

Year: 5/6 Subject: History PoS: a non-European society that provides contrasts with British history – early Islamic civilization including a study of Baghdad c. AD 900		Topic Question/Title: What impact did the early ancient Islamic civilisation have on the World? (Abbasid Caliphate)		Term - Autumn 1 Curriculum - A 	
<u>Prior Knowledge</u> Medicine and nursing in KS1. <u>Year 5/6</u> The achievements of other ancient civilisations, especially the Ancient Egyptians, The Ancient Greeks, the Romans and during the Stone Age until the Iron Age. Changes in Britain between the Stone Age and the Iron Age. The impact of the Romans on Britain and the significance of their legacy. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared Ancient Egypt – a depth study Ancient Greece – a study of Greek life and achievements and their influence on the western world. <u>Year 6</u> World War II – Life on the Home Front Changes to Burnley – migration – a local study		<u>Key Vocabulary</u> Significance, impact, consequence, chronology, legacy, continuity, change, trends, society, culture, diversity, duration, achievements, narrative, sources, ancient, civilisation, Islam, Islamic, Caliph, the Caliphate, the House of Wisdom, round city, Mongols, mosque, dinar, trade, power, economy, economic Sultan, Scholar, Bazaar, Caravan, Tolerance, Baghdad, Algebra, Abbasid Caliphate, Hadith, Hajj, Imam, Qur’an, Calligraphy, Mecca, medicine		<u>Outcome</u> Presenting Findings	
<u>Future Learning</u> Britain’s settlement by Anglo-Saxons and Scots including the establishment of the Saxon kingdom The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor including Saxon-Viking rivalry and co-operation up to 1066 The period known as Early Islamic History runs concurrently with a range of civilizations studied throughout KS2. (It is important to make the chronological and geographical links between the Saxons and Vikings, especially to promote contact through peaceful trade.)		<u>Stimulus</u> Images Videos Books Physical Timelines <u>First hand experiences (enrichment)</u> Visitor		<u>World of Work</u> Scientists- medicine Inventors Literature- writers Traders Religious scholars Librarians Doctors	
<u>National Curriculum PoS</u> <u>Events, People and Changes</u> - Describe key aspects of a non-European society such as the early Islamic civilisation. - Discuss how Britain has influenced and been influenced by the wider world <u>Chronology</u> - Use dates and appropriate historical terms to sequence events and periods of time. - Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends, (<i>empire, civilisation, parliament, peasantry...</i>). - Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. - Establish clear chronological narratives across periods and within themes - Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales <u>Communication</u> - Discuss and debate historical issues acknowledging contrasting evidence and opinions - Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society		Knowledge Substantive - The chronology of this period comes at the end of the Roman Empire in what is often called the Dark Ages. - The Islamic golden age refers to the Islamic empire during the Middle Ages which later became one of the largest empires in history. - At the time Baghdad was one of the biggest cities in the world, purpose built by Harun al-Rashid to run his empire. - During the Golden Age, Baghdad became a centre of knowledge and culture. Major advances were made in science, maths and medicine. Scholars travelled to the city from all around the world to study. (Understanding that the modern world has its roots in many different and diverse societies in the past, including that of the Islamic Empire of the 7th to 13th centuries. Know what life was like during the Islamic golden age and how much of an impact they had on the rest of the world.) - Understand the value of trade through Baghdad - Baghdad sits on the banks of the River Tigris. Sailors and merchants brought precious items from around the world to the city. As well as being a Muslim community, people with other beliefs lived there, including Jews and Christians. - Bagdad became the centre for learning where people travelled to from all over the world. - The great emphasis Islam placed on medicine and medical advances, and the sheer number of inventions that happened in this period and in this part of the world. The debt the West owes Islamic medicine. - The achievements of Islam in many areas of society, and their legacy today.		Possible evidence Children can place Baghdad on a map of the world Children can place Baghdad on a timeline of the history they have studied Children can suggest reasons for studying Baghdad around 900AD Children can explain the importance of learning to the life of Baghdad Children can explain what the House of Learning was, and what went on there Children can follow the trade links bringing materials to the House of Wisdom Children explore where the Mongols came from? Why were they so anti-books and learning?	
		Disciplinary Knowledge		Possible evidence	

- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. - Choose relevant ways to communicate historical findings. - Describe and explain significant aspects of non-European societies - Describe aspects of cultural, economic, military, political, religious and social history <u>Enquiry, Interpretation and Use of Sources</u> - Use a wider range of sources as a basis for research to answer questions and to test hypotheses. - Recognise how our knowledge of the past is constructed from a range of sources. - Evaluate sources and make simple inferences. - Choose relevant sources of evidence to support particular lines of enquiry. - Describe the results (impact) of historical events, situations and changes e.g. the impact on people’s lives - Recognise that some events, people and changes are judged as more historically significant than others	<i>Significance</i> Why was Baghdad a significant settlement? Why were the Silk Roads significant? Why was learning and the House of Wisdom significant? Why were these ideas significant? (Medicine, Mathematics, Science) Significant individuals <i>Change and continuity</i> What were the strengths, and weaknesses of different cultures and how have these changed over time? When did the Early Islamic civilisation begin and how enormous did it become? <i>Similarities and differences</i> How did Bagdad and the Golden Age compare to life in Europe at the time? <i>Cause and consequence</i> How did the geography of the region impact on the city? What positive role did Islam play in world history? What has Baghdad done for us? How has it influenced our life today?	Children can identify similarities and differences between life in Baghdad and in London Children can compare life in 900 AD to life today. Explain why Muslim medicine was so advanced compared to European medicine. Would Al-Zahrawi’s ideas still work today? (Change and continuity) (From an Islamic perspective health is viewed as one of the greatest blessings that God has bestowed on mankind; improving medicine and pursuing cures for ailments was seen as a duty of faith)
	Methods of Enquiry	Possible evidence
	<i>Chronology</i> – sequencing, scaling, concurrence, interval and duration How does this civilization tie into our existing knowledge? How is it concurrent with other periods of history? <i>Source work</i> – extracting, analysing, inferring, interpreting, drawing conclusions, evaluating, comparing and contrasting How do we know about the world of Islam around 900AD? Which sources do we have? Which sources should we trust? <i>Enquiry</i> – pursuing a line of enquiry	<i>C</i> Children can sequence events, can use a scale to calculate intervals between events, Begin to identify links between events, relate this timeline to others they have studied (concurrence) <i>S</i> Can extract and interpret evidence from various sources Can ask questions to deepen understanding Can use and apply source work skills to answer their own key question. They should also use multiple sources to formulate and support their answer. <i>E</i> Begins to make decisions about which evidence to include: Can make comparisons between periods of history Can contrast changes between periods of history Can create their own enquiries to pursue with support

Year: 56		Subject: History		Topic Question/Title: Anglo Saxons and Vikings: Ruthless warriors or peaceful settlers?		Term – Spring 1 Unit 1		Curriculum - A		
PoS: Invaders and settlers- Anglos Saxons		Britain’s settlement by Anglo-Saxons and Scots including the establishment of the Saxon kingdom		Did the settlement by the Anglo-Saxons make England a better or worse place to live?						
Prior Knowledge • The chronology of this period comes at the end of the Roman Empire in what is often called the Dark Ages. • The achievements of other ancient civilisation, especially the Ancient Egyptians, The Ancient Greeks, the Romans and during the Stone Age until the Iron Age. • Changes in Britain between the Stone Age and the Iron Age. • The impact of the Romans on Britain and the significance of their legacy. • The period known as Early Islamic History runs concurrently with a range of civilizations studied throughout KS2.(It is important to make the chronological and geographical links between the Saxons and Vikings, especially to promote contact through peaceful trade.) <u>Year 6</u> World War II – Life on the Home Front Changes to Burnley – migration – a local study				Key Vocabulary Impact, consequence, chronology, legacy, trends, society, culture, diversity, achievements, ancient, civilisation, Sequence, scale, narrative, duration, interval, archaeology, primary source, secondary source, significance, continuity and change, evidence Kingdom, King, Mercia, Wessex, Northumbria, Offa of Mercia, Christianity, St. Bede, Gildas, Lindisfarne, Abbey, monk, weirgild Sutton Hoo, Staffordshire Hoard				Outcome Non-chronological report – English Unit End of Spring 2		
Future Learning The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor including Saxon-Viking rivalry and co-operation up to 1066.				Stimulus Images Videos Books Physical Timelines Anglo-Saxon Britain and how it was ruled - BBC Bitesize First hand experiences (enrichment) Topic loan				World of Work Historians, archivist		
National Curriculum PoS Britain’s settlement by Anglo-Saxons and Scots • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <u>Chronology</u> • Use dates and appropriate historical terms to sequence events and periods of time. • Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends, (<i>empire, civilisation, parliament, peasantry...</i>). • Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. • Establish clear chronological narratives across periods and within themes • Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales <u>Communication</u>		Knowledge Substantive Know when and why the Romans left Britain and consider what happened in the period after their departure. Know about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions. 1. Know the position of this period in the narrative of British History To be able to place Anglo-Saxon period of rule in Britain into a coherent chronological framework 2. To understand the struggle for control of Britain after the Romans left around 410AD To understand the settlement of the Anglo-Saxons and Scots in northern Britain To understand the various groups who invaded Britain after Roman occupation and why				Possible evidence <				

• Discuss and debate historical issues acknowledging contrasting evidence and opinions • Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society • Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. • Choose relevant ways to communicate historical findings. • Describe and explain significant aspects of non-European societies • Describe aspects of cultural, economic, military, political, religious and social history <u>Enquiry, Interpretation and Use of Sources</u> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate sources and make simple inferences. • Choose relevant sources of evidence to support particular lines of enquiry. • Describe the results (impact) of historical events, situations and changes e.g. the impact on people's lives • Recognise that some events, people and changes are judged as more historically significant than others	Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle? Why did they come to Britain and move away from where they were born? What kind of people were they? What did Anglo-Saxon and Scot settlement look like? Know about the characteristic features of different groups within these societies and how we know about them. What were these societies like? Saxon, Viking and Scottish settlers came from a range of places and sometimes travelled long distances. They contributed greatly to the make-up of this country; The Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement last over central centuries; Often they arrived to raid but gradually settled; They came from a range of reasons partly because of pressure in their homelands but also because of the wealth expected from the new lands; 3. The significant sources of evidence which tell us about the past including their limitations There is a range of evidence to help us piece together the lives of the Saxons, Vikings and Scots but there are many gaps in the evidence. 4. The key kingdoms and individuals throughout the Anglo-Saxon period (up to the Viking conflict) How did the Anglo Saxons live and where did they live? Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way that the way the kingdoms were divided led to the creation of some of our county boundaries today Over time the country became more organised ruled by those with larger amounts of land; These societies consisted of many different groups – rich and poor, with different jobs and lifestyles. Both societies produced some impressive resources and artefacts; Success wasn't solely down to men and women made notable contributions. Know about how the Anglo-Saxons attempted to bring about law and order This period produced some important individuals including Alfred, Athelstan, Cnut and Bede;	• 3. Explore the evidence we have for the Saxon way of life at different levels of society. Britain after the Romans Can children give an overview of what life was like in the 8th century before the Viking invasions? The volatile nature of the period and the importance of kings. 5.Begin to identify how a balanced perspective gives a more accurate account. Use specialist vocabulary and terminology related to these invaders and settlers.
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	What did the Anglo Saxons believe? Key learning is Christian conversion – Canterbury, Iona and Lindisfarne This period saw the return of Christianity and its growth; 5. A direct comparison between aspects of life from Roman to Saxon Britain	
	Disciplinary Knowledge	Possible evidence
	<i>Significance</i> — What happened to Britain when the Romans left <i>Change and continuity</i> -What changed with the social structure in Britain? <i>Similarities and differences</i> - identify the similarities and differences between lives including those which made life better or worse (Roman and Anglo Saxon) <i>Cause and consequence</i> – Why was Britain invaded and why did these people settle here?	Where different people invaded from and the changing power of the different kingdoms Social structure Conversion to Christianity and importance to life The roles/jobs played in everyday life Describe the results (impact) of historical events, situations and changes e.g. the impact on people’s lives Key archaeological sites Talents as metalworkers Surviving documents Achievements of key individuals (Offa, Bede, Gildas)
	Methods of Enquiry	Possible evidence
	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past. Compare accounts of events from different sources – fact or fiction Use a wide range of sources Offer some reasons for different versions of events. Discuss and debate historical issues using contrasting evidence and opinions. Construct responses to historical questions and hypotheses using information including dates and terms.	C Children can sequence events, can use a scale to calculate intervals between events Begin to identify links between events, relate this timeline to others they have studied (concurrence) S Can extract and interpret evidence from various types of sources (artefact, pictorial, written) Can ask questions to deepen understanding Can use and apply source work skills to answer their own key question. They should also use multiple sources to formulate and support their answer. E Begins to make decisions about which evidence to include: Can make comparisons between periods of history Can contrast changes between periods of history Can create their own enquiries to pursue with support Pursue a line of enquiry for a given question.

Year: 5/6 Subject: History PoS: The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor including Saxon-Viking rivalry and co-operation up to 1066.		Topic Question/Title: Anglo Saxons and Vikings: Ruthless warriors or peaceful settlers? 1) Does describing the Vikings as vicious raiders portray them accurately? 2) How did the Saxons manage to regain control of England?		Term - Spring 2 Unit 2 Curriculum - A 		
Prior Knowledge • The chronology of this period comes at the end of the Roman Empire in what is often called the Dark Ages. • The achievements of other ancient civilisation, especially the Ancient Egyptians, The Ancient Greeks, the Romans and during the Stone Age until the Iron Age. • Changes in Britain between the Stone Age and the Iron Age. • The impact of the Romans on Britain and the significance of their legacy. • The period known as Early Islamic History runs concurrently with a range of civilizations studied throughout KS2.(It is important to make the chronological and geographical links between the Saxons and Vikings, especially to promote contact through peaceful trade.) • Britain’s settlement by Anglo-Saxons and Scots including the establishment of the Saxon kingdom <u>Year 6</u> World War II – Life on the Home Front Changes to Burnley – migration – a local study				Key Vocabulary Impact, consequence, chronology, legacy, trends, society, culture, diversity, achievements, ancient, civilisation, source, perspective (interpretation), concurrence, sequence, scale, narrative, duration, interval, archaeology, primary source, secondary source, significance, continuity and change, evidence, stereotype Lindisfarne/ Holy island, raid, pillage, monk, religious, chronicle, relic, trade, commerce, exploration, migration, longship, kingdom, king, fyrd, militia, literate, literacy, burh, descendant, succession, alliance, succession, earl, witan, king, William of Normandy, Harald Hardrada, Harold Godwinson		Outcome Debate big question
Future Learning <u>Year 5</u> World War II – Life on the Home Front Changes to Burnley – migration – a local study				Stimulus Topic loan BBC bitesize First hand experiences (enrichment) Visitor or visit		World of Work Historians, archivist
National Curriculum PoS The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <u>Chronology</u> • Use dates and appropriate historical terms to sequence events and periods of time. • Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends, (<i>empire, civilisation, parliament, peasantry...</i>). • Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. • Establish clear chronological narratives across periods and within themes • Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales <u>Communication</u> • Discuss and debate historical issues acknowledging contrasting evidence and opinions		Knowledge Substantive Know about the seven Anglo-Saxons kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793. Know about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings. Know about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England. Understand why Alfred’s actions mean he can be seen as a significant individual. Know about the legacy of Alfred’s reforms and the continued conflict, the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. Know about 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 Britain might be different today if the Battle of Hastings had had a different outcome.		Possible evidence Know where the Vikings originated from and show on a map Do children know when the Vikings first invaded Britain? Can children offer reasons for why the Vikings invaded? Can children recognise and describe the different perspectives of the Viking invasions? Do children know that the Vikings settled in Britain after the first raids in the 8th century? Can children use a variety of sources to gather information? Can children describe how the Vikings gained control of the northeast of England? Can children describe the role King Alfred played in making England a unified country? Can children suggest reasons why he was dubbed ‘Great’? Can children use a variety of sources of information to find out the life of King Alfred? Can children describe what life was like for Vikings in Britain? Can children identify differences between Viking and Anglo-Saxon life? Can children identify similarities between Viking and Anglo-Saxon life? Do children know that by 1016, England was a unified country under the control of a single king? Can children name the key historical figures and describe their role in events? Can children discuss causes and effects of historical events?		

• Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society • Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. • Choose relevant ways to communicate historical findings. • Describe and explain significant aspects of non-European societies • Describe aspects of cultural, economic, military, political, religious and social history	Express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country. To know that the Viking and Saxon period of history was intertwined and included periods of war and peace. To know when the Viking period took place in Britain To know where the Vikings came from and why they came to Britain. To know that the Vikings used Long Ships and were accomplished sea farers. To know that the stereotype of a Viking warrior with a horned helmet is a myth. • To know that Vikings were farmers and traders as well as warriors. To know some Norse Myths and Gods including Thor, Odin and their legacy in today’s world.	Do children know why the Battle of Hastings took place? Can children describe the main events surrounding the Norman conquest? Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?
<u>Enquiry, Interpretation and Use of Sources</u> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate sources and make simple inferences. • Choose relevant sources of evidence to support particular lines of enquiry. • Describe the results (impact) of historical events, situations and changes e.g. the impact on people’s lives • Recognise that some events, people and changes are judged as more historically significant than others	• The Vikings were part of some vast movement that was not just confined to the British Isles but stretched far and wide. Vikings in Britain were largely from Norway and Denmark • The Vikings left relatively little evidence but they seem to have been a mixture of raiders, settlers and traders. They generally moved from being raiders to settlers and later became Christians • Viking contact with the British Isles lasted for a long time from the late eighth century until after the Norman Conquest • The Vikings were predominantly rural people • They were often in conflict with Saxons, sometimes on the defensive and sometimes on the offensive • Vikings were bloodthirsty but they were a well-organised people • They controlled the Danelaw and sometimes much or all of the kingdom especially in the reign of Cnut	
	Disciplinary Knowledge	Possible evidence
	<i>Change and continuity</i> What did the Anglo Saxons and Vikings leave behind? How did society change? How did religion change? <i>Similarities and differences</i> Was life better in Anglo Saxon or Viking Britain? <i>Cause and consequence -</i> How well did the Saxons and Vikings get on with each other? What was the impact of the Vikings in Britain? <i>Significance</i> Why was Alfred a significant individual? Why were Anglo-Saxon/Viking times significant to Britain’s history?	Although there were many conflicts, both societies organised themselves into organised communities; Over time the country became more organised ruled by those with larger amounts of land; These societies consisted of many different groups – rich and poor, with different jobs and lifestyles. Both societies produced some impressive resources and artefacts; Success wasn’t solely down to men and women made notable contributions. This period saw the return of Christianity and its growth; This period produced some important individuals including Alfred, Athelstan, Cnut and Bede; There were considerable differences and similarities between the Saxons and Vikings and us today. Both societies showed skills in areas such as technology and trade; Identify links between events, identify cause and effects with support Know why Alfred’s actions mean he can be seen as a significant individual. Know how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.
	Methods of Enquiry	Possible evidence
	<u>Chronological understanding</u> Know and sequence key events of time studied Use relevant terms and period labels <u>Source Analysis, Interpretation and Evaluation</u>	C Children can sequence events, can use a scale to calculate intervals between events Begin to identify links between events, relate this timeline to others they have studied (concurrence)

	Make comparisons between different times in the past. Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events. Discuss and debate historical issues using contrasting evidence and opinions. <u>Historical Enquiry</u> Construct responses to historical questions and hypotheses using information including dates and terms. Use a wide range of sources	S Can extract evidence from various types of sources (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Can use and apply source work skills to answer their own key question. They should also use multiple sources to formulate and support their answer. Greater Depth - identify limitations of sources, evaluate the accuracy and bias of sources with limited support E Begins to make decisions about which evidence to include: Can make comparisons between periods of history Can contrast changes between periods of history Can create their own enquiries to pursue with support Pursue a line of enquiry for a given question. Can ask questions to deepen understanding
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