

Were the Vikings always victorious and vicious?

Term: Autumn 1

Statutory NC Objectives:

- KS2 History – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Key Vocabulary

Key historical figures

ANCHOR WORDS	GOLDBLOCKS	STEP ON WORDS	
<p>Kingdom – an area ruled by a King.</p> <p>Raid – a surprise attack.</p>	<p>Scandinavia – an area of Europe made up of: Denmark, Norway and Sweden. This is where the Vikings came from.</p> <p>Longboat – long, sleek and fast boats designed by the Vikings to travel up narrow rivers and carry up to 120 men.</p> <p>Saga – a medieval story.</p> <p>Pagans – a religion where many Gods and Goddesses were worshipped.</p> <p>Invade – to enter and take control of an area of land.</p> <p>Monk – a man who has taken vows to join a religious community.</p> <p>Monastery – the building used by a community of Monks.</p>	<p>Runes – the system of writing used by the Vikings.</p> <p>Pillaged – to violently steal something.</p> <p>Danegeld – “Paying the Dane” – a tax that the English kingdoms paid to the Vikings.</p> <p>Wessex – an Anglo-Saxon kingdom in the South of England.</p> <p>Danelaw – an area of England controlled by the Vikings, where they made the rules</p>	<ul style="list-style-type: none"> • Alfred the Great • Athelstan • Guthrum

Key Knowledge

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

- The Viking Age was from around AD700 to 1100.
- Vikings came from Scandinavia – travelling to Britain in longboats.
- Vikings were incredibly aggressive when they arrived – they fought local people, stole treasures and burnt buildings.
- Christian monasteries became easy targets for Vikings invaders.
- By AD874 almost all kingdoms had fallen to the Vikings except for Wessex.
- Wessex was ruled by Alfred the Great who managed to make a peace deal with the Vikings.
- Viking lands became known as “Danelaw” – mainly to the North and East of Britain.
- The most important city in the Danelaw was York (Jorvik)

Y6 History

- Most Vikings were not Christians (many were Pagans) and believed in many Gods.
- Viking families settled in villages – many were farmers or skills craft workers.
- Many Viking families lived together in a “longhouse”
- Viking children were put to work from an early age.
- Vikings spoke “Norse” which had an alphabet made up of runes.

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

Year 5- Anglo- Saxons, Pagan - *Who were the Anglo- Saxons?*

- The Anglo-Saxons came from Denmark, Germany and the Netherlands.
- Anglo-Saxons invaded Britain as many different tribes, taking over different parts of the country. Each group had a leader or ‘war-chief’.
- Early Anglo-Saxons were pagans who worshipped lots of different Gods.

“Bridging Forward” (future years/cross curricular content) (KS3)

- the development of Church, state and society in Medieval Britain 1066-1509 – invasion/Norman Conquest.

Why was the Islamic Civilization (around 900AD) known as “The Golden Age”?

Term: Spring 1

Statutory NC Objectives:

- KS2 History – A non-European society that provides contrasts with British history – early Islamic civilization.

Key Vocabulary

Key historical figures

ANCHOR WORDS	GOLDILOCKS	STEP ON WORDS	
<p>Mosque – the place of worship for Muslims.</p> <p>Islam – a religion formed by Muhammad. People who follow Islam are called Muslims.</p> <p>Iraq – a country in South West Asia</p>	<p>Dynasty – a succession (sequence) of rulers or leaders in a country.</p> <p>Calligraphy – decorative handwritten lettering.</p> <p>Civilization – an advanced state of development of a society. The society would have a strong government, laws, written language etc.</p> <p>Baghdad – the capital city of Iraq</p> <p>The Golden Age – a time of great advancement in learning. Scientists, doctors, philosophers and engineers made significant advances in their fields.</p>	<p>Middle East – an area of land and group of countries in Southwest Asia and North Africa.</p> <p>Philosophy – the study of the nature of life, truth, knowledge, and other important human matters</p> <p>Scholar – a person dedicated to study (learning) – often to a high level and in a particular subject.</p> <p>House of Wisdom – a library and research facility which collected and translated writing from many cultures.</p> <p>Prophet – a person who predicts the future.</p>	<ul style="list-style-type: none"> • Prophet Muhammad (PBUH) • Caliph Harun al-Rashid – he founded the House of Wisdom.

Key Knowledge

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

- The Middle East is a region located primarily in western Asia as well as northern Africa and South Eastern Europe.
- Baghdad is the capital of Iraq.
- For around a thousand years (around AD 700), a vast Islamic civilisation spread from Baghdad, through North Africa and into Spain.
- Baghdad was built in a circle around 1km in diameter with houses built around the city walls.
- Baghdad became known as the culture and learning capital of the world.
- The House of Wisdom was once a centre of learning in the medieval world.
- By AD 900, the House of Wisdom stored more books than anywhere else in the world and was attracting the most brilliant minds to study there.
- Much of what we know now about medicine and dentistry started in the House of Wisdom.
- Prophet Muhammad (PBUH) is the central figure of Islam and is believed to be the last of the prophets.
- The growth of Islam in the seventh century sparked a golden age of scientific discovery.

Y6 History

- The Islamic Golden Age was responsible for much medical advancement and was home to the first hospital.
- The Golden Age came to an end because of a change in belief of some of the philosophers.

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

Year 4- *Who were the Romans and what did we learn from them? How have the Ancient Greeks influenced our life today?*

Links back to other ancient civilisations

Year 3- *How can we recreate the wonder of Ancient Egypt?*

Links back to other ancient civilisations

**Make connections between the chronology of the ancient civilisations.*

“Bridging Forward” (future years/cross curricular content) **(KS3)**

- the development of Church, state and society in Britain 1509-1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China’s Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Who were the Suffragettes and what did they achieve?

Term: Summer 1

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 Vocabulary

Key historical figures

ANCHOR WORDS	GOLDILOCKS	STEP ON WORDS	
<p>Vote – a formal expression of a choice in an election or group decision.</p> <p>Protest – an objection or complaint. A group of people might come together to show they don't agree.</p> <p>Petition – a formal, written request that is signed by many people who agree.</p> <p>Equality/ inequality – when something is fair (equal) or unfair (unequal).</p> <p>Political elections – when people are encouraged to vote for a political party that they want to rule their country.</p> <p>Discrimination – the act of unfairly treating people differently</p>	<p>Suffrage – the right to vote in public elections.</p> <p>Suffragettes – women who protested for the right to vote.</p> <p>Revolutionary – a person or event that leads to great change.</p> <p>Campaign – a series of planned actions carried out in order to reach a particular goal.</p> <p>Pioneer – someone who is one of the first people to make something happen.</p> <p>Democratic Equality – equal voting rights for all.</p> <p>Centenary – the 100th anniversary of an event.</p>	<p>Political elections – when people are encouraged to vote for a political party that they want to rule their country.</p> <p>Activist – somebody who passionately supports something and fights for it publically.</p> <p>Discrimination – the act of unfairly treating people differently.</p> <p>Suffragists – men and women who supported women's right to vote.</p>	<ul style="list-style-type: none"> • Emmeline Pankhurst • Christabel Pankhurst • Sylvia Pankhurst • David Lloyd George

Key Knowledge

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

- 2018 marked the 100 year anniversary of women in the UK first being able to vote. (Centenary)
- The word '**suffrage**' means having the right to vote in political elections. The Suffragettes campaigned for women to have this right.
- In Britain, the suffragette organisation was led by Emmeline Pankhurst at the beginning of the twentieth century.
- Emmeline Pankhurst (maiden name Goulden) was born in Moss Side, Manchester (approx. 20 mins away from school)
- The house that Emmeline Pankhurst moved to following the unexpected death of her husband, Richard, can be found just off Manchester's busy Oxford Road.
- Stevenson Square in Manchester was once a popular meeting place for protestors and many suffragette meetings were held there.
- Pankhurst worked as a Poor Law Guardian in a workhouse and was shocked at the terrible conditions there.

Y6 History

- Many people, including many women, did not believe it was right for women to have the vote. They campaigned against the extension of suffrage.
- The Suffragettes motto was, "Deeds not words"
- Many suffragettes protested about the inequality facing women – this often meant they were arrested.
- Emmeline Pankhurst died just weeks before all men and women over the age of 21 were granted the vote by Parliament in July 1928.

NB – Manchester's People's History Museum exhibits much suffragette memorabilia. <https://www.bbc.co.uk/teach/class-clips-video/the-suffragettes/zfrc8xs>
Manchester Central Library has an archive of suffragette clippings, letters and pamphlets.

"Bridging Back" (previous years/cross-curricular content)

Year 2 – How have individuals like Rosa Parks helped make the world a better place?

- People like Nelson Mandela, Rosa Parks, Martin Luther King, all stood up against discrimination.
- That discrimination affected the life chances/opportunities that people had in the past (and still affects some people today)
- Women had to fight for their rights
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Year 5- Industrial Revolution- *What impact did the Industrial Revolution have on Greater Manchester?*

- 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.

"Bridging Forward" (future years/cross curricular content) (KS3)

- challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:
- women's suffrage ♣ the First World War and the Peace Settlement ♣ the inter-war years: the Great Depression and the rise of dictators ♣ the Second World War and the wartime leadership of Winston Churchill ♣ the creation of the Welfare State ♣ Indian independence and end of Empire ♣ social, cultural and technological change in post-war British society ♣ Britain's place in the world since 1945