
burh; Celts; ceorl;
germot; hoard;
hundred court;

illuminated text;
Jutes; mead; minster;
missionary; oath-
helper; ordeal;
pagan; Picts; Saxons;
Scots;

In Y5/6, I am learning...

I can use evidence to compare and reflect on how advanced the Maya were to other civilisations at the same time

The chronology of the Maya and that it runs parallel to Anglo-Saxon times

That the Mayan territory was split into city states and each had its own ruler

To describe the royal responsibilities and why they were important

To describe the Mayan religious beliefs and explain why it is still a mystery to historians now

To compare and contrast the Mayan beliefs of life after death with my previous historical knowledge of religion

To explain how the Maya made a success of living in a varied and often difficult landscape

To describe the methods of farming the Maya used

To describe daily life for the Maya

To explain why many city states were abandoned around 900CE

The consequences of the Spanish arriving in the Mayan territory

There are many Mayan communities who keep their identity and traditions alive now

That the Maya built large cities and stone stepped pyramids without metal tools or the cartwheel

The Maya were accomplished scientists as they tracked the solar year, built observatories and knew about eclipses

The Maya developed their own system of mathematics including the concept of zero and they had their own system of writing

Astronomy; bloodletting ritual; cacao; city state;
climate; codex; eclipse; equinox; flint; incense; jade;
maize; mural; observatory; obsidian; quetzal; scribe;
solstice; territory; Xibalba; Pok-A-Pok; Pitza;

In the future, I will learn ...

A study of a significant society or issue in world history and its interconnections with other world developments

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**Concept: Historical enquiry ; Chronological understanding
Change and Continuity; Significance - Y5/6**

Topic: World War II

Previously, I have learnt ...

To devise historically valid questions about similarity and difference, and significance

To use primary sources to research

To give a plausible explanation about what an object was used for in the past.



In Y5/6, I am learning...

Why WW2 began

When war broke out and when it ended

To draw a timeline with the significant dates and events of WWII

To devise, ask and answer more complex questions about the past, considering key concepts in history

To evaluate different sources of information about evacuation

Why children were evacuated during WW2

To understand the term 'propaganda' and can explain how the British government used this during WW2

Why Jews were persecuted in Nazi Germany

To explain the importance and significance of the role of women during World War II – women's wartime jobs

How people's diets were different during World War II and answer questions about the implementation of rationing.

Identify key features of resistance to German invasion (Blitz – home guard, shelters, gas masks)

What the Holocaust was and describe some events that happened

Who Winston Churchill is and why he was significant

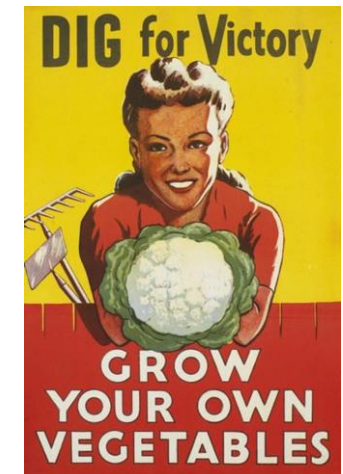
In the future, I will learn ...

Challenges for Britain, Europe and the wider world 1901 to the present day



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Presenter
Curator
Genealogist



invade; war;
resistance;
conquer;



World war, reparations,
propaganda, evacuation, gas
mask, identity card, billeting
officer, rationing, land girls,
dictator; persecution, Blitz,

Battle of Britain, air raid,
air raid shelter, home guard,
holocaust, Kristallnacht;
Adolf Hilter; Winston
Churchill



Suffrage; First World War;
Great Depression; Welfare State;
Empire

**Concept: Historical enquiry ; Chronological understanding
Change and Continuity; Significance - Y5/6**

Topic: Industrial Sheffield

Previously, I have learnt ...

To devise historically valid questions about similarity and difference, and significance

To use primary sources to research

To use a range of sources to understand key features of Victorian life for children

Know when World War II broke out and when it ended

The importance and significance of the role of women during World War II – women's wartime jobs

In Y5/6, I am learning...

To find out about the past using a range of evidence.

To evaluate sources and identify those that are useful to the task

To create my own timeline to chronical the key points in the industrialisation of Sheffield

To understand what the industrial revolution was and when it happened

How and why the lives of children changed during the industrial revolution and compare it other time periods

Why Sheffield became industrialised to become one of the largest cities in the UK

How Sheffield's successful steel industry led to urbanisation as people moved to work in the factories.

To explain the cost of industrialisation to health, housing and the environment

To identify key figures in the industrialisation of Sheffield and their key roles

In the future, I will learn ...

Ideas, political power, industry and empire: Britain, 1745-1901

A local history study

My Future

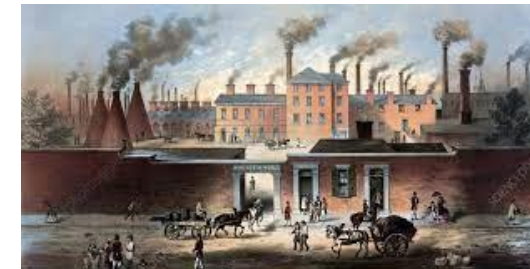
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Curator
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World war, Blitz,
Battle of Britain,
factories,
workforce,
disease, child
labour,



Industrial revolution,
industrialisation, agricultural,
urbanisation, pollution,
cholera, sanitation,
environment, urban, rural,
crucible steel process,
mechanization, cutlery,



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Topic: Why should Britain be ashamed of slavery?

Previously, I have learnt ...

- How knowledge of the past is constructed from a range of sources
- To use a variety of sources to collect information about the past
- To understand that different versions of the past may exist, giving some reasons for this
- To use a timeline to sequence events
- To define the word legacy and I can name some legacies of Ancient Greece.
- To understand that life was different for people of colour in the past
- Know the significance of Rosa Parks and Nelson Mandela's actions and how it changed attitudes

In Y5/6, I am learning...

- To use historical sources to give a definition of slavery during the Atlantic slave trade
- To identify if a source is primary or secondary
- To use the information gained from sources to report what life was like for a slave during the Atlantic slave trade (transportation, auction and plantations)
- To sequence significant dates of the Atlantic slave trade on a timeline
- To understand why the slave trade happened
- To construct and organise a response by selecting and organising relevant historical data about the slave trade
- To give reasons for why the slave trade was abolished
- To give an example of modern slavery and to recall some of the signs of modern slavery
- To name the three main locations and can identify the way in which each location benefited from the Atlantic slave trade
- To give some reasons why the transatlantic slave trade became so big
- To describe a way in which Britain changed because of the slave trade
- To name some key figures involved in the abolition of slavery (William Wilberforce, Olaudah Equiano, Mary Ann Rawson (Sheffield))
- To describe the Underground Railroad and I can tell you how it helped slaves
- Why Harriet Tubman is considered an important historical figure

In the future, I will learn ...

Ideas, political power, industry and empire: Britain, 1745-1901

My Future

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British Empire,
 primary source,
 secondary
 source, slave,
 slavery, legacy



Atlantic slave trade, enslaved person, chattel slavery, colonies, plantation, abolition, middle passage, slave auction, brand, coffles, rebellion,
 William Wilberforce, Thomas Clarkson, Ottobah Cugoano, Olaudah Equiano, Mary Prince, Harriet Tubman, Underground railroad, Edward Colston