

KFJS
History Curriculum Map

In each project children: raise questions and discuss what they already know.

Year 5

Project Unit/Period Matters, skills and processes	It's All Greek to Me Ancient Greece – study of Greek life and achievements and their influence on the western world.	England United Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Key Question	What do you think is the greatest legacy from Ancient Greece?	Were the Vikings invaders or settlers? What can we learn from the Anglo-Saxons / Alfred?
Essential understanding	<p>Re-cap what the children know about Greece and its physical location and features from their country study – This should be approx. 20 minutes and does not need recording.</p> <p>1200BC – 146BC Explore duration and timing via timeline -Talk through the timeline identifying different events in Ancient Greece during this 1054 year period and highlight which we shall be finding out more about.</p> <p>Legacies – focus on democracy. Remind children they did legacies in Y3 Children should be able to explain what legacy means. <i>Something that is handed down from one period of time to another period of time.</i></p>	<p>Timeline/map work to see when/where the Angles / Saxons / Jutes came from. UK maps to chart changing kingdoms – 410AD to 1066AD Go through whole timeline with different events and highlight which we will focus on. Explore where/when – 410 AD – originally as warriors and then to farm as land more fertile. Settled with families Vikings came from Scandinavia 793AD – some to trade / settle / invade Show where they travelled to on world map & timeline. (recent findings they got to America) Show how the map of Britain changes over the years and why – different invasions King Alfred and Wessex – local link. What did he do differently? (Look at the governance and the way they worked together. Defences were drawn but they talked and compromised.</p> <p><i>Anglo-Saxons the ruin of Britain pk</i></p>
Chronology including duration/ interval/ overlap	Look at the role of women in Athens and Sparta - Compare	Anglo-Saxon Life & Death Box change from paganism to Christianity/ Saxon Culture Focus Viking Life Box

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UK/World Timeline from History Centre		Focus Use the information you gather about the Saxons and Vikings to help inform later work
Characteristic features of the period/ society studied		Changing Saxon kingdoms. Christian conversion from Paganism. How does the map of England change? Why? A quick touch – a map with a key. Discussion most important to ensure children understand why these changes took place.
Change & continuity		Why the Anglo-Saxons came to Britain. Why/how converted to Christianity Key Focus <i>Anglo-Saxons the ruin of Britain pk</i> Why Vikings came to Britain, conflict with Saxons Focus <i>Vikings: Raiders or Traders pk</i>
Cause & Consequence inc short term/ long term	Look at events, people or developments – how significant are they. Eg Olympics; society, religion Link with British Values Key Focus Ancient Greek box <i>Greek Legacy pk</i>	The Saxon legacy - language, learning, Christian centres etc. Discussion <i>Anglo-Saxons the ruin of Britain pk</i> Survival/dominance of Wessex and later Wessex kings Focus <i>Alfred the Great pk</i>

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Significance inc short term/ long term	Oral tradition Battle of Marathon	Just murderous thugs or some positives? What is the evidence – how can we interpret it? Key Focus <i>Vikings: Raiders</i> <i>Traders pk</i> Does Alfred deserve his title? Was he great or just lucky? Key Focus <i>Alfred the Great pk</i>
Interpretation of the past inc how and why contrasting views arise	Historical evidence – how do we know about the Greeks? Pots, artefacts, stories, drama etc Key Focus Ancient Greek box –features modern items that illustrate some Greek ideas are current today	Explore Christian conversion/Saxon culture Focus Anglo-Saxon Life & Death Box What evidence do we have? Pots, stories, monks' writings – are these balanced? Paintings, street names and towns Discussion
Historical Enquiry Inc source comparison and analysis	Many modern ideas and institutions stem from Ancient Greece Contrast with Britain	Saxon legacy - language, cultural identity and important Christian centres, laws Focus Evidence of Viking trading & settlement across the known world. Normans
Skills	Explore duration and timing via timeline and other locations via World map during that period	Timeline/map work to see when/where the Angles / Saxons / Jutes came from. UK maps to chart changing kingdoms – with dates.

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Project Unit/Period Matters, skills and processes	<p style="text-align: center;">It's All Greek to Me</p> <p style="text-align: center;">Ancient Greece – study of Greek life and achievements and their influence on the western world.</p>	<p style="text-align: center;">England United</p> <p style="text-align: center;">Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study differences between the roles men and women in Athens and Sparta</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different version of events</p> <p>Eg Battle of Marathon</p> <p>What is the greatest legacy? Relate to Britain today.</p> <p>What is the Saxon legacy on Britain today? Language, cultural identity, laws, Christianity.</p>	<p>Explore where/when Vikings came from/travelled to on world map & timeline.</p> <p>Examine causes and results of great events and the impact on people – change of map as Angles and Jutes arrived – then further changes with the Vikings and Danelaw. Focus on Wessex and how it developed and why it was successful.</p> <p>Compare life in early and late 'times' studied</p> <p>Look at Winchester and the evidence we have there. How did it change?</p> <p>Were the Vikings invaders or settlers?</p> <p>Was Alfred great or just lucky?</p> <p>Begin to identify primary and secondary sources eg pots, ruins, stories, drama</p> <p>Use the Hampshire resources box</p> <p>Use the library and internet for research with increasing confidence</p> <p>Use the Hampshire box – discuss what evidence we have – pots, stories, monks writings, paintings, street names, towns</p> <p>Explore the conversion to Christianity</p> <p>Use the library and internet for research with increasing confidence</p> <p>What is the greatest legacy? Relate to Britain today.</p> <p>What is the Saxon legacy on Britain today? Language, cultural identity, laws, Christianity.</p>
<p>Assessment</p>	<p>What is the greatest legacy from the Ancient Greeks?</p> <p>Create a diamond 9 of legacies.</p>	<p>1)Were the vikings invaders or settlers?</p> <p>Forcefield analysis - eg The Viking were invaders rather than settlers. The children need to make reasoned judgements.</p> <p>2) What can we learn from Alfred?</p>

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		Annotate a picture of Alfred.
WTS	Children can place 9 legacies into a diamond 9 and orally explain why they have placed the top one there without referring to the impact on the world today.	Basic statements on each side No conclusion Children can annotate picture with 1-2 points about Alfred but no explanation as to what they tell us about his impact.
EXS	Children can decide on legacies in class discussion. They can place them into a diamond 9 for their impact on the world today. They can provide an explanation for why they have put the top one first, referring to its impact on the world today.	Clear points on each side with a conclusion Children can annotate with at least 3 points about Alfred and provide an explanation about how they had an impact on the future of England.
GDS	Children can decide on legacies in class discussion. They can place them into a diamond 9 for their impact on the world today. They can provide an explanation for why they have placed them in that order by comparing them and referring to their impact on the world today.	Developed arguments on each side with clear explanations referring to historical evidence and a well-reasoned conclusion referring to the arguments made. Children can annotate with at least 3 points about Alfred and provide an explanation about how they had an impact on the future of England. They can justify which were the most important and why.

NB you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. **Key Focus / Focus / Discussion:** These indicate the degree you need to target each area.