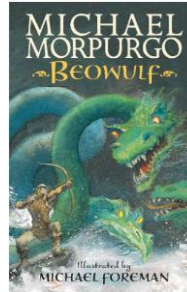
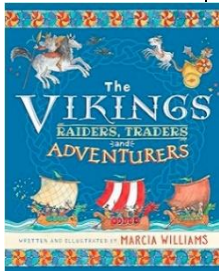
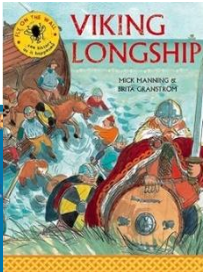
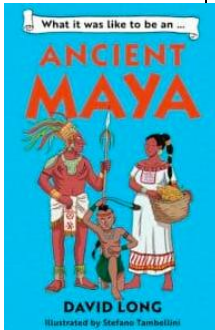
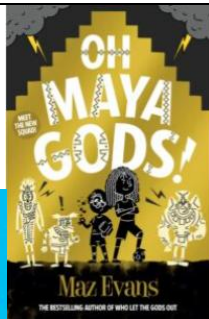




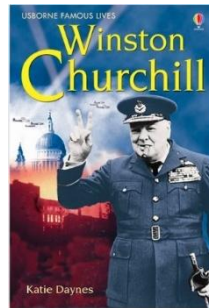
## Class 4 History Overview

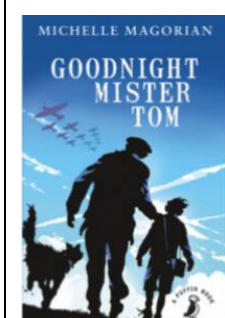
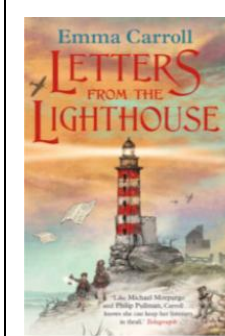
### Year A

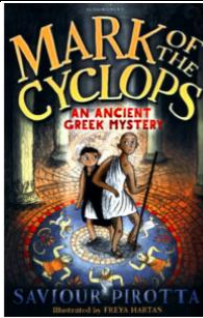
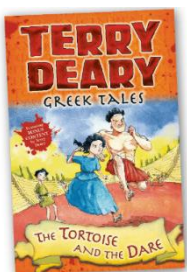
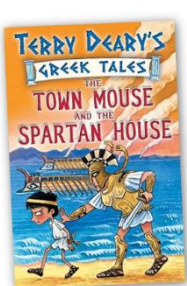
| Half-term                                                                                             | Curriculum Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Sticky Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Significant individuals                                                                                                                                                        | Key texts                                                                                                                                                                  |
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| Autumn 1<br>          | <b>Invaders and Settlers (Anglo-Saxons, Scots &amp; Vikings) <u>Settlements</u></b> <ul style="list-style-type: none"> <li>◆ Britain's settlement by Anglo-Saxons and Scots.</li> <li>◆ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></li> <li>◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></li> <li>◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></li> </ul> | <ul style="list-style-type: none"> <li>◆ The Anglo Saxons invaded Britain in 459CE after the Romans left in 410CE.</li> <li>◆ The time of the Anglo Saxons is often called the Dark Ages or Middle Ages.</li> <li>◆ The Anglo Saxons came for four main reasons: to fight, to farm, to make new homes and because they were invited by the Picts and Scots.</li> <li>◆ In 600AD, there were 5 kingdoms in Britain: Northumbria, Mercia, East Anglia, Wessex and Kent.</li> <li>◆ The Vikings began to raid Britain in 789CE.</li> <li>◆ The Vikings came from the modern-day Scandinavian countries of Denmark, Norway and Sweden.</li> </ul> | Alfred the Great<br><br>King Offa                                                                                                                                              | <br> |
| <b>Vocabulary: Anglo-Saxon, Viking, Pict, invaders, raiders, Kingdoms, settlers, migration, pagan</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                            |
| Autumn 2<br>        | <b>Invaders and Settlers (Anglo-Saxons, Scots &amp; Vikings) <u>Trade &amp; Transport</u></b> <ul style="list-style-type: none"> <li>◆ Britain's settlement by Anglo-Saxons and Scots.</li> <li>◆ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></li> <li>◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>◆ The name 'Viking' means a 'pirate raid'. People who went off raiding in ships were said to be going Viking.</li> <li>◆ Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.</li> <li>◆ Vikings travelled great distances to trade and raid, reaching North America, North Africa and Russia.</li> <li>◆ The discoveries at Sutton Hoo provide important evidence of Anglo-Saxon culture, beliefs and trade.</li> </ul>                                                                                         | <br> |                                                                                                                                                                            |

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|                                                                                                  | <ul style="list-style-type: none"> <li>◆ Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                     |
|                                                                                                  | <b>Vocabulary: Danegeld, Wergild, longship, trade, merchant, folding scales</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                     |
| Summer 1<br><br> | <b>Discovery (Mayans) <u>Beliefs</u></b> <ul style="list-style-type: none"> <li>◆ a non-European society that provides contrasts with British history –Mayan civilization c. AD 900;</li> <li>◆ develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>◆ Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>◆ Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul> | <ul style="list-style-type: none"> <li>◆ The modern countries that make up Mesoamerica: Mexico, Guatemala, Belize, and parts of Honduras and El Salvador.</li> <li>◆ Maya traded goods between themselves and other civilisations over land and sea.</li> <li>◆ Maya had an advanced understanding of maths and astronomy</li> <li>◆ Maya were polytheists and believed in an afterlife.</li> <li>◆ Maya culture was well established by 1,000 BCE.</li> <li>◆ Priests played a vital role in the Maya hierarchy as they were believed to communicate with the gods.</li> </ul> | Pakal the Great<br><br> |  |
|                                                                                                  | <b>Vocabulary: civilisation, ritual, sacrifice, priest, temple codex, astronomy, calendar</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                     |

## Year B

| Half-term                                                                                          | Curriculum Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sticky Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Significant individuals                                 | Key texts                                                                             |
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| Autumn 1<br><br> | <b>Britain at War</b><br><b>(WW2 - including local history of life during WW2)</b><br><u><b>Conflict &amp; Empire</b></u> <ul style="list-style-type: none"> <li>◆ a local history study</li> <li>◆ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>◆ develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> </ul> | <ul style="list-style-type: none"> <li>◆ World War II started when Germany invaded Poland in 1939.</li> <li>◆ In 1940, the Battle of Britain began, and Hitler used his 'Blitzkrieg' strategy. This period is known as 'The Blitz'.</li> <li>◆ The key leaders of the Allies and Axis powers: Adolf Hitler, Neville Chamberlain, Winston Churchill, Franklin D Roosevelt, Joseph Stalin, Benito Mussolini and Tadeki Tojo.</li> <li>◆ Germany surrendered in Europe on 8<sup>th</sup> May 1945. We call this VE (Victory in Europe) day.</li> </ul> | Neville Chamberlin<br>Winston Churchill<br>Adolf Hitler |  |

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|                                                                                                              | <ul style="list-style-type: none"> <li>◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></li> <li>◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></li> <li>◆ <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>◆ WW2 ended when Japan surrendered on 15<sup>th</sup> August 1945.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                          |
| <b>Vocabulary: axis, allies, Nazi, Blitz, Battle of Britain, Luftwaffe, RAF, black out, air raid shelter</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                             |
| Autumn 2<br><br>             | <p><b>Britain at War</b><br/><b>(WW2 - including local history of life during WW2)</b><br/><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>◆ a local history study</li> <li>◆ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></li> <li>◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></li> <li>◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></li> <li>◆ <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></li> </ul> | <ul style="list-style-type: none"> <li>◆ Women played a vital role on the home front during World War II.</li> <li>◆ Propaganda and censorship were used to support the morale and efforts on the home front.</li> <li>◆ Food was rationed, and residents had to adapt to shortages. People kept their own livestock and exchanged produce to supplement their food supply.</li> <li>◆ Many children from Liverpool and Birmingham were evacuated to the countryside in Shropshire.</li> </ul> |  | <br> |
| <b>Vocabulary: evacuation, evacuee, propaganda, land army, home front, rationing, dig for victory</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                             |

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| <p>Summer 1</p>                    | <p><b>Legacy (Ancient Greeks)</b><br/><b><u>Achievements &amp; Legacies</u></b></p> <ul style="list-style-type: none"> <li>◆ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></li> <li>◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></li> <li>◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></li> </ul> | <ul style="list-style-type: none"> <li>◆ Ancient Greece was a civilisation made up of city states. (Sparta and Athens were two city states in Ancient Greece.)</li> <li>◆ Alexander the Great was successful in extending the Greek Empire</li> <li>◆ The Ancient Greeks worshiped lots of different gods.</li> <li>◆ Historians use artefacts and archaeological sites such as the Acropolis in Athens to give them clues about what Ancient Greece was like.</li> <li>◆ Some things that we have and do today were influenced or invented by the Ancient Greeks: the Olympic Games, the marathon, theatre, Maths, Science and medicine</li> </ul> | <p>Alexander the Great</p> |     |
| <p><b>Vocabulary: city state, polis, trade, civilisation, conquer, enslavement, empire, legacies, culture.</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                                                                                                                                                                                                                                                                                                                                                 |

