



*Fairway Primary
School*

History Long Term Planning

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≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

EXPLORE ---KNOW---COMMUNICATE

CONCEPTS

CHRONOLOGY

This concept involves the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.

CONTINUITY AND CHANGE

This concept helps us to understand that there were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.

CAUSE AND CONSEQUENCE

This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.

SIMILARITY AND DIFFERENCE

This concept is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

HISTORICAL SIGNIFICANCE

This concept helps us to understand that some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

SUBJECT CONTENT EYFS

UNDERSTANDING THE WORLD: PAST and PRESENT

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

SUBJECT CONTENT KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

SUBJECT CONTENT KS2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

NURSERY

HISTORICAL SKILLS (Taught throughout the year)

- Begin to make sense of their own life-story and family's history.

NURSERY

NURSERY					
AUTUMN		SPRING		SUMMER	
Topic	Areas of learning and development: Understanding of the world	Topic	Unit of Study	Topic	Areas of learning and development: Understanding of the world
BELONGING	Me & my family – significant times and events	HOW WILL WE GET THERE?		INTO THE GARDEN WE GO!	Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
VOCABULARY	Now Next Old/young Today	VOCABULARY		VOCABULARY	Grow Change Remember
SEARCH FOR A HERO	Talk about and remember significant and special people in my life and the community	TRADITIONAL TALES	Understand the past through settings, characters and events encountered in books read in class and storytelling.	WHERE IN THE WORLD?	Me & my family – significant times and events linked to holidays
VOCABULARY	Special Yesterday Tomorrow	VOCABULARY	First Then Began	VOCABULARY	Past Future

RECEPTION

HISTORICAL SKILLS (Taught throughout the year)

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

RECEPTION

AUTUMN		SPRING		SUMMER	
Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
MARVELLOUS ME	Timeline of a person's life Future aspirations	ANTARCTICA	Changes over time Explorers past and present	WINGS & LIVING THINGS	Changes over time Timeline from egg to chick
VOCABULARY	Past/present/future Change Ourselves Baby/child/teenager/adult	VOCABULARY	Past/present/future Change	VOCABULARY	Past/present/future Change
DARK DAYS AND COSY NIGHTS	Changes over time Key historical events e.g. Remembrance Day	TWISTED TALES	Changes over time	AMAZING ADVENTURES & GOLDEN SANDS	Changes over time Famous pirates- Black Beard. Anne Bonny & William Kidd
VOCABULARY	Past/present/future Change	VOCABULARY	Past/present/future Change	VOCABULARY	Past/present/future Change Pirate

YEAR 1

HISTORICAL SKILLS (Taught throughout the year)

CHRONOLOGICAL UNDERSTANDING	CONTEXTUAL KNOWLEDGE & CONCEPTUAL UNDERSTANDING	HISTORICAL ENQUIRY & INVESTIGATION
- Use words and phrases such as old/ new/ a long time ago. - Recognise that some objects belonged to the past. - Sequence up to three related events and artefacts in chronological order	- Explain how things have changed since I was born. - Explain how some people have helped us to have better lives. - Compare a historical event with today and say what has changed.	- Ask and answer questions about old and new objects. - Pick out old and new things in a picture. - Explain what an object from the past might have been used for.

	HISTORY BLOCK 1 (6 weeks) Knowledge & Understanding of British History.	HISTORY BLOCK 2 (6 weeks) Knowledge & Understanding of Wider World History.	HISTORY BLOCK 3 (2 weeks) Knowledge & Understanding of Local History.
UNIT	TOYS	EXPLORERS	WHAT MAKES GREATER MANCHESTER GREAT?
CONCEPTS	Continuity and Change Similarity and Difference Chronology	Continuity and Change: Historical Significance: Chronology	Historical Significance Chronology
NATIONAL CURRICULUM OBJECTIVES	To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	- To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. - To learn about events beyond living memory that are significant nationally.	- To learn about significant historical events, people and places in their own locality. - To learn about the importance of Hatting on Mancunian industry.
VOCABULARY	Chronological Compare Victorian era Technology/ mechanical Compare CE	Chronological Aviator Mountaineer Astronaut Significant Impact	Industry Milliner Hatting Significant Impact

	Children will learn about popular toys in the 19th, 20th and 21st century. To know: • similarities and differences between toys in the past and the present. -toys that I play with today. -toys that my parents/grandparents played with when they were children. -toys that children played with in Victorian Era. -toys that Victorian rich (including royal) and poor children played with. • how toys have changed over time (materials/technology) -in the past, toys were made of wood and metal/now many are made of plastic. -in the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move/now many toys are electrical and can move when you switch them on.	Significant People: the desire to explore our planet and beyond 1) Amelia Earhart (1932-First female aviator to fly solo across the Atlantic Ocean) 2) Tenzing Norgay (First ascent of the highest Mountain on Earth 1953) 3) Neil Armstrong (First human to stand on the moon 1969) To know: • about the life and achievements of Tenzing Norgay, Amelia Earhart and Neil Armstrong. • what they achieved and when. • the impact their achievements have had on the world. • that the advancement of technology has enabled us to reach new frontiers.	Significant historical events, people and places of Greater Manchester. • Why are these historical events, people and places significant? • What impact do they have on us today? • To investigate the importance of the hatting industry on Stockport • To demonstrate our understanding of the importance of hatting to the growth of Stockport • To understand the importance of Mancunian John Joel Nichols. • To explore the changes which have happened to Vimto over the last hundred years.
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YEAR 2

HISTORICAL SKILLS (Taught throughout the year)

CHRONOLOGICAL UNDERSTANDING	CONTEXTUAL KNOWLEDGE & CONCEPTUAL UNDERSTANDING	HISTORICAL ENQUIRY & INVESTIGATION
- Use words and phrases such as before/ after/ past/ present/ then/now. - Sequence up to five related events and artefacts in order.	- Recount the life of someone famous from the past and explain what they did earlier and what they did later. - Compare lives of at least two people from different periods. - Explain how the life of someone from the past is important today. - Compare a feature of life in the past with the same feature in the present by describing what is the same and what is different.	- Answer questions using different information – objects/ books/ internet/ people - Find out things independently about the past looking at information available to me. - Research the life of a person in the past using different sources of evidence. - Ask questions about objects, people and events to gain more knowledge.

	HISTORY BLOCK 1 (6 weeks) Knowledge & Understanding of British History.	HISTORY BLOCK 2 (6 weeks) Knowledge & Understanding of Wider World History.	HISTORY BLOCK 3 (2 weeks) Knowledge & Understanding of Local History.
UNIT	GREAT FIRE OF LONDON	ACTIVISTS	WHAT MAKES GREATER MANCHESTER GREAT?
CONCEPTS	Cause and Consequence Significance Chronology	Similarity and Difference Significance Chronology	Similarity and Difference Significance Chronology
NATIONAL CURRICULUM OBJECTIVES	To learn about events beyond living memory that are significant nationally.	The lives of significant individuals in the past who have contributed to national and international achievements.	- To learn about significant historical events, people and places in their own locality. - To investigate and evaluate the importance of artefacts in reflecting changing face of Manchester
VOCABULARY	Eye witness account Source Artefact Century/ies	Activist Suffragette Equality	Artefacts Historical impact Archaeology

HISTORICAL KNOWLEDGE	To know: • The Great Fire of London occurred centuries before the eras previously studied • when the Great Fire of London happened. • where the Great Fire of London started. • which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farriner, Sir Christopher Wren, King Charles II. • how we know about the fire: eyewitness accounts, diaries, paintings etc. • Know the key events, facts and dates of the Great Fire of London in chronological order. • Know why the fire spread so far and burned for so long. • the extent of the damage caused and its impact on London. (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent today) • Know what changed as a result of the Great Fire of London.	Significant People: 1) Emily Davison (1872-1913-English suffragette-women's struggle for the right to vote) 2) Rosa Parks (1913-2005-African American activist-struggle for racial equality. 3) Malala Yousafzai (1997-present- Pakistani childhood activist- against restrictions of education for girls) To know: • about the life and achievements of Emily Davison, Rosa Parks and Malala Yousafzai. • What they achieved and when. • the impact their achievements have had on the world.	Significant historical events, people and places of Greater Manchester. • Why are these historical events, people and places significant? • To explore Manchester's history through famous Mancunians. • To focus on Alan Turing (though his work at Manchester University) and Professor Brian Cox. • Investigate the impact of artists on the representation of Manchester. • What impact do they have on us today? • To demonstrate our understanding of the importance of a range of artefacts which show what makes Manchester great.
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YEAR 3

HISTORICAL SKILLS (Taught throughout the year)

CHRONOLOGICAL UNDERSTANDING	CONTEXTUAL KNOWLEDGE & CONCEPTUAL UNDERSTANDING	HISTORICAL ENQUIRY & INVESTIGATION
- Place periods of time I have studied onto a timeline. - Sequence several events and artefacts from the same period on a timeline. - Use chronological vocabulary to answer questions about a timeline. - Begin to compare different societies using a timeline.	- Begin to explain the causes for events in the past e.g. geography, migration, invasion. - Discuss different aspects of societies I have studied e.g. technology, trade, religion. - Begin to compare different aspects of societies I have studied, discussing both change and continuity.	- Begin to understand the difference between primary and secondary sources of evidence. - Use a range of primary and secondary sources to answer specific historical questions. - Begin to use information from relevant sources to support my answers to historical questions. - Begin to ask questions to find out more information. - Give opinions about historical events that might be different from those of others.

	HISTORY BLOCK 1 (6 weeks) Knowledge & Understanding of British History.	HISTORY BLOCK 2 (6 weeks) Knowledge & Understanding of Wider World History.	HISTORY BLOCK 3 (2 weeks) Knowledge & Understanding of Local History.
UNIT	STONE AGE, BRONZE AGE, IRON AGE	ANCIENT EGYPT	WHAT MAKES GREATER MANCHESTER GREAT? INDUSTRY
CONCEPTS	Continuity and Change Chronology	Historical Significance Chronology	Continuity and Change Significance Chronology
NATIONAL CURRICULUM OBJECTIVES	To learn about changes in Britain from the Stone Age to the Iron Age.	To learn about the achievements of the earliest civilizations.	To learn about why industry is significant for Greater Manchester and its impact on us today.
VOCABULARY	Prehistoric Palaeolithic Mesolithic Neolithic BCE	Artefact Ancient Civilisation Century Archaeologist Egyptologist	Primary source Secondary source Industrial revolution

HISTORICAL KNOWLEDGE	To know: - the Stone age was a prehistoric era which occurred before the eras previously studied. - it was called the Stone Age because it was dominated by stone tools. - it consisted of three different periods called Palaeolithic, Mesolithic and Neolithic - it lasted from 2.5 million years ago to approximately 5 million years ago - changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming - the way people lived (homes, diet) was influenced by natural materials - religion became more organised as the era progressed into the Bronze Age. (burial grounds etc) - the Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). - In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership.	To know: - the ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC - the ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. - the annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops. - ancient Egyptians used hieroglyphics to communicate - the Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. - a Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. - Society of ancient Egypt was divided into a strict hierarchy with the Pharaoh and his gods at the top and the slaves at the bottom, - Slaves were an important part of ancient Egyptian labour force. - Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic - Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed.	To know: - Why is industry significant to Greater Manchester? - What impact does it have on us today? - To explore the changes which happened in the Industrial Revolution - To explore the impact of the Industrial Revolution on children - To investigate the impact of railways on Manchester - To explore the impact of the Manchester Ship Canal on industry both in Manchester and beyond
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YEAR 4

HISTORICAL SKILLS (Taught throughout the year)

CHRONOLOGICAL UNDERSTANDING	CONTEXTUAL KNOWLEDGE & CONCEPTUAL UNDERSTANDING	HISTORICAL ENQUIRY & INVESTIGATION
- Place specific events and periods I have studied onto a timeline. - Sequence several events and artefacts from more than one period on a timeline. - Use an increasing range of chronological vocabulary to answer questions about a timeline. - Confidently compare different societies using a timeline.	- Explain the causes of past events. - Begin to explain the consequences of past events on the societies I have studied. - Compare different societies I have studied. - Begin to make chronological and geographical links between different societies I have studied.	- Understand the difference between primary and secondary sources of evidence. - Choose from a range of primary and secondary sources to answer specific historical questions. - Use information from relevant sources to support my answers to historical questions. - Ask questions to find out more information. - Begin to understand that there might be more than one answer to a historical question.

	HISTORY BLOCK 1 (6 weeks) Knowledge & Understanding of British History.	HISTORY BLOCK 2 (6 weeks) Knowledge & Understanding of Wider World History.	HISTORY BLOCK 3 (2 weeks) Knowledge & Understanding of Local History.
UNIT	THE BATTLE OF BRITAIN	ANCIENT GREECE	WHAT MAKES GREATER MANCHESTER GREAT? SPORT
CONCEPTS	Cause and Consequence and Historical Significance Chronology	Historical Significance Chronology	Continuity and Change Historical Significance Chronology
NATIONAL CURRICULUM OBJECTIVES	To study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: A significant turning point in British History	To learn about Ancient Greek life and achievements and their influence on the western world.	To learn about why sport is significant for Greater Manchester and its impact on us today.
VOCABULARY	Evacuees Invasion Rationing Allied forces Blitzkrieg	Conquered Democratic Ancient civilisation Architecture Equality Philosophy	Legacy Changing face

HISTORICAL KNOWLEDGE	To know: • WWII is an aspect of 'Modern History' • Germany invaded Poland September 1, 1939 • the experiences of children during the war and know that many children from cities were evacuated. • Britain and France declared war on Germany (start of WWII) on September 3, 1939 • rationing was introduced across the UK in January 1940 • Dunkirk was evacuated and France surrendered to Germany (May - June 1940). • Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940) • D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44) • Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day • Neville Chamberlain was UK Prime Minister from 1937-1940 • Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55) • Princess Elizabeth was the first female member of British royal family to become an active member of the armed forces. She made her first public speech on 13th Oct 1940, a radio address to the children in the commonwealth. • Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45 • the changing role of women during this time.	To know: • The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) • Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. • In Athens, Greek education, styles of art, architecture, philosophy and theatre were developed. • Athens had a democratic government – people who lived there made decisions by voting. • The first Olympic games were held in 776 in the city-state Olympia. • The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. • Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. • Some of our alphabet came from the one that the Ancient Greeks used. • Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.	To know: • Why is sport significant to Greater Manchester? • What impact does it have on us today? • To investigate the significance of Fred Perry and the sport of tennis for Greater Manchester. • To investigate the significance and changing face of football on Greater Manchester
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YEAR 5

HISTORICAL SKILLS (Taught throughout the year)

CHRONOLOGICAL UNDERSTANDING	CONTEXTUAL KNOWLEDGE & CONCEPTUAL UNDERSTANDING	HISTORICAL ENQUIRY & INVESTIGATION
- Place new periods I am studying on a timeline with periods I have previously studied. - Sequence events and periods I have studied on a timeline. - Use relevant vocabulary to describe change overtime between 2 or more periods I have studied.	- Begin to make links between the causes and consequences of past events on the societies I have studied. - Compare and contrast different societies I have studied. - I can make relevant chronological and geographical links between different societies I have studied.	- Explain the difference between primary and secondary sources of evidence. - Identify useful sources of evidence to answer specific historical questions. - Use information from a range of relevant sources to support my answers to historical questions. - Ask increasingly relevant questions to find out more information. - Understand there often is not a single answer to a historical question. - Begin to understand that not every source of information is historically reliable.

	HISTORY BLOCK 1 (6 weeks) Knowledge & understanding of British history.	HISTORY BLOCK 2 (6 weeks) Knowledge & Understanding of Wider World History.	HISTORY BLOCK 3 (2 weeks) Knowledge & Understanding of Local History.
UNIT	ROMANS	EARLY ISLAMIC CIVILISATION	WHAT MAKES GREATER MANCHESTER GREAT? EQUALITY AND DIVERSITY
CONCEPTS	Historical Significance Chronology	Similarity and Difference Historical Significance Chronology	Continuity and Change Historical Significance Chronology
NATIONAL CURRICULUM OBJECTIVES	To learn about the Roman Empire and its impact on Britain.	To learn about a non-European society that contrasts with British history: Early Islamic Civilisation.	To learn about why music is significant for Greater Manchester and its impact on us today.
VOCABULARY	Invasion Empire Architecture Era Lasting influence	Ancient civilisation Legacy Technological advancement	Equality Diversity Windrush generation

HISTORICAL KNOWLEDGE

To know:

- the Roman invasion coincided with the Iron Age
- the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain.
- how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion.
- that the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca.
- the different roles in society: slaves/women in Roman Britain.
- about the relationship between Celts and Romans after each invasion (ie relative peace and trade links)
- that the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics).

Set the context:

- Islam was founded by the Islamic prophet Muhammad (pbuh) who was born in Mecca in 570AD.
- At its height, the Islamic Empire stretched from Spain to India and was ruled by a caliph.
- Baghdad was built in 725 AD by Caliph Al-Mansur as the new capital of the Islamic Empire.
- The Silk Road was a trade route which linked the east to west, along which merchants sold their goods. It went through Baghdad.

To know:

- The House of Wisdom was built in Baghdad. It contained a library and attracted scholars from around the world who translated texts into Arabic.
- By 860 AD, the House of Wisdom had the largest collection of books in the world. All scholars were invited to study there, including Muslims, Jews and Christians.
- In the House of Wisdom, scholars studied medicine, astrology and science and many new developments were made. The knowledge was very advanced for its time, with cures for many serious ailments being discovered.
- Many new inventions were developed including the first camera and mechanical devices which told Muslims what time to pray.
- The world's first hospitals were built in Baghdad along with universities and observatories.
- Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today.
- By the 8th century, Islamic scholars were using paper rather than parchment or papyrus for their writing.
- Islamic Art developed during this period. It contains geometric shapes and repeated patterns. (Links to Year 3 Continents Day).
- While the Islamic civilisation was having the Golden Age, Europe was experiencing the Dark Ages (the era took place within the time that the Anglo Saxons and Vikings were in Britain).
- Baghdad was the world centre of culture and learning until 1258, when the Mongols attacked from Asia. They burned Baghdad, destroyed the House of Wisdom and killed thousands of people. The city never recovered its former glory, but the ideas lived on.
- What was the legacy left by existence of the House of Wisdom?

To know:

- To learn about the equality and diversity of Manchester and how it has changed over time
- To be able to investigate the Peterloo Massacre and its lasting impact on the legacy of Manchester
- To investigate Manchester's role in the abolition of slavery
- To investigate the impact of Windrush settlers on Manchester
- To investigate who the Windrush generation are and when this happened.
- To explore what discrimination the Windrush generation experienced in Britain.
- To demonstrate our understanding of the impact of diversity and equality on Manchester

YEAR 6

HISTORICAL SKILLS (Taught throughout the year)

CHRONOLOGICAL UNDERSTANDING	CONTEXTUAL KNOWLEDGE & CONCEPTUAL UNDERSTANDING	HISTORICAL ENQUIRY & INVESTIGATION
• Create a timeline to compare my current period of study with other periods I have studied. • Use a timeline to make comparisons between different periods I have studied.	• Make links between causes and consequences of past events. • Make links and comparisons between different societies and periods I have studied.	• Identify the differences between a selection of primary and secondary sources. • Select and use information from the most relevant historical sources to support my answers to historical questions. • Begin to accurately evaluate the reliability of different sources of evidence. • Explain and justify my own opinion about historical events using a range of sources.

	HISTORY BLOCK 1 (6 weeks) Knowledge & understanding of British history.	HISTORY BLOCK 2 (6 weeks) Knowledge & Understanding of Wider World History.	CONTINUATION OF HISTORY BLOCK 2
UNIT	ANGLO SAXONS and VIKINGS	CHANGING POWER OF MONARCHS: ELIZABETH I, QUEEN VICTORIA and ELIZABETH II	
CONCEPTS	Continuity and Change Cause and Consequence Chronology	Continuity and Change Historical Significance Chronology	
NATIONAL CURRICULUM OBJECTIVES	• To learn about Britain's settlement by Anglo Saxons and Scots. • To learn about the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	• To study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: Changing Power of Monarchy: Queen Elizabeth I & Queen Victoria. • To be able to debate the positives and negatives surrounding the British Empire	
VOCABULARY	Invasion Artefacts Primary/secondary sources Danelaw Agriculture	Monarchy Empire Slavery Commonwealth	

HISTORICAL KNOWLEDGE

To know:

- The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands.
- The Angles, Saxons, Jutes and Picts were from other parts of Europe.
- The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England.
- Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.
- Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.
- Anglo-Saxon England was divided into 7 kingdoms.
- The importance of Alfred the Great.
- Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.
- The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.
- They travelled in boats called longships and first arrived in Britain around AD 787
- The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).
- They were looking for valuable goods like gold and jewels, imported foods and other useful materials.
- The Vikings also wanted to claim land and tried to take over much of Britain.
- They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.
- The Vikings were given Danelaw and Danegeld.
- End of an era – 1066 – the fight for the Crown.

To know:

- Who was Queen Elizabeth I and the changing face of Britain in the Tudor period?
- How Tudor exploration led to the beginning of the British Empire?
- The role that slavery played within the formation of the British Empire.
- Who was Queen Victoria and the changing face of Britain in the Victorian period?
- How the British Empire grew to become the first global industrial power?
- How and when the British slave trade was abolished?
- Who was Queen Elizabeth II and what changed during her reign in modern Britain?
- When and how the British Empire became the Commonwealth?
- Why the British government has apologised to this generation of people and their descendants?
- To be able to debate the positives and negatives surrounding the British Empire