



OXSPRING PRIMARY SCHOOL

HISTORY MEDIUM PLANNING

2020 – 2021 CYCLE A Class 4

History

INTENT: It is our intent to design a History curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study. Topics are informed by the National Curriculum and are also sensitive to children's interests, as well as the context of the local area. It is also our intent to deliver a History curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

NATIONAL CURRICULUM

Key Stage 2

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. History 190
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
- Pupils should be taught about:
 - changes in Britain from the Stone Age to the Iron Age
 - the Roman Empire and its impact on Britain
 - Britain's settlement by Anglo-Saxons and Scots

Class 4 -

- Statutory : **Britain's settlements by Anglo-Saxons and Scots**
- A non-European society that provides contrast with British history - **The Mayans**
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-**Communication through the ages**



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Implementation

TOPIC - The Anglo Saxons and Scots	AUTUMN KNOWLEDGE	AUTUMN SKILLS	AUTUMN VOCABULARY
<p>Investigate and interpret the past</p>	<p>They know that the</p> <ul style="list-style-type: none"> • Staffordshire hoard is the largest collection of gold and silver yet found. • by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia • it was not until 8thC that word English was used to describe people of South Britain • Angles, Saxons, Jutes came from and what factors brought and settled them here. • by the end of the 7C Anglo-Saxons were ruling most of Britain. • Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important. They understand that Britain was on the cusp of Christianity at the time • early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) and 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history 	<p>Conquered Invading Angles Saxons Jutes Descendants Scandinavia Dane law Missionaries Merchant Long boat Long house Jewellery Runes thatched</p>



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know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona.

- They understand the importance of Bede 'Father' of English history. They learn that it took about 70 years for English kings to give up pagan ways and become Christian.
- idea of Minsters and know that towns today still have that suffix e.g, Kidderminster, Ilminster. Make use of any local examples of Saxon churches.
- Significance of Lindisfarne which they refer to in next question and when looking at Viking raids.

Pupils grasp that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms.

- They can explain what is meant by the Danelaw. Pupils know that around 955 the kingdom of England was formed but that it was still faced with opposition. By 1016 Vikings back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.
- Pupils can list and estimate Alfred's main achievements esp. military prowess. He weathered the storm against the Vikings. It was on his foundation that descendants built kingdom of England. Also his love of learning - no English king could read or write like him for 300 years.



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Build an overview of world history	Children can identify differences and similarities with historical events around the world at a similar time	<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	
Understand chronology	Children can plot the key events of this period in history on a timeline and can identify changes from the iron age period	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line 	
Communicate historically	Children use key vocabulary specific to this point in history Children use appropriate vocabulary linked to chronology to describe change over time.	<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
TOPIC - The Mayans	SPRING KNOWLEDGE	SPRING SKILLS	SPRING VOCABULARY
Investigate and interpret the past	Children will	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. 	Maya Mayans Civilization



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	<ul style="list-style-type: none"> • Know the times that the Ancient Maya existed and hypothesise as to why they left their cities • Know that the Maya were an advanced civilization who studied the stars and invented a number system • Know that the Ancient Maya worshipped gods and built temples to honour them and offered sacrifices • Understand how the Maya lived and that they were accomplished farmers as they cleared the land and built irrigation systems • Know that the Maya lived in villages with a hierarchical structure • study the discovery of Chichen Itza and buildings that were discovered • Understand that the Maya had tribal disputes and defeated armies would become slaves 	<ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>Chichen Itza Pok-A-Tok Temples Sacrifices Irrigation Clearing</p>
<p>Build an overview of world history</p>	<ul style="list-style-type: none"> • Identify other ancient civilizations which existed at the same time as the Maya and identify differences and similarities 	<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. 	
<p>Understand chronology</p>	<ul style="list-style-type: none"> • Children will understand how the Maya developed their civilization over time • Children will understand when the Maya civilisation came to an end and the factors that impacted on the demise 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. 	



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		<ul style="list-style-type: none"> • Use dates and terms to describe events. 	
Communicate historically	<ul style="list-style-type: none"> • Children will use key vocabulary related to the specific time in history. • Children will use correct terminology to describe chronology. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
TOPIC - Communication through the ages	SUMMER KNOWLEDGE	SUMMER SKILLS	SUMMER VOCABULARY
Investigate and interpret the past	<ul style="list-style-type: none"> • Children will know that the earliest forms of communication came from the Stone age period with Cave paintings • Children will examine evidence found of cave paintings and infer what it tells them about lives at the time • Children will identify how communication developed throughout the world and link similarities and differences • Ancient Maya • Ancient Egyptians • Viking Runes • Romans • Children will plot on a timeline key inventions to aid communication • Children will look at how communications were developed for a specific need with semaphores and Morse code 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> Hieroglyphics Runes Roman numerals Communication Telephone Photography Braille Technology Digital revolutions Advancements Technology telegrams



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	<ul style="list-style-type: none"> • Children will study the life of Alexander Graham Bell and the invention of the telephone • Children will study the invention and development of the still camera and compare to cameras today as part of other technology • Children will study the invention of the internet by Tim Berners Lee IN 1989 		
Build an overview of world history	<ul style="list-style-type: none"> • Plot on a timeline the different advances in communication from the stone age to present day 	Compare some of the times studied with those of other areas of interest around the world.	
Understand chronology	<ul style="list-style-type: none"> • Study in detail advances in technology to aid communication from the late 1980s to present day and recognise the dramatic changes over a relatively short period of time. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. <p>Use dates and terms to describe events.</p>	
Communicate historically	<ul style="list-style-type: none"> • Children will use key vocabulary related to the specific time in history. • Children will use correct terminology to describe chronology. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	