

Uplands Junior Academy Subject Overview

History

Intent: History should inspire in pupils a curiosity to know more about the past. Lessons should empower children to ask questions and to think critically, considering relevant evidence.

	Year 3	Year 4	Year 5	Year 6
<p>Skills – In History the children will learn through a range of concepts and skills: Chronology; Continuity and Change; Causes and Consequences; Similarities and Differences; Interpreting History; Sources and Evidence.</p> <p>Strands: Settlement and Civilisation; Leicester; Significant Women.</p>				
Black/Asian Historical figures	<p><u>Abdul Sattar Edhi (Humanitarian, philanthropist)</u> What does it mean to be a humanitarian? Discuss Nobel Peace Prize, charity work.</p> <p><u>Lilian Bader (Equality)</u> What is equality? How important is it? Are we all truly equal? Book Link: <i>Separate Is Never Equal</i> by Duncan Tonatiuh</p>	<p><u>William Cuffay Freedom</u> What does freedom mean to us today? Is it ever acceptable to deny people their freedom Book Link: Amistad – the Story of a Slave Ship by Patricia C. McKissack</p> <p><u>Rosa Parks Civil activist rights</u> Should all humans be treated equally? What are civil rights? What happened when your civil rights are taken away?</p>	<p><u>Pablo Fanque</u> Victorian circus performer and entrepreneur.</p> <p><u>Malala Yousafzai Pakistani female education activist</u> Has everyone got the right to an education? How does having an education help?</p>	<p><u>Harriet Tubman Slavery</u> What is slavery? Who did it affect and why? What is modern day slavery? How would it have dealt with by the police now?</p> <p><u>Mahatma Gandhi Social activist. Leader of the nationalist movement against the British Rule of India.</u> Why is important for a country to have its own independence? How did Gandhi protest?</p>
Autumn	<p>AUTUMN 2: Unit: Early Civilisations: Stone Age. <u>Was it better to be a hunter-gatherer or a farmer?</u></p> <p>Key Vocabulary: Palaeolithic-Old Stone Age Mesolithic-Middle Stone Age Neolithic-New Stone Age</p>	<p>Unit: Roman empire. <u>Can anyone take on the might of Rome?</u></p> <p>Key Vocabulary: CE BCE Empire Invasion</p>	<p>Unit: Ancient Egyptians. <u>What were the achievements of the Ancient Egyptians?</u></p> <p>Key Vocabulary: Afterlife Fertile Archaeologist Hieroglyphs</p>	<p>Unit: WW2. Significant turning points in History. <u>Did war change life for women in Britain?</u></p> <p>Key Vocabulary: War Crisis</p>

	<p>Hunter-gatherer Dark Ages Chronology Artefact Nomad Long ago Prehistory Stone Age Sources Skara Brae Stone Henge</p> <p>Knowledge: <u>Chronology-To place the Stone Age on a timeline in relation to the present day.</u> Explain what prehistory means and what it looked like in the world. Use terms:</p> <ul style="list-style-type: none"> • Palaeolithic-Old Stone Age • Mesolithic-Middle Stone Age • Neolithic-New Stone Age <p>Recognise where in chronology the Stone Age era existed. Around 2.5million years ago.</p> <p><u>Sources and evidence-Use simple sources of information such as artefacts, photos, and books to answer simple questions about the past.</u> Describe how hunter-gatherers survived in the Stone Age. Explain the pros and cons. What were the challenges and the impact it would have on the Stone Age people? How does it compare to our lives now?</p>	<p>Rebellion Republic Paganism Polytheism</p> <p>Knowledge: <u>Chronology- Describe how the past has been divided into different periods of time using the terms CE and BCE.</u> Recap what Britain was like before Romans invaded-The Iron Age (Celts). Understand Caesar tried to first invade 55BCE but was driven out by the Britons. He tried the following year but failed. What were Caesar’s initial opinions about ancient Britons? Were they considered a threat? Until almost a 100 years later in 43CE, Emperor Claudius launched a new invasion on Briton –this time conquering! How did life change for Britons?</p> <p><u>Interpreting history- Recognise that people’s account of the same event may be different.</u> Describe how Britain became part of the Roman Empire. Understand how some Britons retreated to Scotland, Wales, Cornwall to continue with their Celtic traditions, while others chose to stay and learn to live like Romans. How did Claudius succeed where Caesar didn’t? What made the Romans strong?</p>	<p>Excavation Mummification Pharaoh Tomb</p> <p>Knowledge: <u>Chronology- Place periods and events on a timeline showing an understanding that some occurred simultaneously.</u> Know who the Ancient Egyptians were and where they are placed on the history timeline.</p> <p><u>Sources and evidence-Answer questions about the past selecting information from a wide range of sources.</u> Know that Egypt flooded and people settled near the River Nile because they could grow food.</p> <p><u>Similarities and differences-Identify and describe features and characteristics of past societies.</u> Explore Ancient Egyptian belief. Understand the role of the pharaohs and gods.</p> <p><u>Describe the purpose and the process of mummification.</u> Examine and understand the Ancient Egyptian writing system- hieroglyphics. Discuss how is it similar/different to other writing systems from the past such as runes in Anglo Saxons.</p>	<p>Allies Nazis Propaganda Atomic bonds Evacuation Ration Emigrant Conscripted Commemorate</p> <p>Knowledge: <u>Chronology- Make effective use of dates when analysing and evaluating historical periods.</u> Investigate how and when the wars started. Key dates within the suffrage movement.</p> <p><u>Sources and evidence-Recognise some of the strengths and limitations of propaganda.</u> Explore propaganda campaigns including posters related to war and suffrage movement.</p> <p><u>Interpreting history - Understand the effects of propaganda-</u> Explore effects of propaganda on the public perception. Were they successful? How do we know?</p> <p><u>Interpreting History-Make a reasoned judgement about the reliability and the validity of the different representation of the past.</u></p>
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	<p><u>Sources and evidence- Use key evidence to support judgements and reasoning made about aspects of the past.</u> To know how cave paintings were created and what we could learn from them. Explain what historical evidence were collated from analysing these paintings. What did they tell us about the past? Were there any common themes in them? What did they tell us about hunter-gatherers/farmers?</p> <p><u>Sources and evidence-Use simple sources of information such as artefacts, photos, and books to answer simple questions about the past.</u> Find out about the settlement of Skara Brae. Explain that you will be exploring a Stone Age village called Skara Brae. What does this discovery tell us about people who lived in the Stone Age? Show the youtube clip of Skara Brae, watch it through twice, stopping and discussing bits of interest. https://www.youtube.com/watch?v=FFqgZn0ZuxY</p> <p>How do we know about Skara Brae? What has been found there? What can we learn from the findings? Explain that we are going to write a fact-file on Skara Brae. Our aim is to inform others who have not heard of Skara Brae</p>	<p><u>Continuity and change-Describe the growth of infrastructure in Roman Britain</u> Investigate what the Romans built after they settled in Britain. What did the Roman do for us? Watch BBC Bitesize clip for short summary. Understand how the Romans built straight roads as there were no roads in Britain before that-just muddy tracks (Fosseway). Can we find other sites in/near Leicester? Explore other things built by the Romans such as sewage systems, central heating, temples, bath houses, foods and animals. How has that impacted on our world/lives today? Without the Roman invasion, what would Britain look like?</p> <p><u>Causes and consequences-Explain and give reasons for key events in the past.</u> Understand how the Romans built an empire through their colossal and strong army. Explain the different ranks within the army and their purpose. What was the life of a soldier like? What armour, training and salary did they have? Write a letter as a Roman soldier- focus on the pro and cons of being a Roman soldier. Why would someone want to be a soldier? How would the army be seen as intimidation by others?</p>	<p><u>Causes and consequences-Explain the impact of events on different groups within society at that time.</u> Compare daily life of Ancient Egyptians for different social groups within the era. Explore the various hierarchies and the rich/poor.</p> <p><u>Sources and evidence-Recognise some of the strengths and limitations of archaeological evidence.</u> Describe the purpose of the pyramids and what they tell us about Ancient Egypt. Study Egyptologist Howard Carter and his discovery of Tutankhamun.</p> <p><u>Interpreting history- Explain why an event or person may be interpreted in different ways.</u> Study Cleopatra and summarise how she is remembered or interpreted in the modern-day world. Know key facts and characteristics of Cleopatra.</p> <p><u>Key Questions</u> Why was the River Nile important in Ancient Egypt? Was everybody equal in Ancient Egypt? What did the Egyptians believe in? Who was Tutankhamen? How is he connected to a man born thousands of years later? Can we trust archaeological evidence?</p>	<p>Explore sources critically. Were they objective? What was their purpose? Where they effective?</p> <p><u>Causes and Consequences- Evaluate the consequences of key historical events.</u> Explore the suffrage movement including significant people. Study Emmeline Pankhurst, a leading British women's rights activist and how she changed British history for women. What was she trying to change? Why were women not allowed to vote? Explore suffragette history in Leicester-Alice Hawkins. Study her fight to allow women to vote. Understand how the WW2 had an impact on food and nutrition in Britain.</p> <p><u>Similarities and differences- Analyse the role of women before, during and after the world wars.</u> Explore jobs, role in society, how perception of women changed.</p> <p><u>Continuity and Change- Describe and analyse the impact of change within and between periods in the past.</u> Understand after effects of war and the impact it had on Britain (links to migration). Talk about refugees and migrants to</p>
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	<p>before. What information would they need/like to know?</p> <p><u>Similarities and differences- Describe the similarities and differences between the lives of a hunter-gatherer and a farmer.</u> Analyse various sources that tell us about the Stone Age including artefacts, archaeological sites, cave paintings. Research the Stone Age further using different sources (books, internet and images) in preparation for writing a diary entry in the role of a Stone Age child. Show different categories on board: food, materials, animals, hunting and houses. Make whole class notes under each category. Compare and contrast the lives of hunter-gatherers and farmers. Discuss their strengths and weaknesses.</p> <p><u>Interpreting History-Understand that people have different views on the original purpose of Stonehenge.</u> Investigate why there are so many mysteries about Stonehenge. Discuss how the Stonehenge was formed-with the different stones. Understand the theories of origin and purpose have been debated for many years. Some theories include; a coronation for Danish Kings, a Druid temple, an astronomical computer to predict</p>	<p><u>Sources and evidence-understand the difference between primary and secondary sources.</u> Explore Roman religious belief- Understand paganism and polytheism in religion. How have those ideas evolved in our world? What similarities do we have to modern world faith? Share information on one Roman temple found in Leicester so far, probably a Mithraeum, a place where the Persian god Mithra or Mithras was worshipped. Within the Roman empire, Mithraeism was a popular mystery cult from the 1st to 4th centuries CE. The temple was found south of the Jewry Wall Roman baths in 1969 during the construction of the Holiday Inn on St Nicholas Circle. Discuss other Roman discoveries that would indicate Roman belief in Leicester e.g. knife in original Shires shopping centre (see https://storyofleicester.info/faith-belief/faith-in-roman-leicester/)</p> <p><u>Sources and evidence-Use interpretations, pictures and written sources to build a picture about the past.</u> Describe what Roman life looked like in Roman Britain. What were their houses like? Town houses mainly made of combination of three materials; dry clay bricks, stone and timber. Introduce the</p>	<p>Why might the achievements of the Ancient Egyptians be interpreted in different ways?</p> <p>Prior Knowledge: -People settle and live where they can find or grow food – Stone Age to Iron Age (Y3) -We can find out about how people lived from artefacts – Stone Age to Iron Age (Y3) Romans and Vikings (Y4) -The Water Cycle (Y4) - Understand that writing systems were different to modern day, and they used symbols such as runes in Anglo Saxons.</p>	<p>Leicester-look at the ethnic groups of Leicester and explore how they came to be in one of England’s most diverse cities.</p> <p>Key questions Why were women campaigning during the late 19th and early 20th centuries? When did the Great War break out and how did the people at home react? When and why were women given the ability to vote? What happened to the workers after World War I? How did this make them feel? Who worked with Britain to defeat the Nazi regime? Were the propaganda campaigns successful? How do we know? What impact did War have on the perceptions of women and work?</p> <p>Prior Knowledge: -Know that there was a WW1 (1914-1918). -understand what a crisis is – compare to covid and how it affected people nationally and globally. - understand what war is and what impact it may have on people- compare to modern day wars around the world</p>
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	<p>eclipses and solar events, a place for ancestors to worship or a cult central for healing. Today it is most generally accepted that Stonehenge is a prehistoric temple aligned with the movements of the sun.</p> <p>Key questions What is pre-history? How did the hunter-gatherers survive? What do cave paintings tell us about the past? Stone Age people's lives changed over time. How does Skara Brae show this? How was a hunter-gatherer's life different from a farmer's life? What is Stonehenge and why is it famous?</p> <p>Prior Knowledge: -Understand the term 'history' as event from the past. -Use common words and phrases relating to the passing of time. -Understand order of events-chronology on a timeline. -Use photos and artefacts to learn about history.</p>	<p>Peacock Mosaic found at St Nicholas Street in 1898 (now St Nicholas Circle) in Leicester, which features a magnificent peacock in its central panel; and the Blackfriars Mosaic found at Jewry Wall Street in 1832 (now beneath the viaduct of the former Great Central Railway Station), which has been described as the finest mosaic in Roman Britain because of its high quality craftsmanship and the sophistication of its geometric composition.</p> <p>Look at Roman jobs, slaves, women, childhood and entertainment.</p> <p><u>Interpreting history-Identify similarities and differences between 2 or more sources: fictional accounts, illustrations, films, songs, artefacts, stories, photographs, pictures and paintings, museum and displays.</u></p> <p>Explore accounts of Boudicca. Know who Boudicca is and what she did to rebel against the Romans. What motivated her to stand up to the powerful Roman army? Who were her followers and why did they choose to join her? What was her strategy to fight against them? How did her army compare to the Roman army? Was it a fair fight? How did Boudicca compare to women in her time-to</p>		<p>Palestine/Israel and Ukraine/Russia</p>
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Roman women? Write a speech as Boudicca inviting and persuading people to join her army-convincing them to take the Romans on.

Continuity and change- Describe how society changed in Britain.

Summarise what lasting impact the Romans leave in Britain. What made the Romans one of the most powerful and successful empires in history? Why were they not easy to defeat? What can be learnt from their rule? What things have remained/changed from their era?

Key questions

Where did the Roman Empire originate? Which continents of the World did it extend across?

Which emperor was successful in invading Britain and in what year was it?

Who was Boudicca and why is she a British national heroine?

Why were Romans able to change the landscape of Britain?

What did the Romans believe in?

Why were the Romans so successful in conquering foreign lands?

Prior Knowledge:

-Understand the chronology of the Iron Age on a timeline.

-Know about the different tribes in the Iron Age-Celtics.

Spring	<p>Unit Early Civilisations: Bronze Age. <u>How did people in the Bronze Age live?</u></p> <p>Key Vocabulary: Palaeolithic-Old Stone Age Mesolithic-Middle Stone Age Neolithic-New Stone Age Hunter-gatherer Bronze Copper Metal Smelt Urn Wattle and daub Burial Rituals Solar</p> <p>Knowledge: <u>Chronology- To place the Bronze Age on a timeline in relation to the present day and the Stone Age.</u> Understand what the Bronze Age was and how it replaced the Stone Age. Know the transition from stone use to metal. Place it on a chronological timeline (Between 4000 BCE and 2000BCE).</p> <p><u>Similarities and differences- Describe the changes and differences in lifestyle in the past.</u> Compare Bronze Age tools/artefacts with Stone Age tools/artefacts.</p>	<p>Unit: Anglo Saxons invasion and settlers/Scots. <u>Why is England not part of the Roman empire today?</u></p> <p>Key Vocabulary: Runes Pagan Thane Weaver Mercia Wessex Northumbria East Anglia Essex Sussex Kent</p> <p>Knowledge: <u>1. Chronology-Begin to use dates for key events.</u> Understand how Roman Britain came to be Anglo Saxon Britain-place them chronologically on the history timeline. What led to the end of the Roman era? Recap on Boudicca's challenge to the Romans. What did this do to the Roman army in Britain? Understand how the Celtic movement driven by Boudicca weakened the Roman army in Britain and left it open for invaders to attack.</p>	<p>Unit: Ancient Greece. <u>What is the legacy of the Ancient Greeks?</u></p> <p>Key Vocabulary: Legacy Peninsula Resources Democracy Greek myths Polytheistic Philosophy</p> <p>Knowledge: <u>Chronology- Place periods and events on a timeline showing an understanding that some occurred simultaneously.</u> Know who the Ancient Greeks were and place the key events on a timeline.</p> <p><u>Causes and consequences-Explain how rapid advances were made within ancient civilisations</u> Describe the growth of sport, mathematics, engineering, philosophy and literature in Ancient Greece.</p> <p><u>Similarities and differences- Compare and contrast the</u></p>	<p>Unit: Early Islamic study/ local study (Non-European) civilisation) <u>How did Baghdad become the City of Peace?</u></p> <p>Key Vocabulary: Prophet Caliph Scholarship City of Peace House of Wisdom Mongols</p> <p>Knowledge: <u>Chronology-make effective use of dates when analysing and evaluating historical periods</u> Understand Muhammad (pbuh) led the Islamic civilisation-how he spread the religion Islam (prior knowledge). Know it was not in one single country i.e. -Baghdad (modern day Iraq) -Cordoba-Spain -Cairo-Egypt Place it chronologically on the history timeline-(CE 600 and ended approximately in the 13th century.</p> <p><u>Interpreting history- Evaluate the usefulness and accuracy of different sources and historical accounts regarding an event.</u></p>
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	<p>How have they changed? Are they better? How?</p> <p><u>Continuity and change-Identify the main changes between key historical ages.</u> Describe Bronze Age settlements. How are they similar/different to Stone Age?</p> <p><u>Sources and evidence-Use simple sources of information such as artefacts, photos, and books to answer simple questions about the past.</u> Investigate Bronze age beliefs-Solar Gods. How did this link to the Stonehenge?</p> <p><u>Causes and consequences- Explain, in simple terms, features of key ages in the past.</u> Describe the burial ritual in Bronze age times.</p> <p>Key questions What is the Bronze Age? How did farming change in the Bronze Age? What did we learn from the 'Amesbury Archer'? How were Bronze Age settlements similar and different to Stone Age ones? What discovery moved civilisation in Britain out of the Bronze Age?</p> <p>Prior Knowledge:</p>	<p><u>2.Sources and evidence-Use interpretations, pictures and written sources to build a picture about the past.</u> Investigate Anglo Saxon life-what did they wear, eat, do? How was that similar/different to the Romans?</p> <p><u>2. Continuity and change- Describe how society changed in Britain.</u> Describe an Anglo-Saxon village. What did it tell you about their culture? Did they have a hierarchy with their system? How did this compare to the Romans? Why would this civilisation be more popular for people than the Roman way of life? People had more autonomy over their belongings and wealth/land. Know that The Roman Republic had democratic features, such as a constitution, legislation, and the right for citizens to vote. However, it was also undemocratic in many ways, such as the unequal power of the voters, the domination of the wealthy aristocrats, and the lack of respect for the gods, parents, elders, and laws.</p> <p>Analyse Anglo Saxon writing systems-Runes. Discover language and place names. (Where did Angles, Saxons, Scots, Picts come from and what were their settlement places called?) What new words would have been</p>	<p><u>characteristics of ancient civilisations</u> Compare the achievements and shortcomings of Ancient Greece with those of Ancient Egypt and other civilisations studied.</p> <p><u>Continuity and change – Explain the changes and continuity between civilisations</u> Summarise the significance of the legacy of Ancient Greece in life today. How has Ancient Greece contributed to life today?</p> <p><u>Sources and evidence-Recognise some of the strengths and limitations of archaeological evidence.</u> Examine sources of information comparing their usefulness.</p> <p>Key questions What lifestyles did the Ancient Greeks lead? How was Athenian democracy different from democracy in Britain today? What does the word 'Spartan' mean today? Where does this come from? How did the Ancient Olympics differ from the modern Olympic Games? How have the Ancient Greeks contributed to modern education? How do the achievements and shortcomings of the Ancient Greeks</p>	<p>Investigate written descriptions of the city of Baghdad. Is the writer an accurate source?</p> <p><u>Sources and evidence-Select, combine and present information from a wider range of sources including primary and secondary sources.</u> Examine pictures, tapestries and paintings. What do they show? Who do you think might have created them? Why were they created?</p> <p>Explore literature written about 'The Silk Road' and understand trade. Are the writers stating facts or sharing their opinions? Which is the most reliable source?</p> <p>Describe the food and clothing found in Islamic Civilisation era. How are they similar/different to other societies that existed at the same time? Why are they similar/ different?</p> <p><u>Causes and consequences-construct causal arguments based on a historical event</u> Interpret and evaluate the attack of the Mongols from both perspectives.</p>
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	<p>-Know what pre-history is</p> <ul style="list-style-type: none"> • Palaeolithic-Old Stone Age • Mesolithic-Middle Stone Age • Neolithic-New Stone Age <p>-Understand the Stone Age and what tools/technology was used. -Explain different purposes of the Stone Henge (religious belief).</p> <p>Unit: Early Civilisations: Iron Age. <u>Would you rather live in the Bronze Age or the Iron Age?</u></p> <p>Key Vocabulary: Iron Metal Celtic Tribes Hill fort Warrior Weapons Druids Sacrifice ceremony Forge Domesticated animals</p> <p>Knowledge: <u>Chronology-To place the Iron Age on a timeline in relation to the present day and other periods studied.</u> Welcome to the Iron Age! Place it on a timeline (1200BC-600 BCE).</p> <p><u>Causes and consequences- Describe the impact of events on</u></p>	<p>introduced through their way of life e.g. through their beliefs? What Anglo Saxon words/names of places do we still use today? Know that Old English, or Anglo-Saxon as it is also known, is the oldest form of English. The original speakers of 'English' came from the part of Europe that is now Germany and Denmark in the form of three tribes called the Angles, the Saxons, and the Jutes. The three tribes had their own dialects but we now collectively refer to all the dialects as either Old English or Anglo-Saxon. English words from Anglo-Saxon tend to be short (either one or two syllables). They relate to areas such as the human body, animals, farming, the weather, family relationships, colours, landscape features, and human activities such as cooking, eating, sewing, hunting and carpentry. Why do you think this is?</p> <p><u>3.Sources and evidence-Use interpretations, pictures and written sources to build a picture about the past.</u> Understand the significance of Sutton Hoo- site of the grave of an Anglo-Saxon king in Suffolk, England. Discovered in 1939, it is one of the largest and best-preserved archaeological finds of the Saxon period in Europe. Understand its importance because</p>	<p>compare with those from other ancient civilisations?</p> <p>Prior Knowledge: - Civilisations existed thousands of years ago such as the Ancient Egyptians, and they were advanced for their time. (Y5) - The Romans invade Greece. (Y4)</p>	<p><u>Similarities and differences- Compare invasions.</u> Make comparisons between the rise and fall of Baghdad and the rise and fall of Rome.</p> <p>Discuss discoveries and inventions made in early Islamic Civilisation. Know that Baghdad was home to libraries, schools, universities and hospitals. Compare with Rome, Greece, Egypt.</p> <p>Key questions How did the Islamic Empire spread after Muhammad's (Pbuh) death? Where is Baghdad and why was built there? What trades were made in the city of Baghdad? How did the scholars of Baghdad help to shape our understanding of Baghdad? Why was the year 1258 CE a difficult year for the people of Baghdad?</p> <p>Prior Knowledge: Great cities were often built near rivers - Memphis, Egypt (Y5) Civilisations built on shared culture and religion can advance quite quickly – Ancient Greece (Y5) Invasions and power struggles can often result in changes in</p>
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	<p><u>the lives of the people of the time.</u> Examine Iron Age jobs and discuss the pros and cons. Consider the following: Would it be hard? What would your strength/health need to be like? Would you be able to have a holiday? Why/Why not?</p> <p><u>Similarities and differences- Describe and give reasons for similarities and differences between the lives of people.</u> Discuss similarities and differences between Iron Age food and Stone/Bronze age food. Identify that Iron Age is more developed- not just foraged berries and wild rabbit but domesticated animals, growing and harvesting food as well as milling wheat and barley.</p> <p><u>Cause and consequences- Describe the impact of events on the lives of the people at the time.</u> Analyse hill forts in Iron age and recognise that it was designed and used as protection from enemy tribes.</p> <p>Study Celtic warriors and weaponry. Describe how Celtic warriors protected themselves using specifically designed weapons from that era.</p>	<p>it tells us a great deal about the wealth and traditions of early Anglo-Saxon kings. It also tells them about Anglo-Saxon craftsmanship, technological developments, and beliefs. How did this discovery tell us about the Anglo-Saxon era and the demise of the Roman age in Britain?</p> <p><u>4. Interpreting history- Identify similarities and differences between 2 or more sources: fictional accounts, illustrations, films, song, artefacts, stories, photographs, pictures and paintings, museum and displays.</u> Study how Alfred the Great and his daughter Aethelfleda contributed to the survival of Anglo Saxon Britain. Explore the typical role of Anglo Saxon women-how would it have been to have a female leader in those times? Understand that women alone were divided by marital status: unmarried women or maidens, widows and married women. A woman was not entitled to receive compensation for any injuries done to her: any such compensation would instead be paid to her husband, father, guardian or slave owner. Understand that Queens did not always wield significant power at this period. The only woman known to have ruled in her own</p>		<p>leadership – Romans and Vikings (Y4)</p>
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	<p><u>Sources and evidence- Use key evidence to support judgements and reasoning made about aspects of the past.</u> Explore Iron Age art and infer from the designs, shapes, pictures, information about the Iron Age.</p> <p><u>Continuity and change-Begin to give ideas about why specific changes happened.</u> Compare and contrast all 3 ages. Which one would you want to live in and why? Persuade someone to live in era you think is best-provide evidence from the overall history study in Year 3.</p> <p>Key questions Which age had the most developed method of producing food? Was it safer to live in the Bronze Age or the Iron Age? What were the pros and cons of Iron Age jobs? Did people live full happy lives in the Iron Age? What sources of information and evidence can we use to learn about life in the Iron Age? Which age would you want to live in? Explain your answer using evidence.</p> <p>Prior Knowledge:</p>	<p>right was Æthelflæd (d. 918), lady of the Mercians, daughter of King Alfred the Great. After her husband died, she led armies against Welsh and Viking forces, and fortified major centres throughout the Midlands, including Tamworth, Warwick and Stafford, eventually extending her authority as far as York. She also liberated the city of Leicester from the Vikings.</p> <p><u>5.Continuity and change- Describe how society changed in Britain.</u> Explore Anglo Saxon religious belief-how did it evolve from paganism to Christianity? How did this impact on Britain? What does this look like in Britain/Leicester today?</p> <p>Key questions How was Anglo-Saxon society divided? How did Anglo-Saxons communicate? Were women and men equal in Anglo-Saxon Britain? What is the same and what is different between Aethelflaed and Boudicca? What important things changed after the Romans left Britain and why did they happen?</p> <p>Prior Knowledge: -Know when the Roman period ended</p>		
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	<ul style="list-style-type: none">-Know the stone age was before metal was introduced.-Know the bronze age is when metal was introduced: copper/bronze.-Understand hunting for food was basic in the stone age-foraging and hunting wild animals.-know that the Bronze age belief was in solar gods and goddesses	<ul style="list-style-type: none">-Understand what paganism was and know the Roman religious belief.- Understand how significant figures can shape history-Boudicca weakened the Roman army.		
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Summer	<p>GEOGRAPHY BEING TAUGHT THROUGHOUT THE SUMMER TERM</p>	<p>Unit: Vikings. <u>Were Vikings really brutal invaders?</u></p> <p>Key Vocabulary: Invade Kingdom Longship Pagans pillaged Raid Trade Sagas Axe Archer Spear Odin Thor Freyja Danelaw Freeman</p> <p>Knowledge: <u>1 Chronology-Begin to use dates for key events.</u> (Approximately 800CE-1050CE). Link back to King Alfred.</p> <p><u>Causes and consequences- Identify common themes and features (invasion and civilisation).</u> Know where the Vikings came from and why and when.</p> <p><u>2. Interpreting History-Begin to understand why different sources are presented in a certain way.</u> Understand how history can present people as stereo types.</p>	<p>Unit: A turning point in British history <u>How did the Industrial Revolution affect Leicester?</u> Key Vocabulary: Industrial Revolution manufacturing invention factory coal mining workhouse</p> <p>Knowledge: <u>Chronology- Place periods and events on a timeline showing an understanding that some occurred simultaneously.</u> Place key events from the Industrial Revolution on a timeline.</p> <p><u>Continuity and change-Explain the reasons for change in Victorian Britain</u> Explore famous inventions from the industrial revolution. Understand that the use of iron and coal were important for industry as they powered machines which sped up production.</p> <p><u>Causes and consequences-analyse the impact of the industrial revolution</u> Know what the industrial Revolution was. Understand that the Industrial Revolution brought with it a lot of widespread health issues, it also led</p>	<p>Unit: Human rights <u>How have the rights of people changed in Britain?</u></p> <p>Key Vocabulary: Ethnicity Race Equality Human rights Law Discrimination Democratic Justice Freedom Civil rights Trial</p> <p>Knowledge: <u>Chronology-Make effective use of dates when analysing and evaluating historical periods</u> Make use of the timeline to discuss how the rights of women have changed in the UK since the 1900's. Create a timeline of how religion has changed in Britain since the time of the Roman Empire.</p> <p><u>Interpreting history - Ask questions of the source material to lead to a strong argument supported by historical evidence.</u> Explore sources on the American Civil Rights movement.</p>
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		<p>Conqueror who was from Normandy (Norse people).</p> <p>Key questions Where did the Vikings come from? What were the Vikings interested in and how did they get it? Why did many Vikings decide to settle in Britain? How did life for women in Viking settlements compare with other civilisations that we have learned about? How do different sources of information interpret the Vikings in different ways? Was the Battle of Hastings a positive or negative event for England?</p> <p>Prior Knowledge: -Know about King Alfred and Aethelflaed who tried to fight against the Vikings in approximately 793CE. - Identify places in England where the Anglo Saxons settled: Mercia Wessex Northumbria East Anglia Essex Sussex Kent -understand what paganism is and how the Anglo Saxons moved from their Solar Gods to Christianity in Anglo Saxon England.</p>	<p>Key questions How does an industrial society differ from a pre-industrial society? Who was Richard Arkwright? How did the steam engine change life for people in Britain? What is the 'Black Country' and how did it get its name? How did the lives of children in Victorian Leicester differ from the lives of children today? Did the Industrial Revolution make Leicester a better place for people to live?</p> <p>Prior Knowledge: - Queen Victoria was a long reigning monarch. Britain changed a lot during her reign. (Y2)</p>	<p>Explore the differences between a democratic country and a country run on dictatorship. Compare the rule of law within Britain to that of North Korea and/or Afghanistan. What are the rights of women in Afghanistan compared to the rights of women in Britain? What rights to people have to free speech in North Korea? How are punishments different in Britain to North Korea?</p> <p>Key Questions What rights are protected under the Human Rights Act? What laws have been introduced to protect the rights of women? Can you name 5 Rights of the Child stated in the UNCRC? How were African Americans treated differently to other people before the 1960s in America? What does the Equality Act 2010 do to protect people's freedom of beliefs and religion? Why might it be better to live in a democratic country rather than one run by a dictator?</p> <p>Prior Knowledge: - What rights did women have during the 19th century? - The protective characteristics as stated in the Equality Act.</p>
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