

Long Term History Overview

We study history to give pupils understanding about the past, so that they can better understand the present and have a positive impact in the future. We encourage them to question and analyse, and think about motives. They develop critical thinking skills, so they can start to see the difference between 'fact' and subjectivity. Though we have identified themes of both skills and knowledge in the subjects, we will teach these in an integrated way. Historians use seven concepts to help them investigate and understand the past: perspective, continuity and change, cause and effect, evidence, empathy and contestability.

PIMPERNE PRIMARY SCHOOL – HISTORY OVERVIEW

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me and My Community (significance)			Dinosaurs (significance)	Once Upon A time (rule - king/queen)	
Year 1			Bright Lights, Big City Lives of significant individuals, events beyond living memory that are significant (legacy, significance)		Superheroes Lives of significant individuals (significance, legacy)	School Days. (Victorians) Changes within living memory, Local Area. (significance)
Year 2	Moon Zoom Significant event and changes within living memory, significant individuals. (significance, legacy)			Magnificent Monarchs Lives of significant individuals, changes beyond living memory (significance, rule, legacy)		Land Ahoy Lives of significant individuals (Significance)
Year 3	Through the Ages		Rocks and Relics Local History (significance, legacy)		Ancient Civilisations Ancient Egypt	

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	The Stone Age, Bronze Age and Iron Age. (settlement, society and beliefs)				(society and beliefs, rule, legacy)	
Year 4	Empire and Emperors. Romans (Invasion and settlement, society, rule, legacy)					Local History Railways/Fire of Blandford. (legacy)
Year 5	Invasion. Vikings and Anglo Saxons (Invasion and settlement, society and beliefs, rule)			Ground breaking Greeks Ancient Greece (society, legacy, rule)		
Year 6	A Child's War WW11 (Invasion, rule)		Hola Mexico Mayans (Society and Beliefs)			

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Teaching Enquiries

	EYFS		EYFS		EYFS	
Foundation Stage	Who is important to us?		Who lived here before us?		What does a king or Queen do?	
KS1	Year 1	Year 1	Year 1	Year 2	Year 2	Year 2
	What was school like for children living in Pimperne in Victorian times?	Why were Rosa Parks, Samuel Wilderspin and Florence Nightingale real life superheroes?	Why did the Great fire of London happen in 1666?	Why do we remember Neil Armstrong, Helen Sharman and Tim Peake?	How is King Charles III's rule different from kings and queens of the past?	How were Grace Darling and Blackbeard's lives different?
Lower KS2	Year 3	Year 3	Year 3	Year 4	Year 4	Year 4
	How did the lives of ancient Britons change during the Stone Age?	What were the greatest achievements of the Ancient Egyptians?	Why was Mary Anning and her geological discoveries significant?	How did the arrival of the Romans change Britain? What was their legacy?	What caused the great fire of Blandford and why is it still remembered today?	How did the coming of the railway affect the lives of people living in Blandford?
Upper KS2	Year 5	Year 5	Year 5	Year 6	Year 6	Year 6
	Who were the Anglo Saxons and why did they want to settle in Britain?	Were the Viking's vicious warriors or skilled craftsmen? How successful were the Vikings in challenging Anglo-Saxon rule in Britain?	Who were the Ancient Greeks and what is their legacy?	What did the Maya and the Vikings have in common?	What caused the outbreak of WWII?	How did life change for children in Britain during WWII?

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Progression of Disciplinary knowledge

Themes	Year R ELG underlined	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Children will: Talk about the lives of the people around them and their roles in society	National Curriculum Objectives KS1 Children should be taught to: They should know where the people and events they study fit in within a chronological framework		National Curriculum Objectives KS2 Children should be taught to: Pupils should 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			
	Know the term past means an event has already happened. Know that some events happened before they were born. Talk about past and present events in their own lives.	Sequence two photographs, artefacts, people or events e.g. sequence a picture from Victorian times and one from their own school days.	Sequence several artefacts, people or events on a blank timeline from different periods of time e.g. sequence The Great Fire of London, the reigns of Queen Victoria, Elizabeth II and Charles III on a timeline.	Use a timeline to place historical periods studied in order e.g. order the Stone Age, Iron Age and Bronze Age and Victorians. Understand that some civilisations existed at the same time e.g. know that the Ancient Egyptians were around at the same time as Stone Age man. Know that a timeline can be divided into BC and AD.	Use knowledge that a timeline can be divided into BC and AD to order historical periods studied including: the Victorians, Stone Age, Iron Age and Bronze Age, Ancient Egypt and Roman Britain.	Accurately place on a timeline, events that occurred concurrently in British and world history including: the Victorians, Ancient Egypt, the Stone Age, Iron Age and Bronze Age, Roman Britain, Anglo Saxon and Viking Britain and Ancient Greece.	Use a timeline to sequence all historical periods studied including: Ancient Egypt, the Stone Age, Iron Age, Bronze Age, Roman Britain, Anglo Saxon and Viking Britain and Ancient Greece, WWI and WWII Demonstrate a coherent chronological narrative of British history.

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Enquiry and evidence	EYFS Understand the past through settings, characters and events encountered in books read in class and storytelling.	National Curriculum Objectives KS1 Children should be taught to: - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		National Curriculum Objectives KS2 Children should be taught to: - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance - They should understand how our knowledge of the past is constructed from a range of sources.		
	Understand that adults can say what happened in the past. Understand that photos, stories, artefacts and accounts are ways of showing what happened in the past.	Answer simple questions about the past e.g. When was the Great Fire of London? Who was Samuel Pepys? Know that the past can be represented through photographs and stories. Use sources to make inferences about people's lives in the past e.g. look at artefacts from Victorian schools (chalk and blackboards, toys) and compare with school items today.	Ask own questions about the past e.g. look at footage from Neil Armstrong's moon landing and ask questions about space travel. Use pre-selected sources e.g. photographs to help answer enquiry questions. Compare two sources relating to the same event/person.	Know that historians use primary and secondary sources to answer questions about the past. Know why sources are limited for the Stone Age e.g. no cameras or written accounts. Use sources to make deductions about how Stone Age man lived e.g. look at pictures of prehistoric arrowheads and say what they were made or used for.	Know whether a source is an example of primary or secondary evidence e.g. know that a piece of Roman tile is a primary source. Compare two primary accounts of events or historical figures in history and state how they are different e.g Tacitus and Cassius Dio's accounts of Bouddica. .	Select and use primary and secondary sources of evidence to answer enquiry questions e.g. select whether to use artefacts, internet, books and photographs to answer a question. Compare two primary accounts of events or historical figures in history and state why they may be different.

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Interpreting and Connecting - Continuity and change - Cause and effect - Similarity and difference	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	National Curriculum Objectives KS1 Children should be taught to: identify similarities and differences between ways of life in different periods.		National Curriculum Objectives KS2 Children should be taught to: note connections, contrasts, and trends over time.			
	Talk about some similarities and differences between things in the past and now by drawing on own experiences and what has been read in class e.g. compare a photograph of King Charles III with the King in the story of the Princess and the Pea.	Say how life in the past was similar or different to today. e.g. compare Victorian schools chalk boards with the interactive boards at school today. Describe changes that have occurred locally in recent history e.g. creation of the new school in our village. Know that some individuals in history are significant and we remember them today e.g. Samuel Pepys because he saw the Great Fire of London.	Describe changes in recent history e.g. the changes in space travel between Neil Armstrong and Tim Peake Compare the lives of two significant individuals in history e.g. say how Queen Victoria's reign was different to Elizabeth II and Charles IIIs.	Identify continuity and change within a period studied. Recognise how the tools and homes of Stone Age man changed through the Iron Age and Bronze Age. Identify some of the achievements of a civilisation e.g. the Ancient Egyptian pyramids.	Identify similarities and differences across two periods studied. Recognise how Roman Britain differed from Celtic Britain. know the impact of a civilisation state what legacy the Romans left in Britain e.g. roads, language. Identify the cause and effect of events in the past e.g. the reasons for the fire of Blandford and new buildings following it.	Identify continuity and change across several periods studied Recognise how Anglo Saxon and Viking Britain differed from Roman Britain. Evaluate the impact of civilisations on the western world today e.g. describe the legacy of Ancient Greece (Olympic Games, democracy).	Compare and evaluate features of several past societies Compare and contrast the Mayans with Viking Britain. State similarities and differences in their societies. Evaluate the impact of civilisations on Britain and the wider world e.g. say how Germany's actions impacted on the lives of the British people. Understand that there is often not a single answer to historical questions. Identify more than one cause for an event in the past e.g. state several reasons for the outbreak of WWII

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Organisation and communication	EYFS	National Curriculum Objectives KS1 - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time - They should use a wide vocabulary of every day events and historical terms		National Curriculum Objectives KS2 Children should be taught to: - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information - Develop the use of appropriate historical terms.			
	Use simple words to describe the passing of time including old, new, yesterday, months, years, past.	Communicate knowledge and understanding about the past through drawings, drama, discussion, and class display. Use simple words and phrases to describe the passing of time including days, months, years, before I was born, long ago, first, then, after	Communicate knowledge and understanding about the past through discussion, drama, labelled diagrams, simple reports. Use words and phrase to describe the passing of time including before, after, recently, now and later.	With guidance, present findings about the past in different ways including orally, through ICT, pictures or as a written report Use words and phrases to describe the passing of time including past, prehistory, decade century AD/BC	Make suggestions about how to present research about the past in different ways. Use words and phrases to describe the passing of time including period, AD/BC	Choose the most appropriate ways to present information to an audience using a range of methods. Use words and phrases to describe the passing of time and context of civilisations including era	Independently research enquiries and choose how to present information in the most appropriate way. Use words and phrases to describe the passing of time, events and people from the past including: social, religious, political, cultural, technological.
Key vocabulary to teach - topic specific	King queen prince princess dinosaur extinct	Victorian, Great Fire of London Rosa Parks Joseph Wildispin Elizabeth Fry eyewitness	Monarch, monarchy, Poor, rich, astronaut, pirate Neil Armstrong Helen Sharman Tim Peake Queen Victoria Victorians Empire	achievement, legacy, society Stone Age, Bronze Age, Iron Age, AD/BC hillfort, farming hunter gatherer tribe, Nile, pyramid, Tutankhamun Egypt Howard Carter Mary Anning	Romanisation, Rome Celt, Icenii Tribe Boudicca, Julius Caesar, Claudius, hierarchy, hypocaust, aqueduct, town, legion, legionary, emperor	government, senate, democracy, Viking, Anglo Saxon, Ancient Greece Bede	Maya Mayan propaganda Adolf Hitler Winston Churchill

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Progression in historical subject knowledge

Progression of substantive knowledge

In EYFS, pupils should:

know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class

Subject Knowledge and progression in key learning

Me and My community

Concept: Significance

Enquiry Question:

Who is important to us?

I know that:

- Our school is Pimperne Primary School.
- Our teacher is Mrs Groves and our Headteacher is Mrs Waller.
- Reverend Lyn is our Vicar.
- Our Church is St Peter's Church.

Dinosaurs

Concept: significance

Enquiry Question:

Who lived here before us?

I know that:

- the past means it has already happened.
- Some living things, like dinosaurs, lived a long time ago and are now extinct.

Once Upon a time

Concept: rule

Enquiry Question

What does a King or Queen do?

I can talk about

- some similarities and differences between things in the past and now from stories that I have read and my own experiences.

I know that:

- Kings, queens, princes and princesses are part of a very special family (royalty).
- Some kings and Queens, princes and princesses are in stories, like the Princes

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		and the Pea and some are real (like our royal family).
<u>Progression of substantive knowledge through KS1</u>		
In KS1, pupils should learn about: • changes within living memory. • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality		
Year 1		
<i>Area of study: Changes within living memory. Significant place in own locality.</i> <u>School Days</u> Concepts <u>significance</u> <u>Enquiry Question:</u> What was school like for children living in Victorian times? <u>Key learning:</u> • I know a fact about the history of Pimperne School e.g. I know it moved site in 2016. • I can use sources to find out how schools were different in Victorian times. • I can compare how our school was different for pupils in the past e.g. I	<i>Area of study: the lives of significant individuals in the past who have contributed to national and international achievements.</i> <u>Superheroes</u> Concepts: <u>significance, legacy</u> <u>Enquiry Question</u> Why were Rosa Parkes, Samuel Wilderspin and Florence Nightingale real life superheroes? • I know about the achievements of people in the past affect lives today e.g. I know that <u>Rosa Parks</u> refused to give up her seat for a white person on the bus this brought change for black and white people. I know that <u>Florence Nightingale</u> was a nurse about 100 years ago. She was famous for making hospitals a cleaner safer place for people.	<i>Area of study: events beyond living memory that are significant nationally.</i> <u>Bright Lights Big city</u> Concepts: <u>legacy</u> <u>Enquiry Question</u> Why did the Great Fire of London happen in 1666? <u>Key learning:</u> • I know that the Great Fire of London happened a long time ago (beyond living memory) in 1666. • I can use sources to find out talk how life was different for people living at the time. • I can talk about the causes and effects of the fire in London in 1666 e.g. buildings were close together and made of wood so the

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know that Victorian classrooms had blackboards and teachers wrote with chalk but we have interactive whiteboards, Victorian children sat in rows and they had wooden desks but we sit in groups.	I Know that Samuel Wilderspin invented school playgrounds with gardens and equipment. This made children's lives better.	fire spread quickly, there were no fast fire engines to put the fire out. - I know the long-term consequences of the fire e.g. we now build with fireproof materials- Grenfell tower - I know that Samuel Pepys saw the Great fire of London. We use his diary to tell us about it.
Year 2		
<i>Area of study: Compare the lives and achievements of significant individuals beyond and within living memory who have contributed to national and international achievements.</i> Learn about significant historical events. <u>Moon Zoom</u> Concepts: significance, legacy Enquiry Question: <i>Why do we remember Neil Armstrong, Helen Sharman and Tim Peake?</i> Key learning: - I know what an explorer is. - I can compare the lives of significant astronauts from the past and present day and talk about their achievements.	<i>Area of study Compare the lives of significant individuals beyond living memory</i> <u>Magnificent Monarchy</u> Concepts: significance, legacy Enquiry Question: <i>How is King Charles III's reign different from kings and Queens of the past?</i> Key learning: - I know that a monarch is a king or queen. I know that King Charles III is our monarch and that he is the son of Queen Elizabeth II. - I know Queen Victoria (1819-1901) lived before Queen Elizabeth II and King Charles III	<i>Area of Study Compare the lives of significant individuals beyond living memory</i> <u>Land Ahoy!</u> Concepts: significance Enquiry Question: <i>How were Grace Darling and Blackbeard's lives different?</i> Key learning: - I can use sources to find out about the lives of the pirate Blackbeard (Edward Teach) 1680-1718 and Grace Darling. I can say how their lives were different. Grace Darling 1815-1842 - I know that Grace Darling lived in a lighthouse. She was a significant female in this period of British history because she

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• I know that Neil Armstrong (1932-2012) was an American explorer and astronaut who was the first person to walk on the Moon about 50 years ago. • I know that the Moon Landing 1969 is remembered because it was a significant event. • I know that Helen Sharman was the first British, female astronaut to travel into space. • I know that Tim Peake (1972-) is a British astronaut who spent months on the international space station in 2015-2016	• I can compare the lives and achievements of Queen Elizabeth I, Queen Victoria (1819-1901) and Queen Elizabeth II (1926-2022) with King Charles III I know that: • Queen Elizabeth I's reign was called the Elizabethan age. She became queen at a young age. She never married. • Queen Victoria reigned in the Victorian era. • She ruled the British Empire. • She introduced traditions to Britain such as decorating Christmas trees and wearing white wedding dresses. • She passed laws to improve the lives of poor people and British children e.g. she passed a law so that all children had to go to school at the age of 5 not just rich children. This helped to stop children working in work houses and as chimney sweeps. (Link to Samuel Wilderspin Year 1) • The telephone was invented in her lifetime. I know that: • Queen Elizabeth II (1927 -2022) was the longest reigning monarch. She was Queen Victoria's great, great-granddaughter. • She became Queen in 1952 when her father died. • She ruled the British Commonwealth (a group of countries). • The moon landings and invention of the Internet happened during her lifetime.	rescued sailors from a shipwreck about 200 years ago. She lived in Victorian times. • She lived after Blackbeard. • She received a gold medal for bravery and a thankyou letter from Queen Victoria. <u>Blackbeard</u> • I know that Blackbeard was a feared pirate possibly from Bristol. • He was famous for tying ribbons and burning fuses on his beard to scare his enemies. • He sailed in the Caribbean Sea, captured other ships and made people prisoners.
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| | <ul style="list-style-type: none"> I know that King Charles III became king when his mother died in 2022. | |
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Progression of substantive knowledge through KS2

Subject knowledge and key progression in learning.

In KS2, pupils should learn about:

- Changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Year 3

Area of study: Changes in British History from the Stone Age to the Bronze Age.

Concepts: settlement, society and beliefs

Enquiry Question

How did the lives of ancient Britons change during the Stone Age?

I know that:

- Prehistory is the time before written historical records began e.g. I know that BC means before Christ and AD means Anno Domini.
- That there were three periods in the Stone Age. Each period is named after the main material used to make tools at that time (Stone Age, Bronze Age, Iron Age).

Area of study: Local History Enquiry

Enquiry Question

Concepts: significance

Who was Mary Anning and why were her geological discoveries significant?

I know that:

- Mary Anning (1799 -1847)** was Victorian. She is significant locally. She lived in Lyme Regis, Dorset. She was an English fossil collector, dealer, and palaeontologist.
- Her findings contributed to changes in scientific thinking about prehistoric life. She discovered the first ever complete skeleton of a Ichthyosaur aged 12.
- she was not able to fully participate in the scientific community and not eligible to join the

Area of study: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt

Enquiry Question

Concepts: rule, society and beliefs, legacy

What were the greatest achievements of the Ancient Egyptians?

I understand the significant achievements of the Ancient Egyptians including:

- the importance of Nile for a stable society - water, food, transport.

I know that:

- the Egyptians built cities, temples, palaces and pyramids and developed a written system called hieroglyphics. I can contrast this with Stone Age Britain e.g. Stone Age

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- the local sites Pimperne Long Barrow, Badbury Rings and Maiden Castle date back to the Stone Age. Stonehenge was built in the Stone Age to Bronze age. I can: - Order the three main periods on a timeline -Stone Age, Iron Age, Bronze Age. - compare the development of homes, farming and weapons and permanent settlements in each period. - Compare the differences between the homes of people from the Stone Age, Iron Age and Bronze Age. I know that Stone Age homes were made of wattle and daub and had thatched rooves, Iron Age man lived in Roundhouses (a circular building with thatched rooves), Bronze Age man lived in homes made of wood and stone. They contained furniture made of wood. - e.g. Stone Age weapons were made of stones, rocks and bones. Bronze Age man learned to mine copper and tin which enabled him to make Bronze weapons such as axes. The discovery of Iron (a harder material) led to Iron Age man making daggers. - I know Stone Age man was a hunter gatherer who moved around. By the Iron Age, man had	Geological Society of London as she was a woman and not Church of England.	man settled villages and did not have a written system. - From 3000 BC, Pharaohs ruled Ancient Egypt. The structure of society was hierarchical and consisted of viziers, nobles, scribes, priests, farmers, craftspeople, soldiers, peasants and slaves Tutankhamun was a significant Pharaoh. He was known as the boy king. He became pharaoh at the age of 12. The discovery of his tomb by <u>Howard Carter in 1952</u> tells us much about Egyptian life. - the importance of the Gods. e.g. Ra, Anubis, Ma'at and Tefnut <u>William John Bankes</u> (1786-1855) Local family link to Kingston Lacey MP Explorer, Egyptologist and adventurer.
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better tools to farm the land and could settled in (villages) farming communities. At the end of the Stone Age, the Celts ruled Britain. They lived in tribes in small settlements and farmed the land.		
Year 4		
In Key Stage 2, children should learn about: - the Roman Empire and its impact on Britain - a local study		
the Roman Empire and its impact on Britain <u>Enquiry Questions</u> Concepts: Invasion and settlement, rule legacy, society and beliefs How did the arrival of the Romans change Britain.? What was their legacy? I know that: - there are two explanations for the founding of Rome. - An empire is a collection of countries. - in AD27, the Roman empire was expanding because its army was efficient and powerful. The empire was ruled by kings, then emperors who had absolute power. <u>Emperor Julius Caesar</u> unsuccessfully invaded Britain in 55 and 54 BC. (The army was ill	Local Study <u>Concept:</u> Society, legacy Enquiry Question: How did the coming of the railways effect Blandford? I can: - Describe some of the benefits of the growth of the railway in Victorian times for Blandford including movement of people and goods. - Talk about the significance of George Stephenson to the development of the railways. I know that: - The railway opened in Blandford when Victoria was Queen and it closed more than 50 years ago. This was in the Victorian era. - That there is evidence in the town that tells us about the history of the railway: Station Court, railway arches, model in the museum. - I know the railway benefitted people living in the locality because it made it easier to transport	Local Study <u>Enquiry Question</u> Concepts: legacy Why is the Great Fire of Blandford still remembered today? I know that: - Less than 100 years after the Great Fire of London, in 1731, the great fire of Blandford destroyed most of the town - 40 out of 500 houses survived and the town was rebuilt by the Bastard brothers. - It began in a soap boiler's house in Whitecliff Mill Street. - I know that evidence exists in Blandford today to suggest that there was a fire e.g. new buildings, fire damage on brickwork, insurance plaques. I can locate the evidence on a map. - I know that as in the Great Fire of London, the fire happened because the

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prepared for the weather in England). - that the Romans (under <u>Emperor Claudius</u>) successfully invaded Britain with a powerful army in the century Jesus was alive (in AD43). After invasion, followed a period of peace and settlement. <u>Boudicca (AD33-61)</u>, Queen of the Iceni tribe revolted against Roman rule in AD 60-61. - the Romans stayed for about 400 years and then had to return to protect their own country. I know that: - the Romans were great engineers who brought change to Britain. They created towns in Britain. I know that towns included features such as a forum for decision-making, communal bath houses to wash in, aqueducts to move water and hypocausts to heat buildings. The Romans had a social hierarchy and at the top was the emperor and at the bottom were slaves. I know that evidence of their legacy can be seen today e.g. in place names such as Dorchester, Manchester, Chester, in the Roman Baths in Bath and in local Roman Roads (Kingston Lacey),	goods (clay and coal) it brought new jobs and opportunity for travel. The reason for the decline of the railway included: more affordable motor vehicles, better roads for lorries meant goods could be transported directly to where they needed to go.	rooves were made of thatch, buildings were close together and the wind spread the fire quickly. The fire service was not as efficient. I can explain how hard it was to transport water to the fire.
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Upper Key Stage 2		
Year 5		
Subject knowledge and key progression in learning		
In KS2, pupils should learn about: • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Ancient Greece - a study of Greek life and achievements and their influence on the western world.		
Area of study: Britain's settlement by Anglo Saxons and Scots Concepts: Invasion and settlement, society and beliefs, rule <u>Enquiry Questions</u> <i>Who were the Anglo Saxons and why did they want to settle in Britain?</i> I know that: • after the Romans left in AD410, there were invasions by the Anglo Saxons (Germany), Picts (Scotland), Vikings (Scandinavia) • the Anglo Saxons invaded Britain for land to farm as their own land in Scandinavia often flooded. They brought animals and tools and set up villages. • Anglo Saxons lived in small villages, with local courts and law, jewellers and craftsmen, Thaness, Ceorls, slaves.	Area of study: Viking and Anglo-Saxon struggle for the Kingdom of England. Concepts: Invasion and settlement, society and beliefs, rule <u>Enquiry Question</u> 1) <i>Were the Viking's viscous warriors or skilled craftsmen?</i> 2) <i>How successful were the Vikings in challenging Anglo-Saxon rule in Britain?</i> I know that: • the Vikings arrived in Britain in AD 793. • they were feared because they raided Britain for land and resources that they could trade e.g. gold and jewels, manuscripts and bibles. They raided Lindisfarne Monastery on 8th June 793. • they were mostly farmers who lived in longhouses made of wood with wattle and daub walls They were skilled craftsmen, made strong weapons and fast ships (longboats).	Area of study: Ancient Greek life, achievements and their influence on the western world. Concepts: society, legacy, rule <u>Enquiry Question</u> <i>Who were the Ancient Greeks and what was their legacy?</i> I can talk about the achievements and influences of the Ancient Greeks and how they can be seen in the world today. I know that: • there were 6 periods of Greek history from 6000BC to 30BC. • Sparta and Athens had different ways of ruling. Athens was democratic whereas Sparta was ruled by a select few • the Olympic Games were invented in Greece. Today's Olympic Games are based on the same core values of excellence, respect and friendship that underpinned the original Olympic Games. • Epic Greek poems and plays inform us today about historical and mythological events. Sculpture, architecture and the Greeks method of painting

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I know that historians have discovered how the Anglo Saxons lived because of the accounts of St Bede (a monk AD673-735) and the discovery of the Anglo-Saxon burial site at Sutton Hoo in 1939.	Alfred the Great AD848-899 I know that: Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by Anglo-Saxon kings.	designs onto pottery was distinct and inspired many other civilisations. Many philosophers and early scientists thinking still influence us today e.g Aristotle was a great philosopher of his time and his ideas are still influential today.
Year 6		
Subject knowledge and key progression in learning. In Key Stage 2, children should learn about: - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A non-European society that provides contrasts with British history -. AD 900; Mayan civilisation		
Area of study: A non-European society that provides contrasts with British history -. AD 900; Mayan civilization Concepts: Society and beliefs, legacy Enquiry Question What did the Maya and the Vikings have in common? I know that: the Mayans lived in area that is around Mexico (including Guatemala, Belize). the civilisation lasted for a long time from 2600BC to around 900 AD and later and continued until natural disasters occurred and the Spanish invaded. - I know which sources give us clues about the Mayans. I can talk about	Area of study: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Concepts: Invasion, rule Enquiry Question What were the causes for the outbreak of WWII? I know that: - WWII started in the middle of the last century 1939 and ended in 1945. Two reasons for the outbreak of WWII e.g. Treaty of Versailles, Germany's debt, rise of Hitler and Nazi Party, invasion of other lands. the war was fought by two sides, Axis and Allies. A big threat to the UK was the rise of National Socialists or Nazis in Germany.	Area of study: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Concepts: Invasion. society and beliefs Enquiry Question How did life change for children in Britain during WWII? I can talk about how life changed in Britain during the war including the significance of: the Blitz and Battle of Britain: I know that there was intense bombing of British cities and attempted invasion and destruction of the RAF and the outcome. the reasons why children were evacuated to the countryside. e.g. the government sent children to live in the countryside where they would be safer because Germans were bombing towns and cities. I can describe what it was like for these children

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how these sources inform us today e.g. their art, calendars based on maths and astronomy and Maya glyphs. • I know that Mayan descendants still live in Mexico today 1500s (Cortes). Their stories are a source which informs us. • I know that both the Mayan and Viking civilisations survived by farming the land. The Maya lived in a warm climate and grew (maize, potatoes, avocado, beans and produced chocolate from cocoa beans. In comparison, the Vikings farmed barley, rye and oats) • I know that the Vikings settled in villages but the Mayans built towns. • I can compare and contrast Mayan homes with Viking homes e.g. I know that Vikings lived in longhouses made of wood with wattle and daub walls. Similarly, the Mayans lived in single room homes made of the same materials.	• I can order significant events of the period on a timeline e.g. rationing, evacuations, Battle of Britain, Pearl Harbour, D-Day, end of war in Europe, liberation of prisoner of war camps, end of war in Japan, United Nations formation.	to leave their families and what their lives were like during WWII. • I can talk about the impact of food shortages and the introduction of ration books. • what happened to the Jewish people after Hitler's rise to power including the life of Anne Frank, a Jewish girl, who kept a diary about her life hiding from Nazi persecution. • the significance of the D-Day landings, VE and VJ Day (United Nations formation). • Are we still making the same mistakes? What has man learned from the mistakes in the past (tie in with current affairs - e.g. Ukraine and refugees).
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