

Year 6: Autumn - Anglo Saxons

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Prehistoric Britons held spiritual beliefs about the natural world and grave goods suggest that people believed in an afterlife (Y3) • Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43 (Y5 Spr) • Many Christians were persecuted from the 1st century AD until Emperor Constantine declared tolerance for all beliefs (Y5 Aut) • Geography: Human features are man-made, physical features are those that would be there without humans (Y1) • Geography: Trade is the process of buying and selling goods (Y5) • Geography: Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Y5) • Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5 Spr) 	<ul style="list-style-type: none"> • The Anglo-Saxons were groups of Germanic invaders who established kingdoms in England after the Romans left • The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king • The term 'Anglo-Saxon' refers more generally to the period of English history from AD 410 to 1066, and includes the history of people in England with lots of backgrounds • Place names in the UK today derive from Old English words used by Anglo-Saxons • Sutton Hoo was the burial site of an Anglo-Saxon king, discovered by archeologists in 1939 • Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to Christianity was slow and complicated for individuals • Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who traded with countries as far east as India and Sri Lanka • The items the king was buried with show he wanted to present himself as having physical, economic, intellectual and informal power • Hilda of Whitby was an important woman at the time, but her legacy has often been overlooked since • Children had an important role to play in daily life and were expected to help with domestic jobs, tend to animals, and assist with farming • The working class was made up of peasants and serfs who were not slaves but had to work for their lord 	<ul style="list-style-type: none"> • The Vikings were groups of people from Scandinavia who were most powerful in the 9th and 10th centuries. The Vikings invaded and settled in Anglo-Saxon lands and established, for a time, Danelaw alongside Anglo-Saxon kingdoms (Y6 Spr)

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2) • Historical evidence: Archaeology is the branch of history that deals with the remains of human life. Archaeologists study artefacts, <u>ecofacts</u> and features (Y3) • Historical evidence: There are limits to what historians can learn from any collection of sources (Y3) • Historical evidence: Historians cross-reference sources in order to build confidence (Y5 <u>Spr</u>) • Chronology: Describe historical periods and times using dates and as a given number of years ago (Y4) • Chronology: Recognise and use AD/BC and BCE/CE accurately (Y5 <u>Aut</u>) • Science: There are four main stages of enquiry (A&P, M&O, R&P, A&E) 	<ul style="list-style-type: none"> • Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; <u>Analysing</u> & Evaluating 	<ul style="list-style-type: none"> • Historical evidence: There are limits to what historians can learn from any collection of sources (KS3) • Historical evidence: Sources do not provide an objective account of what happened in history (KS3) • Historical evidence: Begin by asking: who did the author intend it for (audience)? why was it made? To help think about the purpose of it (KS3) • Historical evidence: Evidence needs to be understood in its context (KS3) • Historical evidence: Inferences are drawn from a range of evidence to create interpretations of the past (KS3)
VCS	<ul style="list-style-type: none"> • Quest for knowledge: The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word (Y5 <u>Sum</u>) • Quest for knowledge: Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly. (Y5 <u>Sum</u>) 	<ul style="list-style-type: none"> • Power, empire & democracy: Boundaries can change over time. • Quest for knowledge: People's personal 'belief systems' can take on ideas from lots of places. • Community & family: The achievements of women have often been undervalued in different societies in the past 	<ul style="list-style-type: none"> • Community & family: Throughout history women have often faced different obstacles to achieving the same things as men (Y6 <u>Spr</u>)

Year 6: Spring - Viking Age

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2) • Grave goods suggest that people believed in an afterlife (Y3) • Democracy is a system of government where everyone has a say (Y3) • The Ancient Egyptians (Y3), the Ancient Greeks (Y3), Ancient Maya (Y4) and the Romans (Y5 <u>Aut</u>) believed in multiple gods • The Romans (Y5 <u>Aut</u>) and the Anglo-Saxons (Y6 <u>Aut</u>) gradually converted to Christianity • Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5 <u>Aut</u>) • Geography: Trade is the process of buying and selling goods (Y5) • Geography: Trade has become increasingly global (Y5) • The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king (Y6 <u>Aut</u>) • Geography: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out) (Y6) • Geography: People migrate because of push and pull factors (Y6) • Geography: Voluntary migration usually happens because of economic or social factors (Y6) 	<ul style="list-style-type: none"> • The Vikings were groups of people from Scandinavia who were most active in 9th and 10th centuries • The Vikings were successful sailors and sailed in longships as far as North America. • In Scandinavia, Vikings lived in longhouses, in communities of farmers • Some Vikings <u>organised</u> themselves in ways that had democratic features (such as things) • The Vikings believed in multiple gods, like Odin, Thor and Loki • The Vikings believed in an afterlife called Valhalla, which had an end • The Vikings gradually converted to Christianity • The Vikings made and traded goods across Europe and beyond • The Vikings participated in a slave trade • The Vikings first raided monasteries England in 793 because they were rich and easy targets • The Vikings began to settle in the 850s and tried to conquer England in 865. Danelaw was established in 878 and lasted until 974 • England had three Viking kings 1013-1042 • Vikings occupy a significant place in our popular culture, and there have been many different representations of them over the years • The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when • Women had some opportunities for education and power, but some parts of life were still inaccessible to them 	<ul style="list-style-type: none"> • The transatlantic slave trade was one of the big building blocks of the British Empire (Y6 Sum) • Harald Hardrada was the king of Norway and a powerful Viking warrior who claimed that England still belonged to the Vikings as it had since the rule of King Canute and so be believed it should return to Viking rule. (KS3)

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary and procedural	<ul style="list-style-type: none"> • Causation: Historians can argue that one cause is more important than another (Y5 <u>Spr</u>) • Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3) • Historical evidence: Historians cross-reference sources in order to build confidence (Y5 <u>Spr</u>) • Similarity & difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 <u>Aut</u>) 	<ul style="list-style-type: none"> • Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events • Change & continuity: Historians' understanding of how and why changes took place develops over time 	<ul style="list-style-type: none"> • Causation: Different causes have different levels of influence (KS3) • Causation: Historians will argue for one cause over another using a criteria (KS3) • Change & continuity: Historians can identify and analyse examples of resistance to change (Y6 Sum)
VCs	<ul style="list-style-type: none"> • Power, empire & democracy: Democracies and autocracies (Y3 and Y5) • Community & family: Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth (Y5 <u>Aut</u>) • Community & family: The achievements of women have often been undervalued in different societies in the past (Y6 <u>Aut</u>) 	<ul style="list-style-type: none"> • Power, empire & democracy: Some places <u>organise</u> themselves in ways that have autocratic and democratic features • Community & family: Slaves could be taken from different communities based on their race, ethnicity or gender • Community & family: Throughout history women have often faced different obstacles to achieving the same things as men 	<ul style="list-style-type: none"> • Pupils will build, deepen and widen their knowledge of slavery, abolition, colonization and so forth (KS3)

Year 6: Summer - Power, Empire, Democracy

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: There are seven continents in the world, six of which people live on (Y1) • An empire is a group of countries or places ruled by one person (Y3 Spr) • Geography: Indigenous (native) people are the first people who lived in the place, and the generations of people who came after (Y4) • Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5 Aut) • Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5 Spr) • Geography: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). People migrate because of push and pull factor (Y6) 	<ul style="list-style-type: none"> • The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land • The British Empire forcefully colonised places around the world and substantially changed the lives of many of the people it colonised • The British maintained control of its colonies with physical, economic, institutional, intellectual and informal power (case studies of India and South Africa) • The British Empire declined after the world wars, and countries such as India and Kenya gained independence after prolonged independence movements • The Windrush generation are people who arrived in the UK from Commonwealth countries 1948-71. • Many people of the Windrush generation faced racial discrimination • The British civil rights movement in Britain gained momentum in the 1960s with the Notting Hill Race Riots, the Bristol Bus Boycott and Trial of the Mangrove Nine • The Race Relations Act of 1965, 1968, 1976 made racial discrimination illegal • Racial equality laws have not solved all of Britain's problems, and discrimination and racism is still prevalent in some forms today 	<ul style="list-style-type: none"> • Pupils will build, deepen and widen their knowledge of the British Empire, racism, civil rights movements and slavery (KS3)
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical significance: The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5 Sum) • Similarity & difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2) • Chronology: Convert between a year and a century (Y4) • Change & continuity: Historians' understanding of how and why changes took place develops over time (Y6 Spr) 	<ul style="list-style-type: none"> • Historical significance: What historians consider to be significant is different to different people at different places and times • Historical significance: We, as historians, can recognise reasons for why we are studying something in a particular place or time • Change & continuity: Historians can identify and analyse examples of resistance to change • Chronology: Use key dates to compare the timing of two events, considering how closely together or far apart they occurred 	<ul style="list-style-type: none"> • Historical significance: The 5 Rs: <ul style="list-style-type: none"> • Resulted in change, Revelation, • Remembrance, • Resonates, • Remarked upon. (KS3)

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCS	<ul style="list-style-type: none"> • Power, empire & democracy: Drivers of power can be categorised into institutional, economic, physical, intellectual, and informal (Y5 Aut) • Power, empire & democracy: Communities can be brought together by geographical location, or by a shared identity (Y4) • Quest for knowledge: Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5 Sum) 	<ul style="list-style-type: none"> • Power, empire & democracy: Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power • Quest for knowledge: Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it • Community & family: Conflict and prejudice within communities can impact on society, as well as individuals, over time 	<ul style="list-style-type: none"> • Power, empire & democracy: Understanding how power is legitimised and wielded in different contexts and how this changes over time (KS3)