

Saxons		
UKS2	Cycle A	Autumn

History – Saxons

Overview	Skills
<p>The children will learn about what life was like in Anglo Saxon Britain. West Stow (replica of Anglo Saxon village) can be used as a source of evidence throughout the unit. Children will learn about the Sutton Hoo site and how the grave tells us about life in Anglo-Saxon times. They should understand the significance of Christianity in Anglo Saxon religion and know about the importance of Lindisfarne. More specifically how this was a place that sparked the Vikings raids (precious metals were discovered here – religious ornaments). Children should be made aware of the Lindisfarne chronicles as a source of evidence.</p>	Year 5
	<p>Chronology Create a detailed timeline putting key events in order.</p> <p>Interpreting Evidence Justify my choice of evidence based on reliability and usefulness. Explain why a piece of evidence may be biased.</p> <p>Continuity and Change Describe and explain a change over time and a continuity over time, giving reasons for this.</p>
	Year 6
	<p>Chronology Create two parallel timelines to compare two periods in history.</p> <p>Interpreting Evidence Form a hypothesis. Test a hypothesis. Use literacy skills to communicate historical knowledge. Application.</p> <p>Continuity and Change Explain change and continuity in the everyday life of people in a period studied.</p>

Knowledge

- Life in Anglo Saxon Britain
- Settlement sites in Anglo Saxon Britain
- Lindisfarne

Vikings		
UKS2	Cycle A	Spring

History- Vikings

Overview	Skills
<p>The children will visit the Jorvik centre in York as part of this unit. Children will understand that Britain was made up of various different Kingdoms at the point of the Viking invasion. The children will learn about where the Vikings came from and the reasons behind why they came to Britain. Through a study of Viking York children will learn about the role of archaeology in finding out about aspects of Viking life. The children will learn about Anglo Saxon and Viking religion and make comparisons between the two. They will learn about Alfred the Great's defeat of the Vikings and creation of Danelaw and how the Anglo Saxons and Vikings integrated through marriage. Finally, the children will study the legacy left behind, e.g. place names in the locality.</p>	Year 5
	<p>Chronology Create a detailed timeline putting key events in order.</p> <p>Interpreting Evidence Justify my choice of evidence based on reliability and usefulness. Explain why a piece of evidence may be biased.</p> <p>Continuity and Change Describe and explain a change over time and a continuity over time, giving reasons for this.</p>
	Year 6
	<p>Chronology Create two parallel timelines to compare two periods in history.</p> <p>Interpreting Evidence Form a hypothesis. Test a hypothesis. Use literacy skills to communicate historical knowledge. Application.</p> <p>Continuity and Change Explain change and continuity in the everyday life of people in a period studied world.</p>

Knowledge

- Where did they originate from and why did they come to Britain?
- Kingdoms of the UK pre Viking invasion
- Alfred the Great's defeat of the Vikings and creation of Danelaw
- Integration of Anglo Saxons and Vikings
- Christianity and Paganism
- Sutton Hoo burial and the role of archaeology
- Learn aspects of Viking life – follow children's interests
- The end of the Viking era and the Legacy of the Anglo Saxons and Vikings

Link to local study

The Amazon		
UKS2	Cycle A	Summer

History- Mayans	
Overview	Skills
<p>The children will learn about when and where the Mayans lived. Aspects of Mayan life will be covered including what they ate, how they live – this can follow the children’s interests. The children will learn about the importance of trade and more specifically what and how this included. They will understand the role that archaeology played in discovering the Mayans. Children will learn about the city states and the Mayans rulers. The children will learn about the use of cacao in their culture and how this was a truly integral part of their religious and social lives. Finally, to reinforce previously taught historical periods children will compare the Mayan civilisation with the Vikings.</p>	Year 5
	<p>Chronology Create a detailed timeline putting key events in order.</p> <p>Interpreting Evidence Justify my choice of evidence based on reliability and usefulness. Explain why a piece of evidence may be biased.</p> <p>Continuity and Change Describe and explain a change over time and a continuity over time, giving reasons for this.</p>
	Year 6
	<p>Chronology Create two parallel timelines to compare two periods in history.</p> <p>Interpreting Evidence Form a hypothesis. Test a hypothesis. Use literacy skills to communicate historical knowledge. Application.</p> <p>Continuity and Change Explain change and continuity in the everyday life of people in a period studied.</p>
Knowledge	

- Where and when they lived
- Key features of the society: Religion , architecture
- Learn aspects of Mayans life including diet, beliefs, culture, the use of cocoa – follow the children’s interests
- Legacy of the Mayans
- Comparison to Viking under similar lines of enquiry e.g. Diet, beliefs, culture

Compare with another society previously studied in KS2