

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>Revisited: Primary source, secondary source, settlement, chronology, Dark Ages, artefact, Eboracum, Christianity</p>		<p>Revisited: Primary source, secondary source, chronology, artefact, architecture</p>
	<p>Progression: Norse, raids, longhouse, Berserkers, longship, Odin, Scandinavia, Danelaw, Jorvik, settle, Eoforwic, Coppergate, River Ouse, Vikings, Anglo-Saxons, Normans, Battle of Fulford, Battle of Stamford Bridge, Battle of Hastings, Harold Godwinson, Harald Hardrade, William the Conqueror, Angles, Saxons, Jutes, monastery, Lindisfarne</p>		<p>Progression: Philosophy, Athenians, Spartans, Olympics, plague, Truce, Zeus, loincloth, Apollo, temple, legacy, polytheism, civilisation, oligarchy, acropolis, oracle, city state (polis), assembly, Macedonia</p>
Disciplinary Knowledge	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)		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)
Chronological Knowledge	<p>To know the Romans left Britain in 400 CE, starting the Dark Ages.</p> <p>To know the Anglo-Saxons invaded Britain in 410 CE.</p> <p>To know the Vikings invaded Lindisfarne in 793 AD.</p> <p>To know the Anglo-Saxons and Vikings lived in Britain at the same time.</p> <p>To know that the Normans conquered Britain in 1066 CE, ending the Anglo-Saxon and Viking era.</p>		<p>To know the history of Ancient Greece can be split up into the following periods:</p> <ul style="list-style-type: none"> • Archaic Period 800 - 480 BCE • Classical Period 480 - 323 BCE • Hellenistic Period 323 - 31 BCE <p>To know where this fits of a timeline alongside previous History topics.</p> <p>To know the Ancient Greek era ended when the Romans conquered the last of the Greek territories in Egypt in 31 BCE.</p>
Substantive Concepts	<p>Revisited: Paganism, polytheism, monotheism, invasion, conquest, migration, trade, tribes, monarchy, civilisation, settlement, war</p>		<p>Revisited: legacy, civilisation</p>
	<p>Progression: Legacy</p>		<p>Progression: Democracy, oligarchy, tyranny, government, conquest, empire, absolute monarchy</p>

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Topic Knowledge	Key Knowledge: To know the Vikings originated from Scandinavia. To know the Anglo-Saxons originated from Germany and lower Scandinavia. To know the Anglo-Saxons and Vikings invaded Britain and took the land using violence. To know the Anglo-Saxons many warring tribes; the Angles, Saxons and Jutes were the largest.		Key Knowledge: To understand the differences between tyranny, monarchy, oligarchy and democracy. To know Greece is in south-east Europe (link to Geography) To know that the Greek region of Macedonia was a separate kingdom to Ancient Greece with its own empire, ruled by Alexander the Great. To know Ancient Greece was not one nation, but a collection of independent city states. To know Plato, Aristotle and Socrates were some of the world's first and most influential philosophers.
	To know Alfred the Great united the Anglo-Saxons against the Vikings and is considered the first British monarch. To know archeologists have found Anglo-Saxon jewellery and tools made of metal and wood. To know the Vikings settled in Britain because of the warmer climate and trade opportunities with Europe and Africa. To know that our language is partially made up of Anglo-Saxon and Old Norse (e.g. 'gate' comes from the Viking word for 'street', hence, Coppergate, Fishergate etc) To know one of the most significant archeological sites was beneath Coppergate in York. To know that Vikings believed that those who died bravely would spend the afterlife in Valhalla. To know Jorvik became the Viking's capital city after the Battle of York in 867 CE.		To know the names of the key Gods (Zeus, Athena, Hermes, Hades, Apollo) and how they influenced the naming of the planets. To know the Ancient Greeks believed in many gods/goddesses and told myths and legends about them. To know the ancient Greeks invented the first democracy 508-507 BC. To know that Roman culture was largely influenced by Ancient Greek culture. To know how Ancient Greek architecture has influenced architecture around the world since. To know the people of Athens valued education, the arts and culture. To know the people of Sparta lived simply, were strict and had a powerful army. To know the Greeks invented the Olympic games and only Greek men were able to compete.
Year B			
Topic		Maya Civilisation	Immigration
Relevant area of Programme of study		♣ a 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		Revisited: glyphs, civilisation, city state, primary source, secondary source,	Revisited: Migrate, immigrant, racism, anti-racism
		Progression: Maya, Mayan, Chichén Itzá, drought, Jaguar, codices, maize, cacao, native, poc-ta-poc/pitz, Aztec, Inca, Olmec, Toltec, stela, Tzolk'in, Yucatan Peninsula, bias	Progression: multicultural, economic, East India trading company, plundered, exploitation, Empire Windrush, propaganda, second-class citizen, nationality, first-generation, ethnic minority, prejudice, discrimination, legislation
Disciplinary Knowledge		Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance , and use them to make	Understand historical concepts such as continuity and change, cause and consequence , similarity, difference and significance, and use them to make connections, draw

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		connections, draw contrasts , analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses (from National curriculum)	contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses (from National curriculum)
Chronological knowledge		<p>To know the history of Ancient Greece can be split up into the following periods:</p> <ul style="list-style-type: none"> • Pre-Classical period 2000 BCE - 250 CE • Classical Period 250 - 900 CE • Post-Classical Period 900 - 1500 CE • Colonial Period 1500 CE <p>To know where this fits of a timeline alongside previous History topics.</p>	<p>To know that Britain engaged in the trans-atlantic slave trade from the 16th century until its abolition in 1804 CE.</p> <p>To know World War I lasted between 1914 - 1918 CE.</p> <p>To know World War II lasted between 1939 - 1945 CE.</p> <p>To know the Empire Windrush docked in Tilbury on 21st June 1948.</p>
Substantive Concepts		Revisited: Empire, trade, civilisation, polytheism, war, nobility	Revisited: Colonisation, immigration, empire, segregation, legacy
		Progression: Ritual sacrifice, colonisation, indigenous people,	Progression: Society, parliament, rights
Topic Knowledge		<p>Key knowledge:</p> <p>To know the Ancient Maya lived in South America (modern day Mexico, Honduras, Guatemala and Belize)</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 Ancient Maya was not one nation, but a collection of independent city states.</p>	<p>Key knowledge:</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 families from the Caribbean were encouraged to come to Britain in the 1940s-50s to help rebuild Britain after World War II.</p> <p>To know black people suffered racism and discrimination in Britain.</p>
		<p>To know the Maya built pyramids and 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 Ancient 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 the Maya people still live in Central America but theirs is not the predominant culture.</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 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 culture has been influenced and enriched by its immigrants and to give examples of this.</p>

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		<p>To know neighbouring civilisations were the Aztecs, Toltecs, Olmecs and Inca.</p> <p>To know we know about the Ancient Maya because archeologists have discovered ruins.</p> <p>To know we know about the Ancient Maya because of records left by European colonists, and that these sources may be biased.</p>	
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