

Y5 History

Who were the Anglo-Saxons?

Term: Autumn 2

Statutory NC Objectives:

- KS2 History – Britain’s settlement by Anglo-Saxons and Scots

Key Vocabulary			Key historical figures
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP-ON WORDS	
<p>Invade – to enter an occupy land. This is known as an ‘invasion’.</p> <p>Christianity – a religion based on the teachings of Jesus.</p> <p>Kingdom – an area ruled by a King.</p> <p>Tribe – a group of people, families, or villages that share the same language, social customs, and ancestors.</p>	<p>Pagan – a religion that involves worshipping many Gods and Goddesses.</p> <p>Thatched house – a house with a roof made of dried plants, such as – straw.</p> <p>Archaeologist – a person who studies human history using artefacts and evidence.</p> <p>Runes – used by Anglo-Saxons when writing.</p>	<p>Monastery – a building where monks live.</p> <p>Missionary – a person from a religion who is sent to spread the faith.</p> <p>Bayeux tapestry – an embroidered piece of fabric showing events/battles/invasions during Anglo-Saxon times.</p> <p>Sutton Hoo – the site of a grave of an Anglo-Saxon King (King Raedwald)</p> <p>Witan – the council of the Anglo-Saxon kings.</p>	<ul style="list-style-type: none"> • King Alfred • Edward the Confessor • King Raedwald

Key Knowledge

By the end of this unit, the pupils should know that:

- The Anglo-Saxon age in Britain was from around AD410 to 1066 after the last Roman soldiers left in 410 (link back to Romans Y4).
- The Anglo-Saxons came from Denmark, Germany and the Netherlands.
- After the Romans left, Britain no longer had a strong army to defend it.
- There were many battles between Anglo-Saxons and Britons – over time, Anglo-Saxons took control of most of Britain.
- Anglo-Saxons invaded Britain as many different tribes, taking over different parts of the country. Each group had a leader or ‘war-chief’.
- The strongest Anglo-Saxon King would claim to be “bretwalda” which meant “ruler of all Britain”
- Anglo-Saxons found guilty of crimes were either executed or punished with fines.
- By around AD600 there were 5 important Anglo-Saxon kingdoms: Northumbria, Mercia, Wessex, Kent and East Anglia
- Early Anglo-Saxons were pagans who worshipped lots of different Gods.
- King Alfred was one of the only English kings to become known as “Great”

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“Bridging Back” (previous years/cross-curricular content)

Year 4 - Who were the Romans?

- Romans were the civilisation before the Anglo-Saxons in Britain.
- By AD 48 the Romans had conquered large parts of Britain.

“Bridging Forward” (future years/cross curricular content)

Year 6 - Were the Vikings always victorious and vicious?

- Anglo-Saxons and Vikings co-existed in England for a period of time.
- The Viking Age was from around AD700 to 1100.
- Vikings were incredibly aggressive when they arrived – they fought local people, stole treasures and burnt buildings.

What impact did the Industrial Revolution have on Greater Manchester?

Term: Spring 2

Statutory NC Objectives:

- KS2 History – A local history study (a study of an aspect of history dating from a period beyond 1066 that is significant in the locality).

Key Vocab

Key historical figures

ANCHOR WORDS	GOLDILOCKS WORDS	STEP-ON WORDS	Key historical figures
<p>Factories – buildings where products are made using machines.</p> <p>Empire – a group of nations or people under one ruler or government.</p> <p>Steam train – a train powered entirely by steam.</p> <p>Pollution – waste and toxins that go into the air (often produced by factories/industry)</p> <p>Canals – a channel of water made by humans, that can be used for transportation.</p> <p>Revolution – a big change in something that causes lots of other things to change.</p>	<p>Industrial – having to do with the making of goods or services.</p> <p>Workhouse – poor people who had no homes lived and worked in the workhouses doing very difficult jobs.</p> <p>Manufacture – to make something by machine, in large quantities.</p> <p>Textiles – cloth made by weaving.</p> <p>Profit – the amount of money made by a business.</p>	<p>Population boom – a sudden increase in the number of people in the country due to a rise in births.</p> <p>Crop rotation – where crops are grown in different areas each season/year.</p>	<ul style="list-style-type: none"> • Richard Arkwright (opened the world's first steam-driven textile mill on Miller Street, Manchester). • George Stephenson (Stephenson also built the first intercity railway between Liverpool and Manchester – ushering in the ‘railway age’).

Key Knowledge

By the end of this unit, the pupils should know that:

- During the 1800s Industrial Revolution spread throughout Britain and the Industrial Revolution began in Manchester and Lancashire.
- Steam was used to power locomotives and factories.
- Manchester was at the heart of the world’s cotton industry and cotton manufacture was central to it becoming the first industrialised city.
- During the 19th century, Manchester had the nickname, “cottonopolis”
- Manchester developments and inventions such as: avro aeroplanes and the world’s first stored-programme computer changed the world.
- In 1837, 80% of people in Britain lived in rural areas.
- As new machines were invented, many jobs could be done in factories so lots of people flocked to towns in search of jobs.
- By the middle of the 19th century, over 50% of the population lived in towns and cities.
- Many factory owners put profits over the health/safety of their workers. Children and young women were employed in terrible conditions in textile mills and mines.

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- The Industrial Revolution led to high levels of pollution and narrow streets were full of rubbish and the area was filled with black smoke.
- The Manchester Bee is a worker bee – which is a symbol of industry in the city.

<http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%206-%20Industrial%20Revolution.pdf>

NB – Science and Industry Museum Manchester (MOSI) – leads a sessions called “The Revolution Manchester”

“Bridging Back” (previous years/cross-curricular content)

Year 4 – What impact did the first railways have in Britain?

- The first railroads were in the 18th century coal mines.
- Building the railways had a big impact on Britain – it created jobs, made goods cheaper, helped to spread information faster and changed the countryside in a way that neither the canals, nor the new roads, had ever been able to do.

“Bridging Forward” (future years/cross curricular content)

Year 6 – Who were the Suffragettes and what did they achieve?

- The word ‘**suffrage**’ means having the right to vote in political elections. The Suffragettes campaigned for women to have this right.
- Many people, including many women, did not believe it was right for women to have the vote. They campaigned against the extension of suffrage.
- Stevenson Square in Manchester was once a popular meeting place for protestors and many suffragette meetings were held there.

How has leisure time and entertainment changed throughout the 20th century?

Term: Summer 2

Statutory NC Objectives:

- KS2 History – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (example – changes in an aspect of social history, such as leisure and entertainment)

Key Vocabulary			Key historical figures
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP-ON WORDS	<ul style="list-style-type: none"> • Dame Vera Lynn
<p>Entertainment – something that amuses or interests people.</p> <p>Decline – when there becomes less or fewer of something.</p> <p>Century – a period of 100 years.</p> <p>Decade – a period of 10 years.</p> <p>Audience – a group of people that are watching or listening to something.</p> <p>Foreign – something that comes from a country other than the one we live in/come from.</p>	<p>Morale – the state of mind (mood) of a group of people. If morale is low, most people are unhappy, if morale is high, most people feel good.</p> <p>Broadcast – to show/share something over television or radio.</p> <p>Chronology – when events are put in to time order, usually starting with the earliest.</p> <p>Lifestyle – the general way of life of a person or group.</p> <p>Leisure – freedom from work and other duties that take time and effort (free time).</p>	<p>Coronation – the ceremony at which a King or Queen is crowned.</p>	

Key Knowledge

By the end of this unit, the pupils should know that:

- In the middle of the 1930s most people in Britain were going to the cinema once or twice a week.
- In the 1950s, as television became more popular, cinema audiences began to decline.
- By the 1960s, watching television was the nation’s favourite leisure time choice.
- At the beginning of the 20th century, cricket was the most popular sport in the UK.
- During WWI, football became popular as many soldiers regularly played it whilst away.
- England won the world cup in 1966.
- During WWII entertainment was hugely important for people living in Britain – it was a source of relief from the fear of attack and a “morale booster”.
- After WWII, the choice of entertainment was quite limited due to bombing damage.

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- Dame Vera Lynn was a popular wartime entertainer.
- From the 1950s onwards, listening to music became increasingly popular.
- Foreign holidays only really became common in the 1960s-1970s.
- In the 1980s, long distance holidays to other continents became more common.

“Bridging Back” (previous years/cross-curricular content)

Year 4 – What impact did the first railways have in Britain?

- In 1923, all railway lines in Great Britain were grouped in to 4 main companies.
- George Stephenson built the Liverpool to Manchester railway line which opened in 1830 – his famous locomotive “The Rocket” was the first to travel on this line.
- Building the railways had a big impact on Britain – it created jobs, made goods cheaper, helped to spread information faster and changed the countryside in a way that neither the canals, nor the new roads, had ever been able to do.

“Bridging Forward” (future years/cross curricular content)

Year 6 – Who were the Suffragettes and what did they achieve?

- The changing role of women in public life in Britain.