



St Cuthbert's Learning Organiser: History

Key Stage 2 (2023-2024)

C Wilson



Autumn	Spring	Summer
<p>How were the ancient Maya different to today?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">* Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like* Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions* Identify, describe and provide reasons to explain the occupations of modern Maya people <p><u>Knowledge</u></p> <ul style="list-style-type: none">* Children will gather knowledge about a non-European society that provides contrasts with British history – The Mayan civilisation around AD 900.* An investigation into different aspects of the Maya civilisation of Central America, which reached its zenith around AD 900, allows pupils an opportunity to appreciate the achievements of a society that existed contemporaneously with the late Anglo-Saxon period and the impact of the Vikings in Britain. In particular, Maya society established magnificent ceremonial cities in the jungles of Central America – places where ordinary people who were (as now) mostly farmers, visited for special religious or seasonal ceremonies and rituals. <p><u>Cross curricular links.</u></p> <p>This topic should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.</p> <p><u>Reading and writing</u></p> <p>This topic allows for pupils to develop reading and writing to support their acquisition of knowledge.</p> <p><u>Numeracy and mathematics</u></p> <p>This topic can develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the National Curriculum.</p>	<p>What did the Vikings want and how did Alfred stop them getting it?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">* Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'* Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread;* Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment* Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed* Evaluate evidence <p><u>Knowledge</u></p> <ul style="list-style-type: none">* This investigation assists pupils to distinguish historical facts from myth, folklore and legend in relation to the people commonly referred to today as 'the Vikings', but who never shared or would have recognised that collective identity.* Probably the most iconic and powerful instrument of Viking Norsemen strength was their brilliantly designed longship, which surpassed Anglo-Saxon vessels in every degree. Pupils are assisted to understand what it was about the longship that provided Viking Norsemen with such a commanding advantage when raiding English religious communities as well as when in direct combat with Anglo-Saxon military forces.* Children are encouraged to consider why it is that horned helmets are popularly associated with Vikings. Through examining the issue of the horned helmet, as part of the investigation pupils are able to appreciate the difference between what is evidenced fact in the study of history and what is frequently myth, folklore or legend. The 'historical' figure of Robin Hood is used to illustrate this distinction further. <p><u>Cross curricular links.</u></p> <p>This topic should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics.</p>	<p>The Anglo-Saxons – how do we know what was important to them?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">* Investigate an historically significant place, an historically significant event, and an historically significant person from our local area.* Describe what occurred at the Battle of Hildon Hill.* Suggest reasons to explain what happened to Tommy the Miller.* Visit a local museum (The Berwick Barracks) to recognise, describe and give reasons for what life was like here in the past. <p><u>Knowledge</u></p> <ul style="list-style-type: none">* The Anglo-Saxon period spans the time between the end of the Roman occupation in Britain and the Battle of Hastings in 1066 – over 600 years. This investigation enables pupils to reflect upon a number of the most significant changes that occurred in Britain during the first half of the Anglo-Saxon era. Initially the pupils examine the evidence as to why the Romans withdrew from Britain in the fifth century, and in particular the growing aggression of Barbarian tribes in Europe which culminated in the Sack of Rome in AD 410. <p><u>Cross curricular links.</u></p> <p>This topic should allow children to learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.</p> <p><u>Cultural Capital</u></p> <p>Visit to the Ad Gefrin Museum in Wooler</p> <p><u>Vocabulary</u></p> <p>Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodan; Eastre; Saxnet; Tiw; Thor; Frijia; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass</p>

<p><u>Vocabulary</u> Maya; Mexico; country; Central America; region; Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software;</p> <p><u>Reasoning & Progression</u></p> <p>The children will also be learning about the Vikings in the next topic and be able to compare and contrast the two civilisations.</p> <p>In DT the children are designing and making a Maya hot chocolate pot using the knowledge they gain from this topic.</p> <p>How were the ancient Maya different to today?</p> <p>KS2 End points</p> <p>all children should be able to:</p> <ul style="list-style-type: none"> • Say where the ancient Maya people lived, naming some major features and cities in them. • Read and write some basic Maya numbers, explaining what syllabograms and logograms are. • Know that corn and chocolate were important foods and be able to identify some reasons for this. 	<p><u>Cultural capital</u> Jorvik Viking museum York Holy Island visit</p> <p><u>Vocabulary</u> Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software;</p> <p><u>Vocabulary development</u></p> <p>Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. This topic will develop vocabulary actively, building systematically on pupils' current knowledge. It will increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.</p> <p><u>Reasoning and progression</u></p> <p>In Art, the children will be designing and making Viking shields and longships to consolidate their learning and understanding of the topic. Pupils are also introduced to the concept of 'legacy' and encouraged to reflect on what Alfred passed down to future generations (including our own), as well as his considerable achievements in Anglo-Saxon England in the ninth century.</p> <p>What did the Vikings want and how did Alfred stop them getting it?</p> <p>KS2 End points</p> <ul style="list-style-type: none"> *Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings' *Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain *Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment *Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed 	<p>window.</p> <p><u>Vocabulary development</u></p> <p>Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. 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In this way, pupils expand the vocabulary choices that are available to them when they write.</p> <p><u>Reasoning and progression</u></p> <p>* At Key Stage 2 the History National Curriculum for England specifies that pupils should be taught about 'Britain's settlement by Anglo-Saxons and Scots.'</p> <p>Linking to ICT, children should</p> <ul style="list-style-type: none"> * use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>The Anglo-Saxons – how do we know what was important to them?</p> <p>KS2 End points</p> <ul style="list-style-type: none"> *Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain *Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan *Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen *Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts *Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England
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