



# St Mark's C of E Primary School: Medium Term Planning

## History: Cycle B Spring Term

### KS1

Unit Focus: Great Fire of London

Rationale: Narrative history- a sequence of events to be retold and to identify causation. This links back to houses..

NC Objectives: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

**Big Question – Why was the Great Fire so destructive and how did it change London?**

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Relevant Lessons? Any other links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson – this will be the focus of retrieval
1	<b>LO: To know where London is and why it is important.</b> (This should have been covered in Geography unit, so quick review only.)	CB booklet lesson 1.	<b>Vocabulary: London, capital, city, River Thames</b> Chn should: <ul style="list-style-type: none"> <li>• be able to locate London on a map from given options</li> <li>• know that London is the capital city of England and is the largest city in England</li> <li>• know that London is where the government make decisions about how to run the country</li> <li>• know that the River Thames flows through London</li> </ul>
	<b>LO: To know what London was like in 1666</b>	See CB booklet on Great Fire of London on Teams. This has facts and information for children.	<b>Vocabulary: narrow, mayor, plaster,</b> Chn should know: <ul style="list-style-type: none"> <li>• In 1666, the streets in London were extremely narrow</li> <li>• Most buildings were made of wood and plaster, unlike today when they are mostly made of brick.</li> <li>• People used fires to heat their homes, cook their food and for their jobs</li> </ul>

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2	<b>LO: To know what happened during the Great Fire of London</b>	<a href="#">History KS1: 1. Why did The Great Fire of London happen? - BBC Teach</a> Also see CB booklets – Session 4	<b>Vocabulary: Spreads, spreads, Mayor, Cathedral, Firebreaks, cathedral, firebreaks</b> Chn should know <ul style="list-style-type: none"> <li>• The fire started in a bakery on Pudding Lane on Sunday 2<sup>nd</sup> September</li> <li>• Sunday 2<sup>nd</sup> – the fire starts and spreads between the houses The Lord Mayor agrees to make firebreaks</li> <li>• Tuesday 4<sup>th</sup> – St Paul’s Cathedral burns down More firebreaks are made The wind reduces.</li> <li>• Wednesday 5<sup>th</sup> – the final fires are put out</li> </ul>
3	<b>To understand why the Great Fire Spread &amp; how it stopped</b>	See CB booklet GFoL section 5, 6 & 7 <a href="#">History KS1: 2. What happened during The Great Fire of London? - BBC Teach</a>	<b>Vocabulary: fire brigade, gunpowder, firebreaks,</b> Chn should know <ul style="list-style-type: none"> <li>• The Fire spread because:             <ol style="list-style-type: none"> <li>1. buildings were made of wood, which burns easily.</li> <li>2. the buildings were close together, which made it easy for the fire to move between buildings.</li> <li>3. the strong winds blew the flames between the buildings.</li> <li>4. there was no fire brigade to organise trying to put the fire out.</li> </ol> </li> <li>• The Fire stopped because:             <ol style="list-style-type: none"> <li>1. the wind reduces, so the flames were not being blown between buildings.</li> <li>2. a group of soldiers (the Duke of York’s men) made very wide firebreaks by blowing up buildings with gunpowder. They were too wide for the flames to cross.</li> </ol> </li> </ul>
4	<b>To understand the impact of the Great Fire</b>	CB Booklet section 8 <a href="#">History KS1: 3. What happened after The Great Fire of London? - BBC Teach</a>	<b>Vocabulary: destroyed, St Paul’s Cathedral, possessions</b> <b>Vocabulary: Central London, destroyed, St Paul’s Cathedral, possessions</b> Chn should know <ul style="list-style-type: none"> <li>• A huge amount of central London was destroyed, including St Paul’s Cathedral. People had stored their valuable possessions inside the cathedral as they did not believe that it would burn down.</li> <li>• Records suggest only 4 people died.</li> </ul>

			<ul style="list-style-type: none"> <li>Thousands of people were made homeless by the fire. They made camps around the city.</li> </ul>
5	<b>To know what changed after the Great Fire</b>	CB booklet section 9 <a href="#">History KS1: 3. What happened after The Great Fire of London? - BBC Teach</a>	<p><b>Vocabulary: rebuilt, redesign, Fire Brigade</b></p> <p>Chn should know</p> <ul style="list-style-type: none"> <li>Much of London was rebuilt, but using brick because it does not burn as easily. St Paul's Cathedral was rebuilt.</li> <li>During the rebuilding, the streets were made wider. Sir Christopher Wren helped to redesign London.</li> <li>Fire brigades were set up to make sure there was an organised effort to fight fires. The London Fire Brigade was created about 200 years after the fire.</li> </ul>

## LKS2-

Unit Focus: Ancient Egyptians.

Rationale: This unit introduces ancient Egyptian society and makes a direct comparison to the Stone Age study from the previous term. Builds on Greece for Year 4 and will link to next year's work on Ancient Greece work from Year 3's next year. Many of the school's civilisation units explore communities and social structures, so this unit contributes to this theme.

NC Objectives: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  
[Ancient Egypt | Discovery Education](#) Useful resources , Resources also in school.

### **Big Question How did the Ancient Egyptians compare to the Stone Age?**

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Relevant Cornerstones Lessons? Any other links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson – will be carried forward as retrieval
1	<b>LO: To know where and when the Ancient Egyptians lived</b>	CB Booklet Session 1 <a href="#">Ancient Egypt - KS2 History - BBC Bitesize</a>	<b>Vocabulary: ancient, Egyptians, Egypt, Stone Age, regions</b> <ul style="list-style-type: none"><li>• The ancient Egyptians refers to a period of time when they were living more advanced than other cultures at the same period of time</li><li>• The ancient Egyptians lasted roughly from 3100BC to 30 BC</li><li>• The ancient Egyptians and the Stone Age were developing at the same time</li><li>• Locate Egypt on a world map.</li><li>• Develops along the banks of the river Nile</li></ul>
2	<b>LO: To understand the social structure of Ancient Egyptian Society</b>	CB Booklet Session 2 & 3	<b>Vocabulary: society, Pharaoh, political, religious leader, government,</b> <ul style="list-style-type: none"><li>• The Pharaoh was a political and religious leader.</li><li>• The Pharaoh was involved with all aspects of life: Economy, Religion and Government</li><li>• To compare and contrast to how leadership was during the Stone Age and Ancient Egyptians</li></ul> Stone Age – Society is based round family, initially in the Nomadic to follow animals (hunting) they settle were the learn to farm. In Egypt, they have fertile soil which allowed them to settle quickly, this allowed for leadership to grow over a wider area.

			<ul style="list-style-type: none"> <li>There are seven tiers in the Ancient Egyptian social structure. The Pharaoh at the top and Farmers and Slaves at the very bottom.</li> </ul>
3	<p><b>LO: To understand the importance of Ancient Egyptian writing</b></p>	<p>CB Booklet Session 4  <a href="#">What were Egyptian hieroglyphs? - BBC Bitesize</a></p>	<p><b>Vocabulary: Pharaoh, papyrus, hieroglyph, hieroglyphics, temples</b></p> <ul style="list-style-type: none"> <li>Pharaoh was mainly successful because of writing - Gave more power (Rules were written down so everyone knew them)</li> <li>Unlike the Stone Age where a lot is interpreted from drawings and archaeological digs, we can translate hieroglyph to learn about life during the Ancient Egyptian period</li> <li>There were people who had the job to write things down, you could become quite powerful if you could write.</li> <li>They wrote in temples, stelai, papyrus, lime stone flakes and pottery.</li> </ul>
4	<p><b>LO: To know and understand the Ancient Egyptians beliefs around death</b></p>	<p>CB Booklet Session 5  <a href="#">What did the ancient Egyptians believe in? - BBC Bitesize</a></p> <p><a href="#">History KS2: Mummification in Ancient Egypt - BBC Teach</a>  <u>WATCH VIDEO BEFORE YOU SHOW YOUR CLASS YOU MAY HAVE CHILDREN WHO DON'T/WON'T LIKE THIS VIDEO. DOES SHOW BONES AND EXPLAINS THE MUMIFICATION PROCESS</u>  <a href="#">How to make a mummy - BBC Bitesize</a></p>	<p><b>Vocabulary: mummification, underworld, tomb, deeds, sarcophagus</b></p> <ul style="list-style-type: none"> <li>Know that the afterlife was just as important as this life – They buried the dead with possessions to take with them and a map to find there was through to Osiris</li> <li>Know the process of mummification and why it was important to do this. <ol style="list-style-type: none"> <li>Bodies are washed and purified</li> <li>Take out the organs leaving only the heart.</li> <li>Sawdust is put into the body and is put into Natron bath (Salt Bath)</li> <li>Stripes of linen to wrap the body and wrapped in sheets to wrap the body</li> <li>Finally put into a Sarcophagus</li> <li>They would go to the underworld beneath the Earth called Duat to then pass through to the Kingdom of Osiris.</li> </ol> <p>Spells were cast to help a spirit safely find its way and were buried with a map of the underworld.</p> <p>The last test for spirits was to have their hearts weighed. If you were true and free of crimes, you could then pass through to the Kingdom of Osiris. If you were untruthful then the Goddess Devourer of the dead would eat your heart and you would not pass to the afterlife.</p> </li> <li>Know the importance of Pyramids to Pharaohs after they had died to show a sign of wealth and importance. Most Egyptians are not buried in Pyramids.</li> </ul>

5	<b>LO: To understand the significance of the River Nile</b>	CB Booklet Session 6  <a href="#">Why was farming important to the ancient Egyptians? - BBC Bitesize</a>  <a href="#">KS2 History: Ancient Egypt. The River Nile - BBC Teach</a>	<b>Vocabulary: irrigate, Nile, pharaohs, trade, fertile, transport.</b> <ul style="list-style-type: none"> <li>• Most people settled along the River Nile (Land either side was fertile – good for growing crops)</li> <li>• They could cut canals from the Nile into other areas to irrigate crops.</li> <li>• People would travel on the Nile to trade their goods (No money at this point)</li> <li>• Government officials could travel quickly so it helps the Pharaohs to keep control</li> <li>• Natural resources of the Nile - Mud for brick, papyrus which is used for writing, ropes and sandals</li> <li>• The Egyptian year was split into three sections depending upon what was happening to the Nile</li> </ul>
6	<b>LO: To know and identify similarities and differences between the Stone Age and Ancient Egyptians</b>	CB Booklet Session 7 & 8	<b>Vocabulary: significant, archaeological, communities, hieroglyphs, monuments, agriculture,</b> <ul style="list-style-type: none"> <li>• Know the similarities and differences in settlements between the two.           <ul style="list-style-type: none"> <li>○ Differences: S.A - Small family communities, hunter gatherers who were nomadic, no writing system; Egyptians – one leader, settled along the Nile, Hieroglyphic writing. The importance of writings in understanding what life was like. The Rosetta Stone was important archaeological find to understand how to read hieroglyphs.</li> <li>○ Similarities – Agriculture (the use of fertile soil to grow crops) Both the Stone Age and Ancient Egyptians relied on farming to survive. Monuments were built - Egyptians = Pyramids, S.A = Stonehenge</li> </ul> </li> </ul>

## UKS2-

Unit Focus: Vikings and the Anglo Saxons

Rationale: This unit has not yet been covered, this makes links to other civilisations that have been covered in terms of social structures. Chronologically it follows what has been covered in LKS2

NC Objectives: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

### What impact did the Vikings have on the Anglo Saxons in Britain?

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Relevant Cornerstones Lessons? Any other links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson – will be carried forward as retrieval
1	<b>LO: To learn what life was like in Britain in the 8<sup>th</sup> Century</b>  <i>(Year 5 children should have some prior knowledge from LKS2)</i>	See Teams History folder.  <a href="#">BBC Bitesize – Vikings (useful for whole unit)</a>	<b>Vocabulary: Anglo-Saxon, 5<sup>th</sup> Century, 8<sup>th</sup> Century, Kingdoms, converted</b> <ul style="list-style-type: none"><li>• This time is known as Anglo Saxon Britain.</li><li>• There were seven kingdoms: Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex and Kent.</li><li>• The Anglo-Saxons had settled during the 5<sup>th</sup> Century.</li><li>• The Anglo-Saxons had settled due to the fertile land.</li><li>• Many Anglo-Saxons had converted to Christianity .</li></ul>
2	<b>LO: To understand how and why the Vikings arrived in Britain.</b>	See Teams History folder.  <a href="#">Lindisfarne Raid</a>  <a href="#">Invaders and Settlers</a>	<b>Vocabulary: raiding, monasteries, inherit, Longboats</b> <ul style="list-style-type: none"><li>• Vikings came from Scandinavia - Norway, Sweden and Denmark in Longboats to Britain and Ireland</li><li>• Initially Viking parties came across as raiding parties to find take valuable items. They often stole from monasteries.</li><li>• Earliest raids were in AD 789</li><li>• AD 855 Vikings stay for the Winter for the first time. This shows that they wanted to settle and not just raid.</li><li>• Vikings had specially designed boats to help them travel across seas.</li><li>• Farm land in Viking homelands was scarce so they came across for the fertile land.</li></ul>

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			<ul style="list-style-type: none"> <li>Some historians believe that younger sons came across because they did not inherit from their fathers- only eldest sons did. Perhaps they came to make their fortune.</li> </ul>
3	<b>LO: To understand what Viking life was like.</b>	<p>Twinkl Viking life and people.</p> <p>See Teams History folder.</p> <p><a href="#">Life of the Vikings</a></p> <p><a href="#">Viking Home Life</a></p>	<p><b>Vocabulary: invaders, hierarchy, thralls, Karls, Jarls, Longhouses, Pagan, explorers, Odin, Thor, Frey,</b></p> <p><b>End point.</b></p> <ul style="list-style-type: none"> <li>Some were originally called invaders due to their aggressive arrival in Britain. At the time, they were often called 'Danes' or 'Northmen'.</li> <li>Vikings were explorers and explored as far away as North America and the Middle East.</li> <li>Viking hierarchy consisted of three main classes - thralls (slaves), karls (farmers) and jarls (landsmen).</li> <li>They were pagan, worshipping gods such as Odin, Thor and Frey</li> <li>Viking settlements included longhouses.</li> </ul> <p><i>(This lesson lends itself to some direct comparison with Anglo-Saxon life for Deepening Thinking.)</i></p>
4	<b>LO: To understand how the Anglo Saxons responded to the Viking settlers.</b>	<p>See Teams History folder.</p> <p><a href="#">Who were the Vikings and where did they come from? - BBC Bitesize</a></p> <p><a href="#">The Story of Britain</a></p>	<p><b>Vocabulary: conquer, Kingdom, danegeld, settlers, tax, Wessex</b></p> <p><b>End Point:</b></p> <ul style="list-style-type: none"> <li>AD 865 An army of Vikings sailed across North Sea with the aim to conquer large parts of England (The Great Heathen Army).</li> <li>Within two three decades, nearly all of England was controlled by the Vikings. The only kingdom not overrun was Wessex.</li> <li>King of Wessex was called Alfred. He would eventually be known as Alfred the Great.</li> <li>Alfred decided that he would offer the Vikings money to stay out of Wessex. The Vikings agreed and a special tax called danegeld was paid to them, which kept the peace for a number of years.</li> <li>Despite Vikings forced Alfred to go into hiding in AD878 and they took control of Wessex.</li> <li>Alfred led a small group of followers – The Battle of Edington</li> </ul>
5	<b>LO: To understand what the Danelaw was</b>	<p>See Teams History folder.</p>	<p><b>Vocabulary: peace terms, Treaty ,occupation, Danelaw, fortified, boroughs, Converted</b></p> <p><b>End point</b></p> <ul style="list-style-type: none"> <li>Alfred knew he could not force the Vikings out.</li> </ul>

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		<p><a href="#">Danelaw Information PowerPoint (teacher made) - Twinkl</a></p>	<ul style="list-style-type: none"><li>• As part of the peace terms of Edington, (Treaty of Wedmore) the Viking occupation of a large part of England was formally recognised. This area is known as the Danelaw.</li><li>• The Viking King (Guthrum) converted to Christianity and was recognised as King of the Danelaw.</li><li>• There were five fortified settlements known as the five boroughs – Leicester, Darby, Lincoln, Nottingham and Stamford</li><li>• Despite the agreement the Anglo-Saxons and Vikings continued to battle for land for the next 100 years.</li><li>• AD954 Alfred’s grandsons (Athelstan) defeated Eric Bloodaxe and forced him to flee which signified the end of the Danelaw.</li><li>• Many town and cities names in the Danelaw still use Danish suffixes in their names.<ul style="list-style-type: none"><li>○ -by (as in Derby) meaning homestead.</li><li>○ -thorpe (as in Scunthorpe) meaning village.</li><li>○ -thwaite (as in Slaithwaite) meaning meadow or piece of land.</li></ul></li></ul>
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