

History Long Term Plan UKS2

	Autumn	Spring	Summer
Year A			
Topic	Anglo-Saxons and Vikings		Ancient Greece
Relevant area of Programme of study	<p>♣ Britain's settlement by Anglo-Saxons and Scots</p> <p>♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>♣ a local history study</p> <p>*Black History Month - teach throughout curriculum</p>		<p>♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
Vocabulary	<p>Archaeology, evidence, source, monument, legacy, settlement (revisited vocab)</p> <p>Norse, raids, longhouse, Berserkers, longship, Odin, Scandinavia, Danelaw, Jorvik (topic specific)</p>		<p>Philosophy, Athenians, Spartans, Democracy, Olympics, plague, Truce, Zeus, Ioincloth, Apollo, temple, legacy, polytheism, civilisation, oligarchy, acropolis, oracle, city state, assembly</p>
Concepts	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses (from National curriculum)</p> <p>Paganism, invasion (topic specific)</p>		<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses (from National curriculum)</p> <p>Democracy, legacy, government</p>
Key Knowledge	<p>To know the Vikings originated from Scandinavia.</p> <p>To know the Vikings invaded Britain and took the land using violence.</p> <p>To know the Vikings settled in Britain because of the warmer climate and trade opportunities with Europe and Africa.</p> <p>To know that Coppergate means 'street of Cup-makers'.</p> <p>To know five Viking artefacts they discovered in Coppergate, including coins, pendants, shells, cups, spindles, shoes, combs, knives, dice, a helmet and a poo. https://www.yorkarchaeology.co.uk/viking-images</p> <p>To know what and where Jorvik traded, including cowrie shells and spices from Asia; silks from the middle east; slaves from Ireland; cloth from Europe; ivory from Greenland; and wine from North America.</p> <p>To know five Vikings foods, including domesticated animals such as beef, pork, mutton and lamb, chicken, goose; oysters and fish from the Ouse; bread made from wheat, barley and rye; and fruits such as plums,</p>		<p>To know Greece is in south-east Europe.</p> <p>To know the names of the key Gods (Zeus, Athena, Hermes, Hades, Apollo).</p> <p>To know at least five of the ancient Greek myths (e.g. Persephone and the pomegranate seeds, Pandora's box, Theseus and the Minotaur, Medusa, King Midas).</p> <p>To know the ancient Greeks weren't ruled by one leader or government, but smaller city states.</p> <p>To know the ancient Greeks invented the first democracy 508-507 BC.</p> <p>To understand the differences between tyranny, monarchy, oligarchy and democracy.</p> <p>To know Plato, Aristotle and Socrates were some of the world's first and most influential philosophers.</p> <p>To know Alexander the Great was the emperor of Macedonia and created the largest Greek empire.</p> <p>To know the people of Athens valued education, the arts and culture.</p> <p>To know the people of Sparta lived simply, were strict and had a powerful army.</p>

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	<p>cherries, sloes, apples, blackberries, raspberries, dewberries, elderberries, hawthorn berries and rowanberries.</p> <p>To know the jobs Vikings did in Jorvik, including blacksmiths, weavers, fishermen, merchants, leatherworkers and farmers.</p> <p>To know that most Vikings were karls, free, working people, that wealthy noblemen were known as jarls, and that slaves were known as thralls; it was possible to move between groups for some people</p> <p>To know that Vikings believed that Yggdrasil (a tree) connected the nine realms</p> <p>To know that Vikings believed that those who died bravely might be able to spend the afterlife in Valhalla, a great hall presided over by Odin</p> <p>To know that Lindisfarne is an island and had an important monastery.</p> <p>To know the Vikings invaded Lindisfarne in 793 AD.</p> <p>To know the Vikings killed the monks and took their gold.</p> <p>To know the battle of York was in 865 AD.</p> <p>To know Ivar the Boneless was the Viking leader.</p> <p>To know the Battle of York was the first Viking victory in England.</p> <p>To know Jorvik became the Viking's capital city after the Battle of York.</p> <p>To know Alfred the Great was an Anglo-Saxon king.</p> <p>To know Alfred the Great fought against the Vikings.</p> <p>To know Alfred the Great made peace so that English and Vikings settled down to live together.</p>		To know the Greeks invented the Olympic games and only Greek men were able to compete.
Year B			
Topic		Mayan Civilisation	Immigration
Relevant area of Programme of study		♣ non-European society that provides contrasts with British history: Mayan civilization c. AD 900	♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Vocabulary		Maya, Mayan, Civilisation, Empire, Chichén Itzá, Drought, Ritual, Jaguar, Scribes, Codices, Maize, Cacao, native, indigenous, glyphs	Migrate, immigrant, immigration, multi-cultural, society, empire, British Empire, colony/colonisation, economic, East India trading company, plundered, exploitation
Concepts		Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance , and use them to make connections, draw contrasts , analyse trends, frame historically-valid questions and create their own	Understand historical concepts such as continuity and change, cause and consequence , similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts ,

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		structured accounts, including written narratives and analyses (from National curriculum) Ritual sacrifice, colonisation.	including written narratives and analyses (from National curriculum) Colonisation, immigration.
Key Knowledge		<p>To know the Maya lived in South America (modern day Mexico, Honduras, Guatemala and Belize)</p> <p>To know the Maya believed in lots of different Gods.</p> <p>To know that the Maya believed they had to keep the Gods happy because the Gods could help or hurt them.</p> <p>To know the Maya would dance, sing, and sometimes spill their blood and kill each other to please the Gods.</p> <p>To know the Maya built temples for their Gods and had priests to communicate with the Gods.</p> <p>To know the Maya wrote by carving in stone and tree bark.</p> <p>To know that Mayan writing is made of glyphs and only priests and noblemen knew the whole written language.</p> <p>To know Maize was a very important crop that formed up to 80% of the Maya people's diets.</p> <p>To know the Maya used cacao beans as currency, medicine and a bitter drink.</p> <p>To know that Maya civilisation ended due to a combination of factors, including overpopulation, wars between tribes, drought and the invasion of the Spanish.</p>	<p>To know that Britain has always been a nation of immigrants, invaders and settlers (make links to Romans, Jutes, Saxons, Vikings, Normans, draw out differences between immigration, settling and invading)</p> <p>To know that United States, Canada, Australia, New Zealand, India, South Africa (and many other African countries) and St Lucia (as well as other Caribbean islands) were once territories of Britain</p> <p>To know that some countries had to engage in violent conflict to establish their independence from Britain</p> <p>To know that some countries and Britain agreed peacefully to separate</p> <p>To know that Britain plundered the natural resources of other countries e.g. land, people, gold, oil, gas, coal</p> <p>To know that Britain's associations with its colonies led to people migrating to Britain</p> <p>To know that Britain engaged in the trans-atlantic slave trade from the 16th century until abolition in 1804</p> <p>To know that families from the Caribbean were encouraged to come to Britain in the 1950s and that the first group of migrants sailed on the Windrush</p> <p>To know that these families faced challenges in their new home</p> <p>To know that Britain's culture has been influenced and enriched by its immigrants and to give examples of this</p> <p>To know that as part of the European Union, people from member states could move freely and that families from Europe have settled in Britain since 1992</p>