

Year 4, 5 and 6 History Learning Sequence

Knowledge Strands Key:

Disciplinary knowledge

Chronology and timeline

Empire, invasion and war

Monarchy, hierarchy, power and democracy

Resistance and enslavement

Civilisation, culture, invention and ingenuity

Year A Term 2 – Why is the Magna Carta significant in Salisbury and beyond?

National curriculum: Changing power of the monarchs and a significant turning point in British History

Resources to support planning: Planning saved in History folder – Magna Carta

By the end of this unit I will know....

- To know when the medieval era of Britain was (Lesson 1)
- To know what the feudal system was in Medieval Britain and how it organised society into groups (Lesson 3)
- To know who King John was and why he was important in medieval Britain (Lesson 4)
 - To know what the Magna Carta is and the current location of the copies of it that remain (Lesson 5, 6)
 - To know why the Magna Carta is significant in our local area (Lesson 6)
- To understand what life was like in Medieval Britain for ordinary people (Lesson 3)
- To understand how powerful medieval kings were before the Magna Carta (Lesson 3, 4)
- To understand how the feudal system impacted the lives of people in Medieval Britain (Lesson 2, 3, 4)
- To understand how King John abused his power and how this nearly led to civil war (Lesson 4)
- To understand the significance of the Magna Carta and the impact it has had on British history (Lesson 5, 6)

By the end of this unit I will be able to....

- To develop a chronological awareness of how medieval Britain fits into British history
- To address and devise historically valid questions about life in medieval Britain
- To understand how our knowledge of the past is constructed from a range of sources
- To make reasoned judgements about the cause of the Magna Carta
- To establish clear narratives about changes to the monarchy
- To address and devise historically valid questions about change in medieval Britain

<u>Prior knowledge to recap...</u> -Plot Medieval period on timeline alongside previously studied topics Monarchy – what do we know already? Link to King Alfred.	<u>Lesson 1</u> When was Medieval Britain?	<u>Lesson 2</u> What was life like in Medieval Britain?	<u>Lesson 3</u> How was society organised in Medieval Britain?	<u>Lesson 4</u> What was the significance of King John in Medieval Britain?	<u>Lesson 5</u> What impact did the Magna Carta have on British history?	<u>Lesson 6</u> What impact did the Magna Carta have on the city of Salisbury?	<u>Assessment</u> Multiple choice quiz and essay questions End of term knowledge web

Year A Term 4 – Who were the Mayans?

National Curriculum: A non-European society that provides contrast with British history

Resources to support lesson planning: <https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/maya-keystage-2/>

By the end of this unit I will know...

Describe the key characteristics and features of the Mayan civilization (Lesson 1, 3, 4, 5)

Place civilisations and events on a timeline showing an understanding of the terms BC and AD (Lesson 1)

Compare and contrast features of historical periods identifying similarities and differences (Lesson 6)

Explain how the misuse of power and poor leadership caused aspects of the Mayan civilisation to decline (Lesson 6)

Describe the significance, impact and legacy of power in the Mayan civilisation (Lesson 1, 2, 5 and 6)

Describe everyday life and culture in Mayan history – language, settlements, trade (Lesson 1, 2, 3, 4 and 5)

By the end of this unit I will be able to...

Compare sources of information available for the study of different time periods (Lesson 4)

Make confident use of a variety of sources and independent research (Lesson 4)

Address and devise historically valid questions about change, cause, similarity and difference and significance (Lesson 1, 2, 4, 6)

Construct informed responses that involve thoughtful selection and organisation of relevant historical information (Lesson 1, 2, 3, 4, 5, 6)

<u>Prior knowledge</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
<u>to recap...</u> - What is a civilisation? Use timeline to compare with periods previously studied Geography knowledge – locate Central and South America	Why do we study the Mayan Empire?	How were the Maya able to expand?	What was life like at the height of the Mayan civilisation?	How do we know what the Mayan empire was like? -Compare to sources from Ancient Greece	What did the Mayans believe in?	Why did the Mayan Empire end so quickly? -Compare to Greek empire	Key Stage History assessment End of term knowledge web

Year A Term 6 – What did the Ancient Greeks do for us?

National Curriculum: A study of Greek life and achievements and their influence on the western world

Resources to support lesson planning: <https://www.kapowprimary.com/subjects/history/mixed-age-year-5-6/cycle-b/y5-6-what-did-the-greeks-ever-do-for-us-cycle-b/>

By the end of this unit I will know...

- Describe the key characteristics and features of Ancient Greece (Lesson 1)
- Describe changes that have taken place within and across the Ancient Greek era (Lesson 6)
- Describe and analyse the impact of change within and between periods in the past (Lesson 6)
- Know how Alexander the Great expanded the Greek Empire (Lesson 3)
- Understand democracy and rule in Ancient Greece and the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs (Lesson 3, 4, 5)
- Describe the significance, impact and legacy of power in ancient civilisations (Lesson 3, 5)
- Know who Cleisthenes and Pericles were and make links with democracy (Lesson 4, 5)
- Understand and explain how various factors influence democracy and rule across empires e.g. invasion, oppression of groups or people, new religious or political ideologies, rebellion (Lesson 3, 4)
- Describe everyday life and culture in Greek history (Lesson 1, 2, 6)
- Know about Greek Gods and Goddesses and how they influenced people's decisions (Lesson 2)
- Describe Greek influences on the world – medicine, philosophy, mathematics, Olympic games, art and culture, religion (Lesson 6)

By the end of this unit I will be able to...

- Address and devise historically valid questions about change, cause, similarity and difference and significance (Lesson 1, 6)
- Understand that the types of information available depend on the period of time studied (Lesson 5/6)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
What is a civilisation? Use timeline to compare with periods	Who were the Greeks and when did they live?	What did the Greeks believe?	How was Ancient Greece governed?	Did the Ancient Greeks give us democracy?	How do Greek philosophers influence us today?	What did the Greeks do for us?	Kapow assessment End of term knowledge web

previously studied							
--------------------	--	--	--	--	--	--	--

Year B Term 2 – How has Crime and Punishment changed over time?

National Curriculum: A study of an aspect or theme in British History that extends beyond 1066

Resources to support planning: <https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/crime-and-punishment/>

By the end of this unit I will know....

- Develop a deeper understanding of crucial historical concepts – change, continuity and turning points (Lesson 1, 3, 4, 5, 6)
- Understand the meaning of the words ‘crime’, ‘justice’ and ‘punishment’ and what these mean today (Lesson 1)
- Know what crime and punishment was like during the English Civil War (Lesson 3)
- Understand how and why crime and punishment has changed over the years (Lesson 2, 3, 4, 5)
- Know that medieval justice was loaded in favour of those who were rich and powerful (Lesson 2)
- Know that medieval justice used fear of consequences to prevent people committing crimes (Lesson 2)
- Build on prior knowledge of Saxon crime and punishment (Lesson 1)
- To understand the significance of the Bloody Code in the 18th century (Lesson 5)
- To understand how the growth of prisons and the police force contributed to changes in justice throughout the 19th century (Lesson 6)
- To evaluate whether the way we catch and punish criminals has changed over the past 100 years (Lesson 6)

By the end of this unit I will be able to...

- Address and devise historically valid questions about change, cause, similarity and difference and significance.
- Make confident use of a variety of sources and independent research.
- Compare sources of information available for the study of different time periods
- Understand that the types of information available depend on the period of time studied.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

<u>Prior knowledge to recap...</u> Saxon crime and punishment	<u>Lesson 1</u> How do we know what crime and punishment was like 800 years ago?	<u>Lesson 2</u> What does the legend of Robin Hood tell us about medieval justice?	<u>Lesson 3</u> How did crime and punishment change between 1500 and 1700?	<u>Lesson 4</u> Why did punishments become so bloody in the 18 th century?	<u>Lesson 5</u> Why did so much change happen in crime and punishment in the 19 th century?	<u>Lesson 6</u> Has the way we catch and punish criminals improved in the last hundred years?	<u>Assessment</u> Key Stage History quiz End of term knowledge web
---	--	--	--	---	--	---	---

Year B Term 4 – How did society change during the Victorian era and what was the impact of Brunel on this?

National curriculum: A significant turning point in British History

Resources to support planning:

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/black-and-british/>

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/victorian-britain-outstanding-lessons/>

By the end of this unit I will know....

- Describe and analyse the impact of change within and between periods in the past. (Lesson 1)
- Explain how different countries gained power and status through colonisation (Lesson 4)
- Construct informed responses that use thoughtful selection of relevant historical information to explain how Queen Victoria and Isambard Kingdom Brunel impacted the world and British History (Lesson 2 and 3)
- Explain how the British economy benefitted during the 19th century due to Britain's involvement in the slave trade (Lesson 4 and 5)
- Describe and explain the consequences of how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice (Lesson 5)
- Describe life in Victorian Britain – crime and punishment, rich and poor, slums (Lesson 1, 6)
- Describe the impact of the Industrial Revolution (Lesson 2)
- Understand the significance of Brunel and how his work had an impact on Wiltshire (Lesson 2)

By the end of this unit I will be able to...

- Address and devise historically valid questions about change, cause, similarity and difference and significance.
- Make confident use of a variety of sources and independent research.
- Explain the impact of bias on sources and artefacts.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

<u>Prior knowledge to recap...</u> -Crime and Punishment – link to Victorian era Life of children learning from LKS2	<u>Lesson 1</u> What were the main changes that took place during the Victorian era?	<u>Lesson 2</u> Who was Brunel and how did he impact on Wiltshire?	<u>Lesson 3</u> Why is Queen Victoria a significant person?	<u>Lesson 4</u> What was colonisation?	<u>Lesson 5</u> What difference did the slave trade make to the experiences of Black people?	<u>Lesson 6</u> The Victorian era – dark age or golden age?	<u>Assessment</u> Essay to answer Lesson 6 question. End of term knowledge web
---	--	--	---	--	--	---	---

Year B Term 6 – What was World War Two and how did it impact on Wiltshire?

National curriculum: A turning point in British History

Resources to support planning:

<https://www.kapowprimary.com/subjects/history/mixed-age-year-5-6/cycle-a/y5-6-what-was-the-impact-of-world-war-2-on-the-people-of-britain-cycle-a/>

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/>

By the end of this unit I will know....

- Use historical terms effectively to describe periods within history (Lesson 1)
- Know how events in WW1 contributed to the starting of WW2 (Lesson 1)
- Explain how warfare developed and changed during the World Wars – weaponry, Blitz, Battle of Britain (Lesson 2, 3)
- Describe the influence of new inventions on warfare (Lesson 2, 3)

Resources to support lesson planning: <https://www.kapowprimary.com/subjects/history/mixed-age-year-3-4/cycle-b/y3-4-what-did-the-ancient-egyptians-believe-cycle-b/> - lesson 1-4

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-egypt/> lessons 5-6

By the end of this unit I will know..

- Talk with increasing accuracy and detail about events, places and people beyond living memory.
- Explain the hierarchy structures in Ancient Egypt – ruler, officials, nobles or priests, merchants, workers, peasants or slaves (Lesson 4, 5)
- Explain the significance of city states in ancient civilisations (Lesson 1)
- Explain the meaning of the word civilisation (Lesson 1)
- Describe the following about Ancient Egypt – development of the civilisation and geographical significance (Lesson 1), everyday life (Lesson 2), hierarchy and rule (Lesson 4), food and farming (Lesson 5), invention (Lesson 3)

By the end of this unit I will be able to...

- Place a range of objects, people and events beyond own experiences in time order on a timeline.
- Use dates and historical terms to describe historical periods and make links to what has already been learnt
- Use a variety of resources to ask and answer questions to find out about aspects of life in the past
- Use key evidence from a range of sources to support judgements made about the past
- Understand the difference between a primary source and a secondary source and that sources can contradict each other
- Communicate learning in the form of a short historical narrative

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
What is a civilisation?	Who were the Egyptians and when did they live?	What did the Ancient Egyptians believe?	Why and how did the Egyptians build the pyramids?	How and why did the Egyptians mummify people?	What was everyday life like in Ancient Egypt?	What did Ancient Egypt have in common with other civilisations at the time?	Key Stage History assessment
Look at timeline – compare Ancient Egypt to periods already studied							End of term knowledge web

Year C Term 4 – How hard was it for Anglo-Saxons to settle in Britain?

National curriculum: Britain's settlement by the Anglo-Saxons and the Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Resources to support planning: <https://www.kapowprimary.com/subjects/history/mixed-age-year-3-4/cycle-a/y3-4-british-history-3-cycle-a-how-hard-was-it-to-invade-and-settle-in-britain/>
<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/>

By the end of this unit I will know....

- Talk with increasing accuracy and detail about events, places and people beyond living memory. (Lessons 1-6)
- Know that England was invaded by different peoples in the early Middle Ages (Picts, Scots, Anglo-Saxons and Vikings) (Lesson 1, 6)
- Explain how the geography of Britain affected invading groups (Lesson 1, 6)
- Explain why the Anglo-Saxons invaded Britain (Lesson 1)
- Describe the first invasions by the Vikings – first recorded invasion and Lindisfarne. (Lesson 6)
- Understand how groups of people resisted invasion – paying Danegeld (Lesson 1, 2)
- Describe the impact of the Anglo Saxons on Britain – Anglo Saxon kingdoms, Sutton Hoo, Anglo Saxon monasteries, everyday life in Anglo Saxon Britain, legacy (Lesson 2, 3, 5)
- Describe the importance of King Alfred (Lesson 4)

By the end of this unit I will be able to...

- Place a range of objects, people and events beyond own experiences in time order on a timeline.
- Use dates and historical terms to describe historical periods and make links to what has already been learnt
- Use a variety of resources to ask and answer questions to find out about aspects of life in the past
- Use key evidence from a range of sources to support judgements made about the past
- Understand the difference between a primary source and a secondary source and that sources can contradict each other
- Communicate learning in the form of a short historical narrative

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
- What is a civilisation? Use timeline to compare with periods	Who were the Anglo-Saxons and the Scots and how did they settle in Britain?	What does Sutton Hoo tell us about Anglo Saxon life?	How did Christianity arrive in Britain?	Was King Alfred really great?	How effective was Anglo-Saxon justice?	How did the Anglo-Saxon rule end?	Kapow assessment End of term knowledge web

previously studied							
<u>Year C Term 6 – What was life like in Tudor England?</u> National curriculum: Changing power of monarchs Resources to support planning: https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-tudor-times-outstanding-lessons-keystage-2/ By the end of this unit I will know.... • Talk with increasing accuracy and detail about events, places and people beyond living memory. • Know the impact of Henry VIII breaking away from the Catholic Church on wider society and subsequent history. (Lessons 1-6) By the end of this unit I will be able to.... • Place a range of objects, people and events beyond own experiences in time order on a timeline. • Use dates and historical terms to describe historical periods and make links to what has already been learnt • Use a variety of resources to ask and answer questions to find out about aspects of life in the past • Use key evidence from a range of sources to support judgements made about the past • Understand the difference between a primary source and a secondary source and that sources can contradict each other • Communicate learning in the form of a short historical narrative •							
<u>Prior knowledge to recap...</u> What is a monarch? Why are they significant? Who is our current monarch? Use timeline to compare with periods	<u>Lesson 1</u> What can we tell about Henry VIII from his portraits?	<u>Lesson 2</u> Why did Henry VIII break from Rome – love or religion?	<u>Lesson 3</u> How different was life for people at different levels of society during Tudor times and how do we know?	<u>Lesson 4</u> Why do we have to be careful when using portraits of Elizabeth I to find out about her?	<u>Lesson 5</u> How did Elizabeth I defeat the Spanish Armada?	<u>Lesson 6</u> What can we learn about Elizabethan England by studying how they spent their leisure time?	<u>Assessment</u> Key Stage History assessment End of term knowledge web

previously studied							
-----------------------	--	--	--	--	--	--	--