



Year 1 History Overview Spring Term Overview Guy Fawkes and the Gunpowder Plot

NC Objectives: To learn about events beyond living memory that are significant nationally or globally

Key Fact / Sticky Knowledge

- **King James VI of Scotland was also King James I of England.**
- **Protestants** and **Catholics** disagreed on lots of things and often fought with each other.
- **King James was a Protestant** and he only allowed people to go to Protestant churches.
- **Guy Fawkes** was a Catholic.
- Guy Fawkes planned to **blow up the Houses of Parliament** and get rid of King James on the **5th November 1605**.
- The King found out and Guy Fawkes was arrested before it could happen.
- Every year we celebrate Bonfire Night on the 5th of November.

Historical Skills:

Chronological understanding:

- Sequence events in their life
- Sequence 3 or 4 artefacts from distinctly different periods of time
- Match objects to people of different ages
- Identify similarities and differences between periods
- Remember parts of stories and memories about the past
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

Historical enquiry:

- Find answers to simple questions about the past from sources of information e.g. artefacts

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Useful Learning links:

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[BBC Bitesize – Guy Fawkes](#)

Interpretation of history:

- Use stories to encourage children to distinguish between fact and fiction
- Compare adults talking about the past – how reliable are their memories?

Educational Visit:

Teachers' Information

- King James VI (6th) of Scotland was also became King James I (1st) of England. He became King in 1603 – over 400 years ago.
- He became the King after Queen Elizabeth I was the queen.
- King James was a Protestant. He thought everyone should be a protestant like him. He only allowed people to go to protestant churches. If they didn't, he would punish them.
- Religion was very important at this time in history. Protestants and Catholics were both part of the Christian faith, but they disagreed on lots of things and often fought with each other.
- Guy Fawkes was born in 1570, when Queen Elizabeth was on the throne in England.
- Guy was a Catholic. When James became the king, he was not kind to the Catholic people because he wanted everybody to be a Protestant. He moved to Spain where lots of Catholic people lived so that he could feel happier and safer.
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To recall a personal experience of bonfire night, or listen to somebody else's experience. • I can talk about my experiences of bonfire night.	To find out about James 1 of England. • I can explain who was on the throne before James 1. • I can find out some facts about James 1 of England.	To find out who Guy Fawkes was. • I can find out more about his background. • I can find out more about the type of work he did.	To understand the sequence of events that led to the Gunpowder Plot. • I can explain the events that led to the plot. • I can explain what was planned by Guy Fawkes.	To explore why we celebrate this event every year. • I know when we celebrate the event and why. • I can explain why we make bonfires and light fireworks.	To explain the impact of the Gunpowder plot. • I can explain the impact on the British people at that time



I can explore the significance of the fireworks displays		I can explain what he wanted to achieve.	I can explain the outcome of the Gunpowder plot.		
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Year 2 History Spring Term Overview The Great Fire of London

NC Objectives: To learn about events beyond living memory that are significant nationally or globally

Key Fact / Sticky Knowledge:

- The fire started on the **2nd September 1666** in a bakery on **Pudding Lane**.
- The buildings were made **of wood and straw and were very close together**, making it easy for the flames to spread.
- King Charles 11 ordered buildings to be pulled down to stop the fire.
- **Samuel Pepys** famously recorded the event of the fire in his diary.
- **St Paul's Cathedral was destroyed** by the fire and had to be rebuilt.
- The fire was put out on Thursday 6th September 1666.

Historical Skills:

Chronological understanding:

- Sequence artefacts closer together in time
- Describe memories of key events in lives
- Order dates from earliest to latest on simple timelines
- Sequence pictures from different periods
- Describe memories and changes that have happened in their own lives
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

Organisation and Communication:

Communicate their knowledge through: Discussion....
Drawing pictures... Drama/role play.. Making models.....
Writing.. Using ICT...

Historical enquiry:

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Choose and select evidence and say how it can be used to find out about the past

Historical sources:

Paintings
Samuel Pepys Diary extracts

Useful Learning links:

[The Great Fire of London animated history](#)
[The Great Fire of London short youtube clip](#)
[The Great Fire of London Magic Grandad](#)

Interpretation of history:

- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories

Range of Depth of Historical Knowledge:

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

Key Information for teachers:

- King Charles II was the King of England in this period of time
- The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. It lasted for 4 days.
- It started because the fires used for baking were not put out properly.
- In 1666 the buildings in London were made of wood and straw and they were very close together, making it easy for the fire to spread. It had also been a hot summer, so the buildings were dry. In addition to this, there were very strong winds that helped the fire spread even more.
- People used leather buckets and water squirts to try and put the fire out, but these did not work.
- Then King Charles II ordered buildings to be pulled down to stop the flames from spreading.
- Samuel Pepys famously recorded the event of the fire in his diary.
- St Paul's Cathedral was destroyed by the fire and had to be rebuilt.
- The new cathedral was designed by Christopher Wren (b.1632 – d.1723)
- The Tower of London was very close to the fire but was not destroyed

To understand when the Great Fire of London happened and make comparisons with life then and now • I know when the great fire happened • I can compare life in London then with now.	To place the main events of the Great Fire of London on a timeline. • I know what century the Great fire happened • I can place the event and other important dates during that century	To find out why the fire spread so quickly and stayed alight for so long. • I can explain how the fire spread. • I can explain why it was so difficult to put the fire out.	To learn more about Samuel Pepys' diary. • I can explain who Samuel Pepys was. • I can explain where he lived. • I can recall what he wrote in his diary.	To understand that the design of buildings changed because of the Great Fire of London. • I can explain what buildings looked like at that time. • I can explain what safety features are in place in buildings today. (consider the Grenfell disaster)	To visit the Tower of London. • I can experience what life was like at the time of the Great Fire of London.

Year 3 History Spring Term Overview

Stone Age to Iron Age

NC Objectives: To know about the changes in Britain from the Stone Age to the Iron Age

Key Facts/ Sticky Knowledge

- **Stone, Bronze and Iron ages** are part of **Prehistoric Britain**. Prehistoric eras are named after the materials discovered at the time.
- Houses, weapons, clothing and society changed and developed a lot during this period of time.
- There were different animals living in Britain from today, such as woolly mammoths, sabre-toothed tigers, mastodons and woolly rhinos.
- During the early **Stone Age** people were **hunter-gatherers**.
- During the **Middle Stone Age** people moved from living in caves and simple huts to roundhouses.
- During the **Neolithic Age** (towards the end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history
- the **Bronze Age**, was 2500BC and 800BC. Britons learned to work with **copper, tin, gold and bronze**
- The **Iron Age** was between 800BC and AD 43. People in Britain used iron to make tools and weapons.

Historical Skills:

Chronological understanding:

- Place the time studied on a time line
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefact
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

Organisation and Communication:

Communicate their knowledge through:
Discussion.... Drawing pictures... Drama/role play..
Making models..... Writing.. Using ICT...

Historical enquiry:

- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Suggest sources of evidence from a selection to help answer questions and say how they can be used to find out about the past
- Begin to use the library and internet for research

Interpretation of history:

- Identify and give reasons for different ways in which the past is represented
- Observe and use pictures, photographs and artefacts to find out about the past

Range of Depth of Historical Knowledge:

- Find out about the day lives of people in the time studied
- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs>

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h>

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j>

<https://www.youtube.com/watch?reload=9&v=VyilGaQl6RU>

<https://www.youtube.com/watch?v=Ohij1e2oZio>

<http://www.bbc.co.uk/guides/z8bkwmn#zsrmtfr>

<https://www.fireoflondon.org.uk/story/streets-and-buildings/>



- Distinguish between different sources – compare different versions of the same story
- Start to use stories or accounts to distinguish between fact and fiction

Key Information for teachers:

- The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.
- The **Paleolithic Age** refers to the period between 3 million years ago and 10 thousand years ago when stone tools were used by humans for hunting and fishing.
- Early Stone Age people lived in caves or very simple shelters.
- The Middle Stone Age (the **Mesolithic Age**) was around 8000-4000 BC. During the Middle Stone Age, Britain was linked to Europe by a strip of land called Doggerland. People in Britain began to set up camp along the British coast and on riverbanks. Hunters often worked together as a team, using spears, bows and arrows. People also tamed wolves so they could work as hunting dogs and guard their camps.
- During the **Neolithic Age** (towards the end of the Stone Age), humans formed settled communities and domesticated plants and animals for the first time in history. They buried their dead in large tombs (known as long barrows) and built huge stone circles for outdoor ceremonies.
- During the whole of the Stone Age, the climate changed drastically from warm to cold. The very cold periods of time were called the **Ice Age**. It caused animal life in Britain to go through several changes. When it was cold, there were mammoths and reindeers. When it was hot, there were elephants, hippos and rhinos.
- The Stone Age was followed by the **Bronze Age**, which was 2500 BC and 800 BC. In the Bronze Age, Britons learned to work with copper, tin, gold and bronze. Bronze Age people lived in small communities led by a warrior chief.
- The Bronze Age was followed by the **Iron Age** when tools and weapons became more advanced and were used for farming, hunting and fighting. The Iron Age was between 800 BC and AD 43. People in Britain learned how to make iron in 800 BC. They used it to make tools and weapons.
- The remains of an Iron Age man were found in Cheshire in the 1980s.
- During the Iron Age, farming flourished and the British population grew very fast. It was a very violent time. Tribes fought against each other and many people lived in hill forts to protect themselves. The Iron Age ended in Britain in AD 43 when the Romans invaded Britain.
- **The Stone Age, the Bronze Age and the Iron Age are called the three-ages system.** The main difference is the materials used to make tools and weapons. Each improvement in tools and weapons led to other improvements in each civilisation.
- **Skara Brae** is a large stone-built [Neolithic](#) settlement on the Bay of Skail on the west coast of mainland [Orkney, Scotland](#). It consists of ten houses and was occupied from roughly 3100–2500 BC. In the winter of that year, a large storm stripped the grass from the large mound known as Skerrabra. It was fully excavated between 1928 and 1930 by [Vere Gordon Childe](#) following another storm in 1926.



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand what humans needed for survival in the Stone Age. • I can place the Stone Age on the timeline. • I can explain what the living conditions were like.	To understand what was found at Skara Brae and why it is important. • I can explain what Skara Brae is. • I know where it is • I know how it was discovered.	To understand what copper mining meant to the people of the Bronze Age. • I can place the Bronze age on the timeline. • I know what bronze was used for. • I can explain how people lived.	To understand how evidence about Stonehenge can give us different answers about the past. • I know the location of Stonehenge • I can explore the significance of Stonehenge.	To understand how and why hillforts were developed in the Iron Age. • I can place the Iron age on the timeline. • I can explain how people lived during the Iron Age. • I can explain why they build hillforts.	To understand how evidence about the Druids can give us different answers about the past. • I can explain what Druids are. • I can explore their beliefs.



Year 4 History Spring Term Overview Ancient Greece

NC Objectives: Pupils learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world

Key Facts/ Sticky Knowledge

- Athens and Sparta were two of the most powerful city-states in ancient Greece.
- In 431BC Sparta started a war with Athens which lasted 27 years and was called the Peloponnesian War, in 404BC Athens was finally defeated.
- BC stands for Before Christ and refers to any date before the year Christians believe Jesus was born.
- AD is used for dates after the point Christians believe Jesus was born
- Ancient Greek homes were built around a courtyard or garden and the walls were often made from wood and mud bricks.
- The first Olympic Games were held in 776BC to honour the God Zeus.
- 336BC Alexander the Great takes over rule of Greece, aged 20.

Historical Skills:

Chronological understanding:

- Place events from the period studied on timeline
- Use terms related to the period and begin to date events
- Know how to use a timeline
- Understand more complex terms eg BC/AD
- Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use words and phrases: century, decade

Organisation and Communication:

Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...

Recall, select and organise historical information
Communicate their knowledge and understanding

Historical enquiry:

- Know the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life
- Ask a variety of questions
- Use the library and internet for research

Historical sources:

Useful Learning links:

[What was it like to live in Ancient Greece – BBC Bitesize](#)
[Youtube – Athens v Sparta](#)
[Ducksters – famous ancient greeks](#)

Interpretation of history:

- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use textbooks and historical knowledge

Range of Depth of Historical Knowledge:

- Use evidence to reconstruct life in the time studied
- Identify key features and events of the time studied
- Look for links and effects in the time studied
- Offer a reasonable explanation for some events

Educational Visit:



Information for teachers:

- Greece has borders with Albania, Bulgaria, North Macedonia and Turkey. Greece has the longest coastline in Europe and the mainland is mostly mountains. Greece has over 1000 islands. The largest of these is Crete. The warm climate and proximity to the coast help to make Greece a popular holiday destination. Athens is the capital of Greece.
- Ancient Greece was made up of city states. These city states usually only joined together to fight a common enemy.
- BC stands for Before Christ and refers to any date before the year Christians believe Jesus was born. The Romans who introduced this calendar had no symbol for zero and the year that Jesus was born was called Year 1.
- AD stands for Anno Domini and is a medieval Latin phrase that means, 'In the year of our Lord'. AD is used for dates after the point Christians believe Jesus was born.
- many of the settlements in Greece – in modern times and in ancient times – are near the sea. Settlements developed along the coast as the sea provided a good source of food and allowed them to trade with people from other countries and city-states.
- Ancient Greece is important because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation.
- The sculptures, architecture, philosophy, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today.
- Sparta is well known for being feared and respected in ancient Greek times for having such a strong army but Sparta did not try to take over other lands. They prioritised building a strong army to defend Sparta and to help other Greek city-states defend themselves when needed.
- Athens was important to have a strong army but culture and the arts were also very important. Their army took over other lands in the city-state of Athens, and one in four people were enslaved.
- A secondary source is information that was created later by someone who did not experience the time or event first-hand.
- We call sources of historical information that were created by someone experiencing the time in history 'first-hand' – primary sources.





Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To begin to find out who the ancient Greeks were, and place their civilization in time • I can understand the terms 'BC' and 'AD' • I can name, and place in chronological order, the main time periods of ancient Greece	To understand the different types of government in ancient Greece • I can explain the difference between a democracy, oligarchy and a monarchy in ancient Greece • I can discuss my opinions of which type of government I think is best	To compare and contrast the two city-states of Athens and Sparta • I can find out more about Athens. • I can find out more about Sparta • I can explain what is similar and different views and opinions of the two city-states	To use sources to find out about daily life in ancient Greece • I understand the difference between primary and secondary sources • I have a developing knowledge of what daily life in ancient Greece was like	To know about religions in ancient Greece • I can explain why ancient Greece had a polytheistic religion • I can explain the importance of religion in the everyday life of ancient Greeks	To know how modern-day life has been influenced by the ancient Greeks • I can name some ancient Greek ideas or developments that still influence us today • I can express and explain my own views and opinion

Year 5 History Spring Term Overview

Anglo Saxons and the Vikings

NC Objectives: *Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.* Pupils should learn about Britain's settlement by Anglo-Saxons and Scots.

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Key Facts/ Sticky Knowledge

- In 449 the Anglo Saxons came from Denmark, Germany and the Netherlands and invaded Britain after the Romans left.
- The Anglo Saxons brought law and order to Britain.
- The Anglo-Saxons divided Britain into different kingdoms these 'kingdoms', are now known as the UK counties.
- In 793 the Vikings came from Norway, Sweden and Denmark and invaded Britain.
- The Vikings travelled across the water using longships.
- The Vikings were known as raiders, but many were not violent and came to Britain just to settle as farmers.
- The Saxons and Vikings managed to live alongside each other in Britain but sometimes fought.

Historical Skills:

Chronological understanding:

- Order an increasing number of significant events, movements and dates on a timeline using dates accurately
- Accurately use dates and terms to describe historical events
- Know and describe in some detail the main changes to an aspect in a period of history being studied
- Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt

Organisation and Communication:

Historical enquiry:

- Recognise when they are using primary and secondary sources of information to investigate the past
- Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- Investigate own lines of enquiry by posing historically valid questions to answer

Interpretation of history:

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding of the past
- Consider different ways of checking the accuracy of interpretations of the past
- Realise that there is often not a single answer to historical questions

Range of Depth of Historical Knowledge:

- Study different aspects of different people - differences between men and women



Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... Recall, select and organise historical information Communicate their knowledge and understanding • https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zicxwty • https://www.bbc.co.uk/bitesize/clips/zqmxpv4	• Recognise when they are using primary and secondary sources of information to investigate the past • Use a wide range of different evidence to collect evidence about the past	• Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period
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Information for teachers:

- Start by using a **timeline** to ensure that pupils have a better understanding about when events happened. They need to be aware that the Romans and Greeks were powerful before this time and that the ancient civilizations were well before this time.
- Look at a map of Europe and ensure that pupils are very clear about where the Anglo-Saxons came from.
- Pupils should be provided with information about why the Anglo-Saxons came to Britain and about the way of life of those that settled in Britain.
- They will learn about the Romans leaving and the attempts made by the Picts and the Scots to invade.
- **They will ultimately be asked to create 15 questions about the learning and challenge another pair to the Anglo-Saxon Chase Game.**
- Use the following internet link to support pupils' knowledge:
- <https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg>
- In the **AD400s**, towards the end of Roman rule, Britain was being attacked by the **Picts** and **Scots** from the north, and the **Anglo-Saxons** from the sea. The Romans had built forts along the coast to fight off the sea-raiders and Hadrian's Wall defended the north.
- Things were changing, and in about AD410, the last Roman soldiers were ordered to leave.
- Britain no longer had the strong Roman army to defend it from the invaders. There were many battles between Anglo-Saxons and Britons. Overtime, the Anglo-Saxons took control of most of Britain.
- Some Anglo-Saxons were warriors who enjoyed fighting. They thought the Britons were weak and easy to beat without the Romans around.
- With Picts and Scots attacking from the north, the Britons invited some Anglo-Saxons

to help defend them. But they didn't leave! They took over.

- Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.

Whole families set sail across the sea to live in Britain. They brought tools, weapons and farm animals with them and built villages with new homes.

- Farmers used oxen to plough their fields. They planted crops like wheat, oats and barley and also raised animals like pigs and sheep for food.
- Cows and oxen were very valuable in Anglo-Saxon times and cow-stealing was a common crime. There are records of people tracking down stolen cows, like detectives!
- Anglo-Saxon men were good hunters. Some used trained hawks to catch ducks, pigeons and other wild birds. They also used dogs to track deer and wild boar. They had to keep an eye out for wolves, which still lived in Britain at the time.
- Anglo-Saxon women spun wool from sheep and goats' fur to make thread. They would use a loom to weave the thread into cloth. Anglo-Saxons wore clothes made from woollen cloth or animal skins. Anglo-Saxon girls did lots of jobs around the home and farm. They looked after animals, helped with cooking and cleaning and would fetch water from a nearby stream. Anglo-Saxon boys were kept busy helping their families and working around the farm. They looked after animals and would collect firewood from nearby forests.

- **How did the Anglo-Saxons bring Christianity to Britain?**

Watch the following internet link:

<https://www.bbc.com/bitesize/articles/zs3gcdm>

• Anglo-Saxon Britain wasn't ruled by one person, and the Anglo-Saxons were not united. They invaded Britain as many different tribes, and each took over different parts of the country. Each group of Anglo-Saxon settlers had a leader or war chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. Each king ruled a kingdom and led a small army. From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain. The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines.

- If they ran away, they became 'outlaws' (outside the law), and anyone could hunt them down - unless they hid in a church. The fine for breaking into someone's home was five shillings (25p), paid to the homeowner. For minor crimes like stealing, a nose or a hand might be cut off. The Saxons had a system called 'weregild', which meant that if you injured someone, you had to pay for the damage!

- **If a person killed someone, they paid money to the dead person's relatives. The idea was to stop long fights or 'blood feuds' between families by making them pay money instead.**

By around AD600, after much fighting, there were five important Anglo-Saxon kingdoms. They were Northumbria, Mercia, Wessex, Kent and East Anglia. Sometimes they got along, sometimes they went to war. In the Viking Age, children's lives were not very different from those of adults. Children were put to work from a young age. They were part of the family and had to help with the daily tasks. Children helped their parents with indoor tasks, such as looking after the fire place or making food. Babies were given little Thor's-hammer charms, to protect them from evil spirits and sickness. Viking children did not go to school. They helped their parents at work. They learned Viking history, religion and law from spoken stories and



songs, not from books. By 15 or 16 they were adults. It was common for a girl's father to choose her husband. A boy usually took his father's name too - so Eric, son of Karl, became Eric Karlsson. Girls often took the same name as their mother or grandmother.

- At an age of 10, most Viking children were required to follow in their parents' footsteps and acquire necessary skills to adequately perform their mother's or father's job.
- In ancient Norse times, the gender roles for boys and girls were quite defined. It was most common that boys worked on farms and girls did housework.
- Viking boys were expected to learn how to take care of themselves. This meant they must not only be good farmers, but also skilled warriors.
- The young Viking girl's life was mostly focused on house duties. A Viking girl learned from her mother and grandmother how to run the household properly
- The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD 787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. Pupils should place this date on their individual timelines.
- The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books.
- There was food, drink, cattle, clothes and tools too in the monasteries - all very tempting to a Viking raider.
- Watch the following internet clip to help pupils gain an idea about what the raids were like.

<https://www.bbc.co.uk/bitesize/articles/zvhtwnb>

- In AD 865, an army of Vikings sailed across the North Sea to conquer land rather than just raid it. Over several years, the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia.
- By AD 874, almost all the kingdom had fallen to the Vikings, except for Wessex, which was ruled by Alfred the Great. King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain.
- After years of fighting the Vikings, Alfred made a peace agreement, but even after this agreement, fighting went on for many more years. An imaginary dividing line was agreed which ran across England, from London in the south towards Chester in the north west. The Anglo-Saxon lands were to the west and the Viking lands, known as the **Danelaw**, were roughly to the east.
- **Why do you think the Vikings won most of the battles?**
- Help pupils to work out why the Vikings were so dominant.
- Consider the following:
 - ☐ They were better sailors
 - ☐ Their weapons were better
 - ☐ All males were trained from a young age to fight

The Viking longboats played their part as well

- The Danelaw covered an area east of the line joining London and Chester - everything to the east belonged to the Vikings. There were three main areas where Vikings lived:
 - Northumbria, which included modern-day Yorkshire



- East Anglia
- the Five Boroughs (towns), which were Leicester, Nottingham, Derby, Stamford and Lincoln
- Viking families came to settle on these lands as good farmland was scarce in the Vikings' own countries. They were looking for a better life.
- The most important city in the Danelaw was the city of York, or 'Jorvik' (pronounced 'your- vick') as the Vikings knew it. Over 10,000 people lived there and it was an important place to trade goods.
- Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in -by, -thorpe or -ay were almost certainly Viking towns.
- Let pupils use a map of the United Kingdom to find as many towns that were probably founded or even renamed by the Vikings.
- **Why did the Anglo-Saxons gradually win back lands they had lost to the Vikings?**
- In the 9th century, the English king **Alfred the Great** stopped the Vikings taking over all of England. He agreed to peace with them and some Vikings settled down to live in their own area of eastern England, called the **Danelaw**. The Anglo-Saxons and Vikings became neighbours in Britain, but they didn't always get along peacefully.
- After Alfred the Great, English kings gradually recaptured more and more land from the Vikings. Alfred's son Edward fought for control of the Danelaw and Alfred's grandson, Athelstan, pushed English power north as far as Scotland. In 954, the Anglo-Saxons drove out **Eric Bloodaxe**, the last Viking king of **Jorvik**. Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's king. The most powerful Anglo-Saxon king was **Edgar**. Welsh and Scottish rulers obeyed him as well as the English. His court at Winchester was one of the most splendid in Europe. Anglo-Saxon England reached its peak during Edgar's reign.

Pupils should work in groups to find out more about: King Alfred the Great; Edward

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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.	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.



Year 6 History Spring Term Overview

WW 2

NC Objectives: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Facts/ Sticky Knowledge

- World War II lasted for six years. It began on the 3rd of September 1939 and ended on 2nd September 1945.
- Neville Chamberlain, announced to Britain that they were at war with Germany on 3rd September 1939 after peace talks with Hitler failed.
- Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe, on 1 September 1939 German troops invaded Poland.
- In Britain the first wave of mostly children were evacuated from the beginning on the 1st September 1939, which was two days before Britain officially declared war on Germany.
- The Blitz began on the 7th of September, 1940 when the Luftwaffe turned their attention to the bombing of London and other cities, which suffered extensive damage and the loss of thousands of civilian lives.
- World War 2 was a battle between the major Allied Powers; Britain, France, Russia, China and the United States and the major Axis Powers; Germany, Italy and Japan.
- The Nazis targeted the Jewish people and around six million Jews were killed during World War 2. One of history's most terrible events – the Holocaust.
- The US didn't join the war until 1941 when Japan attacked the United States - at their Naval Base at Pearl Harbour in Hawaii.
- VE Day (Victory in Europe Day) 8th May 1945, was the date the Allies celebrated the defeat of Nazi Germany (VE Day).

Historical Skills:



Chronological understanding: • Order an increasing number of significant events, movements and dates on a timeline using dates accurately • Use timelines to demonstrate changes and developments in culture, technology, religion and society • Use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians and today • Describe main changes in a period in history using words such as: social, religious, political, technological and cultural Organisation and Communication: Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... Recall, select and organise historical information Communicate their knowledge and understanding	Historical enquiry: • Recognise when they are using primary and secondary sources of information to investigate the past • Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Investigate own lines of enquiry by posing historically valid questions to answer • Recognise when they are using primary and secondary sources of information to investigate the past • Use a wide range of different evidence to collect evidence about the past Historical sources: Useful Learning links:	Interpretation of history: • Find and analyse a wide range of evidence about the past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past • Consider different ways of checking the accuracy of interpretations of the past • Start to know the difference between primary and secondary evidence and the impact of this on reliability • Show an awareness of the • concept of propaganda • Know that people in the past represent events or ideas in a way that may be used to persuade others • Begin to evaluate the usefulness of different sources • Form own opinions about historical • events from a range of sources Range of Depth of Historical Knowledge: • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To find out what World War II was and where and when it took place. - I can suggest why it is called a World War - I can place the Second World War on a timeline - I know some of the main leaders, events and dates relating to WW2	To find out what the Blitz was and which areas were most likely to be affected. - I can explain what the Blitz was - I can suggest reasons why some places were more likely to be bombed than others - I can suggest how the bombing could be stopped.	To learn about the effects of air raids and the causes of evacuation. - I can describe how people were protected during the war - I can explain what evacuation was and why it was done - I can explain the effects of the bomb damage	To Explore how the war affected the British population. - I can explain what life was like for ordinary families (rationing) - I can explain what jobs women had to do	To explore the impact of propaganda on WW2 Britain	To explain what VE Day was like. - I can explain what happened on VE Day. - I can explain the importance of VE day.

Teachers' Information

Focus on children's learning links

•The unit starts with finding out what pupils already know about the world war 2 and any evidence that may still exist in Oldham. They may know someone whose family was involved in the war in some way. They may have heard about it through a film they watched or a documentary on television. They may have a learning link to text through a book they may have read.

Think of the important learning

•It is important that pupils end up with an understanding of how the war impacted on life in London. What did children do during the war and how women were employed to do jobs in factories that would have only be done by men pre-war?
 •They need to know why London may have experienced being bombed, etc.

What inferences can pupils make?

•It is important that pupils understand the causes and effect associated with the war and how one thing led to another. It is important for them to understand the political issues associated with war time London.
 •In addition, at the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned.

Help pupils to make sensory links

•Get pupils to consider some of the emotions associated with war. Help them to realise that wartime was a very stressful time.
 •Try to get pupils to realise what that feeling might have been like when the air raid sirens went off.
 •Also try to get them to consider what it would have been like to have a parent directly involved in the war and being worried about them.

Reflect on the learning that has taken place



- At the end of this unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a powerpoint presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.

How can pupils fix their misconceptions?

- This unit deliberately focuses more on the impact of war rather than on the fighting or any glorification of the war.
- The main aim here is to try and focus on how the war may have changed things for the young people living in London.
- There should be some parallels drawn between the concerns identified and post-pandemic Britain.

Timelines

Ensure that you have a timeline that provides pupils with a chance to consider when the first and second world wars took place. Put this in the context of the Victorian period of British history.

Then move on to location

Use a map of Europe to show pupils where the main countries that were involved in the two wars are located. Draw particular attention to the changes that happened towards the end of the 20th century in respect of Russia and Yugoslavia in particular.

- Children must recognise that the penalties imposed on Germany after WW1 was a major contributor to the rise of Nazi Germany.
- Adolf Hitler was the leader of Germany from 1933 to 1945. He was leader of the Nazi party and became a powerful dictator. Hitler started WW2 by invading Poland and then invading many other European countries. He is also known for wanting to exterminate the Jewish people in the Holocaust.
- After the first world war, Hitler entered politics. Many Germans were upset that they had lost the war. They were also not happy with the 'Treaty of Versailles', which not only blamed the war on Germany, but took land from Germany. At the same time, Germany was in an economic depression. Many people were poor. Between the depression and the Treaty of Versailles, the time was ripe for Hitler to rise to power.

Cause and consequence

- Throughout World War Two 1939-1945, Britain was run by a government which included Labour, Conservative and Liberal politicians. Winston Churchill became Prime Minister and led the British government for most of the war. The government became much more involved in people's lives during the war. Far from being resented, most people welcomed this government intervention and wanted it to go further. The government was seen to be taking an active interest in providing for the welfare of the British people. The war greatly affected how people in Britain lived their lives.

Rationing

- One of the biggest, if not the biggest impact on all people, including those living in London, was rationing. Indeed, many people felt that we had lost the war because of the sacrifices we had to make post-war. Many of the issues were as a result of the UK being an island. We could not produce enough food to sustain our growing population. We had to rely on imports and this was not easy after the war with so many other countries also short of food.
- The government introduced rationing in 1940 and some goods continued to be rationed for more than 10 years.
- The price of eating in a restaurant was limited.
- Extra milk and meals were provided for children and expectant mothers.



Evacuation of people

- The government also took action to ensure the safety of as much of the population as possible. Children and, to a lesser extent, families were evacuated from industrial cities to the countryside. It was thought they would be safe from aerial bombing there.
- Those living in the countryside saw an influx of women and children. Many of these children would stay with middle and upper-class families.
- Many who received evacuees were surprised and shocked by the conditions of the people arriving from the industrial cities, especially the children.
- City children often had poor clothing and were sometimes dressed in rags. They suffered from developmental illnesses such as **polio** and **ricketts**. They were often poorly educated and had suffered from a lack of clean air.
- Evacuation helped to change attitudes because it meant that working class children mixed with more affluent families. It highlighted the severe poverty that still existed in cities after the reforms of the early 1900s. Upper and lower-class citizens were brought closer together.

The long- and short-term impact of the war on the people

- The period towards the end of World War Two and the period immediately afterwards raised serious issues about the health of the nation.
- During World War Two, the government became involved in people's lives. **The Beveridge Report** identified five major social problems which had to be tackled.
- William Beveridge was a social policy expert who had worked with the Liberal government at the start of the 1900s, helping to develop their social policies and reforms.
- During the war, Beveridge was appointed head of a committee charged with investigating social security in Britain.

The Five Giants

The committee, led by Beveridge, identified five major problems which prevented people from bettering themselves:

1. want (caused by poverty)
2. ignorance (caused by a lack of education)
3. squalor (caused by poor housing)
4. idleness (caused by a lack of jobs or the ability to gain employment)
5. disease (caused by inadequate health care provision)

The Report

The Committee's Report on Social Insurance and Allied Services was published in December 1942. It became known as the Beveridge Report.

The recommendations were for a system that would be:

1. comprehensive – cover all problems relating to poverty, from birth to death
2. universal – available to all
3. contributory – paid into from wages
4. non-means tested – available to all, even if unable to pay
5. compulsory – all workers were to contribute
6. The challenge of addressing the 'Five Giants' led to establishing the Welfare State under the Labour government.



Useful Links

The following internet clips will help pupils gain a good understanding about why World War 1 ended and how Germany, as a nation, was left in a desperate economic state.

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zh4wpg8>

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8kv34j>

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zkb86v4>

Watch the two internet links on the website below to gain a greater understanding about rationing and its impact.

<https://www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/3>

Read the reflections of one ex-evacuee talking to her granddaughter

<http://www.bbc.co.uk/history/ww2peopleswar/stories/24/a2639324.shtml>

Watch and listen to the following internet link to help pupils gain an insight into what it was like for the host family

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-interview-with-a-host-family-child/z4b8cqt>