

History at Great Whelnetham

C of E Primary School

Year: Year 4/5 – Cycle 1



Title Autumn	The Blitz
Overview	The aim of this unit is to develop an understanding of the events leading up to and during World War Two. Pupils should be able to order events chronologically. They will be able to follow key narratives over the time period and make connections between cause and effect. Pupils will be able to compare children's lives from then to now as well as those who were and were not evacuated.
Knowledge Acquisition	Pupils will understand when ww2 took place and compare these to other time periods covered. They will understand the causes and consequences off ww2 and learn about these through primary and secondary sources. Pupils will understand experiences of children that were evacuated from the city as well as learn about the black out. Pupils will learn about rationing and life during the blitz as well as how propaganda posters were used to represent ideas and persuade others.
Key LOs	<ul style="list-style-type: none"> ➤ L.O. To understand when WW2 took place and compare these to other eras using key vocabulary (century, decade, BC, AD) ➤ L.O To understand when WW2 happened in context of centuries and other eras from the 19th (Victorian), 20th (WW2) and 21st century (2001 – present day). ➤ LO: To understand the causes and consequences for WW2 and place some key events in chronological order. ➤ LO: To place key historical events in the correct order using a timeline. ➤ LO: To understand the difference between primary and secondary sources and to choose the most reliable sources to answer questions. ➤ LO: To find out about the experiences of children who were evacuated during WW2 ➤ LO: To show an understanding of the experiences of children during evacuation ➤ LO: To understand the experiences of people who were not evacuated ➤ LO: To answer the question: 'What was the blackout?' And compare types of bomb shelter ➤ LO: To communicate understanding of how people protecting themselves during the Blitz ➤ LO: To understand the effects of the Blitz and how people's behaviour was changed by it and how it has effected life today. ➤ LO: To understand why rationing was introduced and that it was a major change for the people of Britain. ➤ To understand how propaganda posters were used to represent ideas and to persuade others. ➤ L.O. To evaluate and consider different versions of the same event and to understand why there could be different accounts.
Key Vocabulary	Time line Century Decade Primary and secondary sources Reliable sources 19th, 20th and 21st century Before Christ After Death Blitz Air raid siren Rationing Evacuee Anderson shelter, Morison shelter, Mass air raid shelter
Key learning experiences	<ul style="list-style-type: none"> ➤ Drawing and labelling a variety of diagrams of bomb shelters. ➤ Exploration of primary resources and recounts of life during the blitz. ➤ Make a ration book and evaluate how it changed the lives of people in Britain

	<ul style="list-style-type: none"> ➤ Matching and comparing lifestyles of children during the war to modern day. ➤ Evacuation day (whole day in the life on an evacuee) ➤ Explore propaganda posters and make their own. ➤ Create an information text and/or 3D model of a bomb shelter. ➤ Use sources to answer questions. ➤ Provide children the opportunities to discuss and choose the most appropriate ways to present information
--	---

Title	Roman London
Overview	The aim of this unit is to develop an understanding of what life was like in Roman London. The children will gain a chronological awareness of when the Romans conquered Britain and will be able to place this on a timeline of other historical events. They will devise their own questions about what life was like during this period and make comparisons with other historical periods. The children will also study a range of sources and think about what we can learn from these.
Knowledge Acquisition	Pupils will understand when the Roman era was and compare it to other key periods. They will understand when and how the Romans conquered Britain. Pupils will be able to explain changes that the Romans made to Britain and explore life in London during that period. We will learn from a range of sources and evaluate their usefulness and accuracy. Pupils will end the topic by understanding that the past has been represented and interpreted in different ways to suggest how and why this happens.
Key LOs	<ul style="list-style-type: none"> ➤ To understand when the Roman era was compared to other key periods such as Vikings, Anglo Saxons, Victorians, BD and AD. ➤ To know when and how the Romans conquered Britain ➤ To know why the Romans wanted to conquer Britain ➤ To be able to explain the changes that the Romans made to Britain ➤ To understand what life would have been like in London during this time. ➤ To understand the main changes in this period of time, to give reasons for these changes supported by evidence. ➤ To compare the differences between life in Roman Britain and life during the time of the Vikings. ➤ To study a range of sources and discuss what we can learn from them. ➤ To evaluate the usefulness and accurateness of a source and can select the most appropriate sources of evidence to use for different tasks. ➤ To show an understanding that past has been represented and interpreted in different way and to suggest how and why this happens
Key Vocabulary	AD/BC, chronological, Romans, Celts, Boudicca, Caesar, Claudius, villa/palace, aqueduct, insulae, forum, Londinium, Iceni
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Order key historical events of Britain on a timeline ➤ Write diary entry from point of view of Roman soldier during time of invasion of Britain ➤ Learn about 'Romanisation' of Britain ➤ Visit Museum of London to discover how the city was built and what daily life was like for Romans ➤ Writing opportunities about daily life ➤ Label map of London with key places/buildings that were built ➤ Children to look at historical sources and suggest what they can learn about life as a Roman from these. ➤ Selects the most appropriate and reliable source of evidence for different tasks and to form their own opinion about key events. ➤ Present information in the most appropriate way and can use a variety of ways to present information.

Year 4/5 Cycle 2

Title	Ancient Egypt – Land of the Pharaohs
Overview	The aim of this unit is to develop an understanding of the events during Ancient Egyptian time period. Pupils should be able to record events chronologically. They will be able to make comparisons between the time periods of then and now. Pupils will explore how even in a difficult climate, famous monuments were created and farming was successful. Pupils will have a good understanding of how we were able to learn about the Ancient Egyptians from what they left behind.
Knowledge Acquisition	Pupils will explore primary and secondary sources to learn about life in Ancient Egypt. We will explore how the Shadoof and other tools were used for effective farming. We will understand the importance of the Nile and learn about different jobs – comparing life compared to today’s society. We will understand the beliefs during Ancient Egypt – focussing on their gods and life after death. Finally, we will learn about how people communicated in writing (hieroglyphics).
Key LOs	<ul style="list-style-type: none"> ➤ L.O: To understand the mummification process ➤ L.O: To explore Egyptian Gods. ➤ L.O: To compare farming methods in Ancient Egypt to now. ➤ L.O: Order key events in Ancient Egypt ➤ L.O: To understand the importance of the Nile in Ancient Egypt ➤ L.O: To understand different jobs in Ancient Egypt ➤ L.O: To explore the tomb of Tutankhamun. ➤ L.O: To choose the most reliable sources to answer questions. ➤ L.O: To use artefacts to learn about the people, social and culture of Ancient Egypt ➤ L.O: To understand beliefs in Ancient Egypt about life after death. ➤ L.O: To understand how people communicated in writing
Key Vocabulary	Pharaoh Mummification After life Canopic jars Sarcophagus Pyramid Hieroglyphics River Nile Artefact
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Begin by the children asking a range of questions about the Ancient Egyptians. ➤ Exploration of primary and secondary resources to learn about life in Ancient Egypt. ➤ Explore how a Shadoof and other tools were used for effective farming ➤ Create an information text about the mummification process. ➤ Explore the tomb of famous pharaohs and record findings. ➤ Matching and comparing lifestyles to people of Ancient Egypt and today. ➤ Explore how writing was used to communicate key ideas. ➤ Use sources to answer questions. ➤ Provide children the opportunities to discuss and choose the most appropriate ways to present information, particularly for an audience.

Title	Saxons and Vikings (local study)
Overview	In this topic, pupils will begin by exploring Britain before the Viking invasion – comparing what had been left after the Romans. We will then explore the power struggle in Britain between the seven Anglo Saxon kingdoms during this time period. Moving forward, we will explore the reasons for the Viking invasions, where they came from and how this affected Britain. After locating place names in our local area derived from this time period, we will then learn about King Alfred and his role in History. We

	will then learn more about Viking life once settled in Britain leading into how England became a unified country. Finally, we will explore the end of the Viking/Saxon era in Britain focussing on King Edmunds death and the battle of Hastings.
Knowledge Acquisition	Pupils will understand the Saxon and Viking period, sequencing these against other historical periods. We will explore what Britain was like before the Viking invasions and how these effected the lifestyle of people settling in Britain. We will learn about historical figures such as Alfred the great and explore what Viking life was like in Britain. We will explore when England became a unified country exploring the end of the Saxon/Viking era in Britain. Trip – West Stow Saxon Village.
Key LOs	<ul style="list-style-type: none"> ➤ To understand when the Vikings and Anglo Saxons periods too place and sequence these against our historical periods. ➤ To explore what Britain was like before the first Viking invasions. ➤ To find out about the Viking invasions of Britain. ➤ To find out about the Viking settlement of Britain and how this affected the Anglo Saxons. ➤ I can locate villages with Viking heritage ➤ To find out why King Alfred was dubbed ‘Alfred the Great’. ➤ To explore what life was like for Vikings living in Britain. ➤ To find out how and when England became a unified country ➤ To find out about the end of the Anglo-Saxon and Viking era in Britain. ➤ To describe and compare features of the Saxons and Vikings. ➤ To explore Saxon artefacts from the local area (West Stow)
Key Vocabulary	Empire Pillage Emperor Barbarian Rebellion Raid Settlement Kingdom Invasion Scandinavia Hostile Priory Tribble Long boat Wattle
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Visits to Sutton and West Stowe ➤ To explore seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions. ➤ Study the Origin of the Vikings – including why they chose to come to England (Attack on Lindisfarne 793) ➤ Identify power struggles between the Vikings/Saxons and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings. ➤ Use maps of the local area to identify places names linked to the Saxon/Viking era. ➤ Explore the reign of Alfred the Great, exploring how he helped create a unified England. ➤ Investigate what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their AngloSaxon counterparts ➤ making comparisons to modern day life while considering how the Viking legacy is still seen in Britain today. ➤ use fact cards to identify the role various people played and order events into a coherent chronological narrative - exploring how England became a unifies country. ➤ Explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest ➤ consider how the outcome of this battle shaped England.

