

Hopton C of E Primary Academy

History Subject Overviews

UKS2

Title	LOCAL HISTORY WEEK <u>A Local History study</u> We will be looking at the Suffragettes and Princess Sophia and Princess Catherine from Thetford who fought for Women's rights.
Overview of Unit	In this unit, children will study the women's suffrage movement, focusing on the Suffragettes and their fight for women's right to vote in Britain. They will explore how and why women campaigned for equality, the methods they used, and the impact their actions had on society and law. Children will explore how attitudes towards women changed over time and how some attitudes continued. A key focus of the unit is local history. Children will investigate the contributions of Princess Sophia and Princess Catherine of Thetford, who played a role in supporting women's rights. They will consider how local individuals can contribute to national change and how their legacy is still visible today. Children will develop their understanding of chronology by placing key events on a timeline using accurate dates and appropriate scale. They will use historical vocabulary such as decade, century, era, continuity and change to describe how women's rights developed over time. This movement developed during the late Victorian and Edwardian periods. Through the analysis of a wide range of historical sources, including posters, speeches and written accounts, children will learn how historians use evidence to build an understanding of the past. They will also begin to recognise that some sources may be biased or influenced by propaganda. Children will explore the changing role of women in society, considering how ideas, attitudes and laws have developed over time. They will evaluate the significance and legacy of the Suffragettes and understand how their actions continue to influence modern life.
Key Vocabulary	Suffragette, suffrage, vote, voting, parliament, democracy, rights, equality, inequality, campaign, protest, protestor, activist, Emmeline Pankhurst, Sylvia Pankhurst, propaganda, bias, source, evidence, interpretation, historian, chronology, timeline, scale, decade, century, era, continuity, change, legacy, significant, law, reform, petition, debate, speech, prison, hunger strike, rally, movement, women's rights, local history, Thetford, Princess Sophia, Princess Catherine
Key Learning Objectives	- I am learning to use historical terms such as decade, century, era and chronology to describe when events in the suffragette movement happened.



	- I am learning to use a wide range of sources to find out about the past and to explain what they tell us about the Suffragettes and local campaigners such as Princess Sophia and Princess Catherine of Thetford. - I am learning to describe continuity and change in the fight for women's rights, including how ideas and laws have changed over time. - I am learning to explain the significance and legacy of the Suffragettes and local figures in the struggle for women's rights in Britain.
Key Knowledge	The Suffragettes campaigned for women to have the right to vote in Britain. Women did not have equal voting rights to men in the early 1900s. Suffragettes used protests, marches, speeches and petitions to campaign for change. Some Suffragettes were arrested and imprisoned for their actions. Hunger strikes were used by some Suffragettes while in prison. Emmeline Pankhurst was an important leader of the Suffragette movement. Princess Sophia Duleep Singh supported women's rights and sold suffragette newspapers. Princess Catherine Duleep Singh also supported social justice and women's rights. In 1918 some women gained the right to vote, and in 1928 women gained equal voting rights with men. The Suffragette movement helped improve democracy and equality in Britain.
Skills to be Covered	<u>Understanding Chronology</u> ● Use dates and terms accurately in describing events. ● develop a timeline using an appropriate scale ● use previous learning to inform my timeline scale <u>Investigating and Interpreting the Past</u> ● Use sources of evidence to deduce information about the past. ● Seek out and analyse a wide range of evidence in order to justify claims about the past. ● Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <u>Building an Overview of History</u> ● Identify continuity and change in the history of the locality of the schoolDescribe the social, ethnic, cultural or religious diversity of past society. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Communicating Historically 'Being a Historian'</u> ● Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, year, century, decade and legacy. ● Use English, Maths and computing skills in order to communicate information about the past. ● Use original ways to present information and ideas.
Suggested Learning Experiences	- Children build a detailed timeline of key events in the women's suffrage movement, including dates, protests and legal changes. They use scale accurately and explain significance.



	- Children research key figures such as Emmeline Pankhurst and local campaigners Princess Sophia and Princess Catherine of Thetford. They create fact files explaining their role in the movement. - Children investigate the contributions of Princess Sophia and Princess Catherine, using local evidence to understand their role in women's rights in the area. - Children take part in a structured debate, arguing for and against women's right to vote, using historical evidence to support their points. - Children explore the causes of the suffragette movement and the consequences of their actions, including changes in law and society. - Children write diary entries as a suffragette or supporter, describing experiences, struggles and motivations. - Children discuss the impact of the Suffragettes today and how their actions have influenced modern democracy and equality. - Children design a suffrage campaign poster or write a persuasive speech using historical knowledge
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What was the main aim of the Suffragettes? 2. Who was Emmeline Pankhurst? 3. How did Princess Sophia Duleep Singh support women's rights? 4. Why were some Suffragettes imprisoned? 5. What was a hunger strike? 6. How did the Suffragettes change Britain?

Title	<u>Ancient Greece – a study of Greek life and achievements and their influence on the western world</u> We will be learning about Ancient Greek Civilisation
Overview of Unit	In this unit, children will study the civilisation of Ancient Greece, exploring its life, achievements and lasting influence on the modern world. They will learn about key aspects of Ancient Greek society, including city-states such as Athens and Sparta, systems of government, beliefs, culture and daily life. This civilisation existed before the Roman Empire studied in LKS2. Children will develop their understanding of chronology by placing key events from Ancient Greek civilisation on a timeline using accurate dates and historical vocabulary such as century, era and chronology. They will explore how Ancient Greece developed over time and how its ideas influenced later civilisations. A key focus will be the use of historical sources, including artefacts, images and written evidence, to investigate life in Ancient Greece. Children will learn to interpret evidence, making inferences about society while recognising that sources have limitations. Children will compare different aspects of Greek society, including the lives of citizens, women, children and enslaved people, and consider how experiences varied



	across different groups. They will also explore key achievements such as democracy, philosophy and the Olympic Games, and understand their impact on the wider world.
Key Vocabulary	Ancient Greece, Greek civilisation, Greece, Athens, Sparta, city-state, polis, democracy, government, politics, philosopher, philosophy, myth, mythology, gods, god, goddess, Zeus, Poseidon, Athena, culture, society, social class, citizen, slave, women, men, children, education, Olympics, Olympic Games, temple, architecture, democracy, empire, war, battle, trade, economy, artefact, source, evidence, chronology, timeline, BC, AD, century, decade, era, period, legacy, change, continuity, influence, interpretation, historian
Key Learning Objectives	- I am learning to place key events from Ancient Greek civilisation on a timeline using accurate dates and historical terms such as century, era and chronology. - I am learning to describe the main changes in Ancient Greece and use historical vocabulary such as political, social, religious, technological and cultural to explain them. - I am learning to use a range of historical sources to find out about life in Ancient Greece and explain what they tell us, including what we can and cannot learn from them. - I am learning to describe the social structure of Ancient Greek society and explain similarities and differences between different groups of people. - I am learning to compare Ancient Greece with other ancient civilisations and explain similarities, differences and influences on the wider world. - I am learning to communicate my historical understanding clearly using appropriate vocabulary and presenting my ideas in creative ways.
Key Knowledge	1. Ancient Greece was made up of city-states such as Athens and Sparta. 2. Athens developed one of the earliest forms of democracy. 3. Sparta was famous for its strong military society. 4. Ancient Greeks believed in many gods and goddesses. 5. Greek myths explained beliefs about the world and the gods. 6. The Olympic Games began in Ancient Greece. 7. Ancient Greeks made important achievements in philosophy, mathematics, theatre and architecture. 8. Life was different for citizens, women, children and enslaved people. 9. Greek ideas influenced later civilisations and still affect life today. 10. Historical evidence about Ancient Greece comes from artefacts, buildings and written sources. 11. Ancient Greek ideas still influence politics, sport and culture today.
Skills to be Covered	<u>Understanding Chronology</u> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. • develop a timeline using an appropriate scale • use previous learning to inform my timeline scale <u>Investigating and Interpreting the Past</u> • Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the



	past. <u>Building an Overview of History</u> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. <u>Communicating Historically 'Being a Historian'</u> • Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, year, century, decade and legacy. • Use English, Maths and computing skills in order to communicate information about the past. • Use original ways to present information and ideas.
Suggested Learning Experiences	- Children create a scaled timeline of Ancient Greek civilisation, placing key events such as the development of city-states, the Olympic Games and democracy. - Children explore Greek gods and myths. They analyse stories and explain what they reveal about beliefs and culture in Ancient Greece. - Children examine artefacts such as pottery, statues and architecture. They explain what each source can and cannot tell us about the past. - Children investigate the Ancient Olympic Games and compare them with modern Olympics, identifying continuity and change. - Children sort people in Ancient Greek society (citizens, slaves, women, children) and describe similarities and differences in their lives
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What was a Greek city-state? 2. Which city-state was known for democracy? 3. Which city-state was famous for its army? 4. What were Greek myths used for? 5. What sporting event began in Ancient Greece? 6. Name one way Ancient Greece still influences life today.

Title	<u>A local History study</u> We will be looking at Hopton in the Victorian era, the industrial revolution and the significance of the victorian school
Overview of Unit	In this unit, pupils explore what life was like during the Victorian era, with a focus on the local area of Hopton and nearby communities. They will develop their understanding of how the Industrial Revolution shaped Britain, and consider how these changes affected rural villages compared to towns. Pupils will use a range of historical sources, including maps, photographs, and records, to investigate how Hopton has changed over time. They will explore daily life in the Victorian period and compare experiences of different groups, including rich and poor people.



	The unit also introduces pupils to a significant local figure, Dr Minns, the first black mayor in Thetford, helping them understand how individuals can have an impact on their community and why representation and diversity are important in history. Throughout the unit, pupils will develop key historical skills such as enquiry, interpretation, and using evidence to support their ideas. They will build towards answering a key question about how much the Victorian era changed their local area.
Key Vocabulary	Victorian, era, past, present, timeline, chronological, century, change, continuity, evidence, source, enquiry, village, rural, community, parish, local, settlement, agriculture, farmland, trade, Industrial Revolution, industry, railway, urban, rural, comparison, similar, different, investigate, justify, significance, Dr Minns, mayor, legacy, impact
Key Learning Objectives	- I am learning to use historical sources to learn about Victorian Hopton. - I am learning to describe what life was like in my local area during the Victorian era. - I am learning to explain how the Industrial Revolution affected my local area. - I am learning to explain why Dr Minns is historically significant - I am learning to understand how people's lives were different in the Victorian era. - I am learning to place the Victorian era on a timeline and understand when it happened.
Key Knowledge	1. The Victorian era took place during the 19th century. 2. Queen Victoria ruled Britain from 1837 to 1901. 3. The Industrial Revolution changed how people lived and worked. 4. Railways, factories and industry changed transport and trade. 5. Rural villages such as Hopton were affected differently from large towns and cities. 6. Victorian children often worked or attended strict schools. 7. Rich and poor Victorians lived very different lives. 8. Historical sources such as maps, photographs and census records help historians learn about the past. 9. Dr Alan Glaisyer Minns became the first Black mayor of Thetford. 10. Victorian changes still affect life today. 11. Schools, transport and industry changed greatly during the Victorian era.
Skills to be Covered	<u>Understanding Chronology</u> • Use dates and terms accurately in describing events. • develop a timeline using an appropriate scale • use previous learning to inform my timeline scale <u>Investigating and Interpreting the Past</u> • Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <u>Building an Overview of History</u> • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. <u>Communicating Historically 'Being a Historian'</u> • Use appropriate historical vocabulary to communicate, including: dates, time, period,



	era, change, chronology, continuity, change, year, century, decade and legacy. • Use English, Maths and computing skills in order to communicate information about the past. • Use original ways to present information and ideas.
Suggested Learning Experiences	• Give pupils a pack of sources (old maps, photos, census extracts, parish records). • “Source detective” task: • What can you see? • What does it tell you? • Create a “day in the life” of a Hopton child/farmer. • Role-play or freeze frames of daily routines (farming, school, church). • Start with a simple overview of the Industrial Revolution, followed by sorting cards: “<i>affected Hopton directly / indirectly / not at all</i>” • Case study of nearby Diss (railways, markets). Map work: trace how goods/people might travel. • Create a short “documentary” about Victorian Hopton • Write a letter from a Victorian child in Hopton to a child today • Study the old Victorian Hopton school
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. When was the Victorian era? 2. What was the Industrial Revolution? 3. How did railways change Britain? 4. How was life different for rich and poor Victorians? 5. Why is Dr Minns historically significant? 6. How were Victorian schools different from schools today?

Title	<u>A study of British history after 1066</u> We will be exploring the race to the poles, including the achievements, challenges and significance of polar exploration.
Overview of Unit	In this unit, children will study the Race to the Poles, focusing on the chronological development of polar exploration and the key individuals involved. They will investigate the challenges faced by explorers and the motivations behind journeys to the North and South Poles. Children will develop their understanding of chronology by placing key expeditions and events on a timeline, using accurate dates and historical vocabulary such as century, era and chronology. They will explore how exploration developed over time and how different expeditions competed to achieve significant milestones. A key focus will be the study of significant historical figures involved in polar exploration, including their achievements, leadership and impact on exploration history. Children will compare expeditions, considering success, failure and the



	reasons behind different outcomes. Children will understand that historical reputations can change over time Through the use of historical sources such as diaries, photographs, maps and expedition records, children will investigate what life was like for explorers and how historians build understanding of events in challenging environments.
Key Vocabulary	exploration, explorer, expedition, North Pole, South Pole, Arctic, Antarctic, polar, journey, voyage, race, competition, timeline, chronology, century, decade, era, period, significant, achievement, success, failure, consequence, cause, challenge, hardship, survival, environment, climate, extreme weather, ice, glacier, ice sheet, sled, sledge, dog team, navigation, compass, map, diary, logbook, photograph, evidence, source, interpretation, expedition team, leader, Robert Falcon Scott, Roald Amundsen, Ernest Shackleton, supplies, rations, shelter, base camp
Key Learning Objectives	- I am learning to use dates and historical terms accurately to develop a timeline on the race to the poles. - I am learning to look at different sources and use evidence to justify my ideas to identify why the explorers raced to the poles. - I am learning to analyse a range of sources to justify claims about Scott vs Amundsen.. - I am learning to use evidence to compare different ideas about how historian's interpreted Scott over time. - I am learning to identify the legacy of the race to the poles.
Key Knowledge	1. Explorers raced to reach the North and South Poles during the late 19th and early 20th centuries. 2. The Arctic is in the north and the Antarctic is in the south. 3. Roald Amundsen was the first explorer to reach the South Pole. 4. Robert Falcon Scott reached the South Pole after Amundsen. 5. Scott and his team died on their return journey. 6. Ernest Shackleton became famous for leadership and survival during Antarctic exploration. 7. Polar explorers faced extreme weather, ice and shortages of supplies. 8. Diaries, maps and photographs provide evidence about expeditions. 9. Historians may interpret Scott's expedition differently over time. 10. Polar exploration increased knowledge about the world. 11. Expeditions showed the importance of leadership, teamwork and survival.
Skills to be Covered	<u>Understanding Chronology</u> ● Use dates and terms accurately in describing events. ● develop a timeline using an appropriate scale ● use previous learning to inform my timeline scale <u>Investigating and Interpreting the Past</u> ● Use sources of evidence to deduce information about the past. ● Seek out and analyse a wide range of evidence in order to justify claims about the past. ● Understand that no single source of evidence gives the full answer to questions about the past. ● Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.



	<u>Communicating Historically 'Being a Historian'</u> • Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, year, century, decade and legacy. • Use English, Maths and computing skills in order to communicate information about the past. • Use original ways to present information and ideas.
Suggested Learning Experiences	- Children create a detailed timeline of key expeditions to the North and South Poles, placing explorers and events in chronological order using dates and scale. - Children compare the Arctic and Antarctic environments, discussing climate, geography and challenges faced by explorers. - Children research key figures such as Robert Falcon Scott, Roald Amundsen and Ernest Shackleton, creating fact files explaining their achievements and challenges. - Children write in role as an explorer on a polar expedition, describing daily life, weather conditions and challenges faced. - Children work in groups to decide what supplies are most important for a polar expedition, justifying their choices and considering survival needs. - Children analyse diaries, photographs, maps and logbooks from expeditions, discussing what they reveal and what limitations they have. - Children discuss and debate who they think "won" the race to the poles and why, using evidence from historical sources.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Which explorer reached the South Pole first? 2. What challenges did polar explorers face? 3. Why is Ernest Shackleton remembered today? 4. What sources help historians learn about polar expeditions? 5. Why did explorers race to the poles? 6. What qualities were important for explorers?

Title	<u>A non-European society that provides contrasts with British history- Ancient Islamic Civilisation</u> We will cover where and when the Early Islamic Civilisation was built as we will develop a range of skills across the curriculum. Investigate how they lived, their culture and their legacy. Compare their lives to our own as we bring our learning together.
Overview of Unit	In this unit, pupils will explore the origins and development of the Ancient Islamic civilisation and its place in world history. They will position early Islam on a timeline, making connections with other civilisations they have studied, and develop their understanding of how different societies existed at the same time. Through the investigation of a range of historical sources, pupils will learn about daily life in early Islamic societies, including homes, education, food, clothing and warfare. They will compare these aspects with those of other civilisations to identify similarities and differences.



	Pupils will also examine how experiences varied for different groups within society, such as men and women, rich and poor, and those in different roles. Finally, they will explore the lasting legacy of the Ancient Islamic world, considering its contributions to modern life and reflecting on how it has influenced the world they live in today.
Key Vocabulary	Islam, Muslim, Quran, prophet, civilisation, empire, Caliph, Caliphate, timeline, chronology era/period, contemporary, legacy, source, primary source, secondary source, trade, merchant, scholar, society, culture, wealth, innovating, contribution, house of wisdom.
Key Learning Objectives	- I am learning to position Ancient Islam on a timeline, in relation to other historical periods and civilisations I have studied. - I am learning to investigate sources of information about life in Islam. - I am understanding what it was like to live in early Islam, comparing homes, schools, clothes, food and warriors with other historical civilisations I have studied. - I am learning to describe what life was like for different people living at the same point in history (eg. men / women, rich / poor, military / priests / civilians etc). - I am learning to identify the legacy of the Ancient Islamic civilisation and compare life to my own.
Key Knowledge	1. Early Islamic civilisation began in the 7th century. 2. Islam spread across parts of Asia, Africa and Europe. 3. Muslims follow the teachings of the Quran. 4. Baghdad became an important centre of learning. 5. The House of Wisdom was a centre for scholarship and learning. 6. Islamic scholars made advances in mathematics, astronomy and medicine. 7. Trade helped ideas, goods and culture spread. 8. Life differed for rich and poor people and for different groups in society. 9. Historical evidence includes artefacts, writings and buildings. 10. The achievements of the Islamic civilisation still influence the modern world. 11. Early Islamic civilisation connected different parts of the world through trade and learning.
Skills to be Covered	<u>Understanding Chronology</u> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. • Use dates and terms accurately in describing events. • develop a timeline using an appropriate scale • use previous learning to inform my timeline scale <u>Investigating and Interpreting the Past</u> • Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. <u>Building an Overview of History</u> • Compare some of the times studied with those of the other areas of interest around



	the world. - Describe the social, ethnic, cultural or religious diversity of past society. <u>Communicating Historically 'Being a Historian'</u> - Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, year, century, decade and legacy. - Use English, Maths and computing skills in order to communicate information about the past. - Use original ways to present information and ideas.
Suggested Learning Experiences	- Children place Early Islamic civilisation on a global timeline alongside Ancient Greece, Ancient Egypt and other civilisations studied. They identify which societies were happening at the same time. - Children locate key areas of Early Islamic civilisation on maps. They explore how trade routes helped ideas, goods and culture spread across regions. - Children examine a range of sources (primary and secondary) to find out about Early Islamic life. They discuss what each source can and cannot tell us. - Children compare Early Islamic civilisation with Ancient Greece or Ancient Egypt, focusing on homes, education, food, clothing and beliefs. - Children sort information about different groups in society (rich/poor, men/women, scholars, soldiers, traders). They discuss how experiences were different. - Children recreate a marketplace scene, taking roles such as merchants, scholars and citizens to explore trade and daily life.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> - What religion developed in the Ancient Islamic civilisation? - What was the House of Wisdom? - Name one achievement of Islamic scholars. - Why was Baghdad important? - How did trade help the Islamic world? - Give one way the Islamic civilisation still influences life today.

Title	<u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> We will be learning about the Viking raids and the resistance by Alfred the Great.
Overview of Unit	In this unit, children will study the Viking raids and the struggle between the Anglo-Saxons and Vikings for control of England, leading up to the time of Edward the Confessor. Children will learn how the reign of Edward the Confessor led towards the Norman Conquest. They will explore how and why Vikings came to Britain, how Anglo-Saxons responded, and how control of England changed over time. This period followed Anglo-Saxon settlement and led towards Norman England.



	Children will develop their understanding of chronology by placing key events on a timeline and identifying periods of rapid change and relative stability. They will use accurate dates and historical vocabulary such as century, era, continuity and change to describe developments over time. A key focus will be the use of historical sources, including chronicles, artefacts and archaeological evidence, to investigate Viking and Anglo-Saxon life. Children will learn to analyse evidence, justify their ideas and understand that interpretations of the past may differ depending on the source. Children will explore key features of Anglo-Saxon and Viking society, including settlements, beliefs, warfare and daily life. They will compare different groups and consider how life changed for people during this period of conflict and settlement. The unit will also contribute to a broader understanding of British history from the Anglo-Saxons through to modern times, helping children to place this period within a wider historical overview.
Key Vocabulary	Viking, Anglo-Saxon, raid, invasion, settlement, conquest, Danes, Norse, Scandinavia, England, Britain, kingdom, king, queen, Alfred the Great, Edward the Confessor, Danelaw, resistance, battle, warfare, shield, longship, warrior, helmet, axe, sword, timeline, chronology, BC, AD, century, decade, era, period, change, continuity, rapid change, cause, consequence, significance, legacy, evidence, source, interpretation, chronicle, archaeologist, artefact, excavation, society, culture, religion, Christianity, pagan, monastery, settlement, village, trade, farming, politics, power, rule, control
Key Learning Objectives	- I am learning to place key events from Viking raids to the time of Edward the Confessor on a timeline using accurate dates and historical vocabulary. - I am learning to describe the main changes in this period of history. - I am learning to identify periods of rapid change and periods of little change during the Viking and Anglo-Saxon struggle for England. - I am learning to use a wide range of historical sources to find out about the past and justify my ideas using evidence. - I am learning to describe what life was like in Anglo-Saxon and Viking Britain and compare different groups and ways of life. - I am learning to explain how this period fits into a broader overview of British history from Anglo-Saxons to the 1990s.
Key Knowledge	1. Vikings came from Scandinavia. 2. Vikings raided Britain before later settling there. 3. Anglo-Saxon kingdoms already existed in Britain. 4. Alfred the Great defended his kingdom against Viking invasions. 5. Danelaw was an area of England controlled by Vikings. 6. Vikings and Anglo-Saxons traded as well as fought. 7. Archaeological evidence helps historians understand Viking life. 8. The Anglo-Saxon Chronicle is an important written source. 9. Christianity spread during this period, although some Vikings were originally pagan.



	10. The struggle between Vikings and Anglo-Saxons shaped England. 11. Viking settlement influenced language, place names and culture in Britain.
Skills to be Covered	<u>Understanding Chronology</u> - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. - Identify periods of rapid change in history and contrast them with times of relatively little change. - Use dates and terms accurately in describing events. - develop a timeline using an appropriate scale - use previous learning to inform my timeline scale <u>Investigating and Interpreting the Past</u> - Use sources of evidence to deduce information about the past. - Seek out and analyse a wide range of evidence in order to justify claims about the past. <u>Building an Overview of History</u> - Give a broad overview of life in Britain from Anglo-Saxons until the 1990s. - Compare some of the times studied with those of the other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. <u>Communicating Historically 'Being a Historian'</u> - Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, year, century, decade and legacy. - Use English, Maths and computing skills in order to communicate information about the past. - Use original ways to present information and ideas.
Suggested Learning Experiences	- Children build a detailed timeline from early Viking raids through to the reign of Edward the Confessor. They identify periods of rapid change and stability and justify their choices. - Children map Viking invasion routes and settlements across Britain, including the Danelaw. They explain why certain areas were targeted and settled. - Children study Alfred the Great and evaluate his role in resisting Viking expansion. They consider leadership, strategy and legacy. - Children sort Viking interactions with Anglo-Saxons into categories (raid, trade, settlement, rule), using evidence to justify decisions. - Children compare written sources (e.g. Anglo-Saxon chronicles) with archaeological evidence. They discuss reliability, bias and interpretation. - Children explore why Vikings came to Britain and the consequences of their arrival, including changes in power and settlement. - Children take on roles in a Viking council, making decisions about raids, trade and settlement, using historical reasoning.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> - Where did the Vikings come from? - What was Danelaw? - Who was Alfred the Great? - What evidence do historians use to study Vikings? - How did Vikings travel to Britain? - How did Viking settlement change Britain?



Title	<u>A study of British history after 1066.</u> We will be studying Hopton's involvement in the 2nd World War, learning about the local history. We will also be learning about the chronology of the 2nd World War
Overview of Unit	In this unit, children will study the Second World War and explore its impact on Britain and the local area of Hopton. They will develop an understanding of the key events of the war and investigate how life changed for people at home and on the front line. This took place after the Victorian era and during the 20th century Children will build their chronological understanding by placing key events from the Second World War on a timeline, using accurate dates and historical vocabulary such as decade, century, era and chronology. They will identify periods of rapid change and consider how the war caused significant shifts in daily life, society and government. A key focus will be local history, as children investigate Hopton's involvement in the war. They will use a range of historical sources, including photographs, maps, written accounts and oral histories, to explore how the war affected the local community and how this has shaped the area today. Children will also explore evacuation, rationing, air raids and propaganda. They will compare experiences of different groups of people and begin to understand how the war impacted individuals in different ways. Through source analysis, children will learn to interpret evidence, recognise bias and justify their ideas using historical information. They will also consider continuity and change over time, comparing wartime life with modern life.
Key Vocabulary	Second World War, WWII, war, conflict, battle, invasion, evacuation, Home Front, Axis, Allies, Nazi, Germany, Britain, Europe, timeline, chronology, decade, century, era, period, change, continuity, rapid change, cause, consequence, impact, legacy, significant, local history, Hopton, defence, air raid, siren, blackout, rationing, evacuation, evacuee, shelter, Anderson shelter, propaganda, source, evidence, photograph, diary, interview, artefact, historian, soldier, civilian
Key Learning Objectives	- I am learning to place key events from the Second World War on a timeline using accurate dates and historical vocabulary such as decade, century, era and chronology. - I am learning to identify periods of rapid change during the Second World War and explain how life changed over time. - I am learning to use historical sources to find out about the past. - I am learning to describe how the Second World War affected local history, including the role of Hopton, and explain changes over time in my area. - I am learning to compare life during the Second World War with other historical periods and with life today.



Key Knowledge	1. The Second World War took place from 1939 to 1945. 2. Britain fought against Nazi Germany and the Axis powers. 3. Many children were evacuated from cities to safer rural areas. 4. Rationing limited the amount of food and supplies people could buy. 5. Blackouts and air raid shelters were used to protect civilians. 6. Propaganda was used to influence public opinion. 7. Hopton and local areas were affected by the war. 8. Women took on new jobs and responsibilities during the war. 9. Historical sources such as diaries, photographs and oral histories help historians understand wartime experiences. 10. The war caused major changes in Britain and across the world. 11. Wartime experiences changed the lives of civilians and soldiers.
Skills to be Covered	<u>Understanding Chronology</u> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. • develop a timeline using an appropriate scale • use previous learning to inform my timeline scale <u>Investigating and Interpreting the Past</u> • Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. <u>Building an Overview of History</u> • Identify continuity and change in the history of the locality of the school • Compare some of the times studied with those of the other areas of interest around the world. <u>Communicating Historically 'Being a Historian'</u> • Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, year, century, decade and legacy. • Use English, Maths and computing skills in order to communicate information about the past. • Use original ways to present information and ideas.
Suggested Learning Experiences	- Children create a detailed timeline of key Second World War events, including 1939–1945, and place them alongside local events linked to Hopton. - Children explore how Hopton was affected during the war, using photographs, maps, oral histories and local records to build understanding. - Hopton museum for WW2 - Children investigate life in Britain during WWII, including rationing, evacuation and blackouts, and compare this with life today. - Children take on the role of evacuees, writing letters or diaries describing leaving home and adapting to life in a new place.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. When did the Second World War begin and end? 2. Why were children evacuated? 3. What was rationing? 4. What was propaganda? 5. How did women's roles change during WWII? 6. How did WWII affect local communities such as Hopton?

