

History Medium Term Plan - Year 5

Autumn - Britain's settlement by Anglo-Saxons

Overarching Enquiry Question: How did the Anglo-Saxons shape England?			
	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning Sequence
Pre-learning	- The Romans ruled Britain and built roads, towns and settlements (Romans). - The Romans eventually left Britain (Romans). - Britain has previously been divided into tribes and groups rather than one country (Stone Age to Iron Age; Romans). - Different societies organise power in different ways (Ancient Greece). - Religion can influence government, society and everyday life (Ancient Egypt, Ancient Greece, Romans).	Roman army divided	Lesson 1: What happened when the Romans left Britain? <u>Key Learning</u> - The Romans ruled Britain for nearly 400 years before leaving around AD 410. - After the Romans left, Britain no longer had the protection of the Roman army. - Many Roman towns and buildings fell into decline because they were no longer maintained. - Britain became divided, with different groups competing for land and power. - The changes after Roman rule created opportunities for new groups to settle in Britain.
Learning in this unit	<u>Substantive Knowledge</u> - Roman rule in Britain ended around AD 410. - After the Romans left, Britain became divided and less secure. - The Angles, Saxons and Jutes migrated from northern Europe and settled in Britain. - Anglo-Saxon settlement led to the growth of new villages, communities and ways of life. - Different groups settled in different parts of Britain and established their own kingdoms. - Many modern place names have Anglo-Saxon origins. - Most Anglo-Saxons lived in small farming communities and relied on agriculture for survival. - Anglo-Saxon Britain was divided into several kingdoms. - Kings ruled their kingdoms with the support of nobles and warriors.	Anglo-Saxon Angle Saxon Jute	Lesson 2: Why did the Anglo-Saxons come to Britain? <u>Key Learning</u> - The Angles, Saxons and Jutes came to Britain from areas of northern Europe. - Some groups came as warriors, while others came looking for land to settle. - The Anglo-Saxons established new villages and communities across Britain. - Over time, Anglo-Saxon culture, language and customs became widespread.
		Kingdom Settlement Community Territory	Lesson 3: Where did the Anglo-Saxons settle? <u>Key Learning</u> - Anglo-Saxons settled mainly in areas of eastern and southern Britain. - Different groups formed their own kingdoms and communities.

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	- Anglo-Saxon kingdoms competed for land, power and influence. - Christianity spread through Anglo-Saxon Britain through missionaries and royal support. - Monasteries became important centres of religion, learning and record-keeping. - Christianity changed beliefs, laws, education and daily life in Anglo-Saxon Britain. <u>Disciplinary Knowledge</u>	Village Wattle and daub Crops Livestock Thatch Settlement	- Many modern place names come from Anglo-Saxon languages. Lesson 4: What was life like in an Anglo-Saxon settlement? <u>Key Learning</u> - Most Anglo-Saxons lived in small farming villages. - Homes were made from wooden frames covered with wattle and daub. - Families grew crops and kept animals to provide food and materials. - Communities worked together and depended on each other for survival.
	- Using chronology to place the Anglo-Saxon period after Roman Britain. - Asking historical questions about migration, settlement, belief and power. - Using maps to investigate where different groups settled in Britain. - Understanding cause and consequence, e.g.: Roman withdrawal led to new groups settling in Britain., The spread of Christianity led to changes in beliefs and society. - Identifying change and continuity between Roman Britain and Anglo-Saxon Britain. - Using evidence from archaeological finds, maps, place names and written records to learn about Anglo-Saxon life. - Understanding that historians use different sources to build a picture of the past. - Identifying the significance of Christianity in shaping Anglo-Saxon society. - Explaining how leadership and power influenced the development of Anglo-Saxon kingdoms.	Kingdom King Noble Warrior	Lesson 5: How was Anglo-Saxon Britain organised? <u>Key Learning</u> - Anglo-Saxon Britain was divided into several kingdoms. - Each kingdom was ruled by a king who controlled the land and people. - Kings relied on warriors and nobles to help protect their kingdoms. - Powerful kingdoms competed with each other for land and influence.
		Pagan Christianity Missionary Monastery Monk	Lesson 6: How did Christianity change Anglo-Saxon Britain? <u>Key Learning</u> - Early Anglo-Saxons followed pagan beliefs and worshipped many gods. - Christianity was introduced by missionaries who travelled to Britain. - Some Anglo-Saxon kings became Christians and encouraged others to convert. - Monasteries became important places for religion, learning and recording information. - Christianity changed many aspects of Anglo-Saxon life, including beliefs, laws and education.

Spring - Non-European society that provides contrasts with British history (Mayan civilization)

Overarching Enquiry Question: How was Maya civilisation different from life in Britain?			
	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning Sequence
Pre-learning	- Civilisations can have rulers, social hierarchies and religious beliefs (Ancient Egypt, Ancient Greece). - Some civilisations were organised into separate city-states rather than one country (Ancient Greece). - People have worshipped many gods and religious beliefs have shaped societies (Ancient Egypt, Ancient Greece). - Geography affects where people settle and how they live (Romans, Anglo-Saxons). - Farming and trade help settlements and civilisations grow (Romans, Anglo-Saxons). - Different societies can exist at the same time in different parts of the world (Anglo-Saxons). - Britain around AD 900 was divided into Anglo-Saxon kingdoms with most people living in farming communities (Anglo-Saxons).	Maya Civilisation Mesoamerica City-state	Lesson 1: Where and when was the Maya civilisation? Key Learning - The Maya civilisation developed in Mesoamerica, including parts of modern-day Mexico, Guatemala and Belize. - Maya civilisation existed from around 2000 BC to AD 1697 and reached its height between AD 250 and AD 900. - Around AD 900, Maya civilisation existed at the same time as the Anglo-Saxon period in Britain. The Maya lived in independent city-states, whereas Britain was divided into Anglo-Saxon kingdoms. - Maya cities were located in rainforest environments, which were very different from the landscapes of Anglo-Saxon Britain.
		Maize Cacao Farmer Trade Temple Community	Lesson 2: What was life like in a Maya city? Key Learning - Maya people lived in large cities with temples, palaces and public spaces. - Most Maya people were farmers who grew crops such as maize and cacao. - Maya farmers developed methods to grow food in rainforest environments. Like Anglo-Saxon communities, Maya society relied on farming to support the population. - Maya cities were much larger and more densely populated than most Anglo-Saxon settlements.
Learning in this unit	Substantive Knowledge - The Maya civilisation developed in Mesoamerica and flourished between AD 250 and AD 900. - The Maya lived at the same time as the Anglo-Saxons in Britain. - The Maya lived in independent city-states rather than one united empire. - Maya cities were supported by farming, trade and adaptation to rainforest environments. - Maya society was organised into a hierarchy with rulers, priests, nobles, craftspeople and farmers. - Maya rulers were believed to have a special connection to the gods.	Hierarchy King Queen Noble Priest Warrior	Lesson 3: How was Maya society organised? Key Learning - Maya society was organised into a hierarchy with different levels of power and status. Maya city-states were ruled by kings and queens who were believed to have a special relationship with the gods. - Priests, nobles, warriors, craftspeople and farmers all had different roles within society. - Like Anglo-Saxon England, Maya society had powerful rulers and social groups.

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- The Maya worshipped many gods and religion shaped everyday life. - The Maya developed writing, calendars, mathematics and astronomy. - Many Maya cities declined around AD 900, though Maya people continued to live in the region. - Maya civilisation differed from Britain in its settlements, beliefs, leadership and achievements. <u>Disciplinary Knowledge</u> - Place the Maya civilisation chronologically alongside Anglo-Saxon Britain. - Use maps to identify where the Maya lived and compare this with Britain. - Compare similarities and differences between Maya civilisation and Anglo-Saxon Britain. - Use archaeological evidence to learn about Maya life. - Make inferences from artefacts, buildings and written remains. - Explain how geography influenced settlement and community life. - Understand cause and consequence (e.g. successful farming enabled cities to grow). - Explore different interpretations about why Maya cities declined. - Identify what makes a civilisation distinctive	Polytheistic Temple Ceremony Ritual Belief	- Maya rulers had a stronger religious role than Anglo-Saxon kings. Lesson 4: Why was religion important to the Maya? <u>Key Learning</u> - The Maya worshipped gods linked to nature, farming and the sky. - Priests performed ceremonies and rituals to communicate with the gods. - Temples were important religious and political buildings. - Religion influenced leadership, farming and daily life. - Unlike the Christian Anglo-Saxons, the Maya were polytheistic and worshipped many gods.
	Glyph Calendar Zero	Lesson 5: What did the Maya achieve? <u>Key Learning</u> - The Maya developed a writing system using symbols called glyphs. - They created detailed calendars to track time and important events. - Maya mathematicians developed an understanding of zero. - These achievements supported Maya government, religion and trade. - The Maya developed scientific and mathematical knowledge that was more advanced than that found in Anglo-Saxon Britain
	Decline Drought Theory	Lesson 6: Why did Maya cities decline? <u>Key Learning</u> - Many Maya cities declined around AD 900, although Maya people continued to live in the region. - Historians suggest warfare, drought and environmental pressures may have contributed to the decline. - There is no single agreed explanation for why some Maya cities were abandoned. - Unlike the Maya, Anglo-Saxon kingdoms continued to grow and become more united during this period.

Summer – Local History Study (Warrington Wolves)

Overarching Enquiry Question: How has Warrington Wolves reflected the changing history of Warrington?

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	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Enquiry Based Learning Sequence
Pre-learning	- Local places can be historically significant and change over time (Y1: St Ann's School; Y2: St Ann's Church). - Communities are shaped by important local institutions and organisations (Y1: St Ann's School; Y2: Church). - People can be remembered because of the impact they have on their communities (Y2: Significant Nurses; Y1: Queen Elizabeth II). - Buildings, organisations and communities can adapt to meet changing needs (Y2: St Ann's Church; Y2: NHS).	amateur professional Rugby League wages	Lesson 1: Why did rugby league begin? <u>Key Learning</u> - Rugby was developed at Rugby School, where carrying the ball became part of a football game. - In 1871, the Rugby Football Union (RFU) was formed to organise rugby. They believed rugby should only be played by amateurs, meaning players were not paid. - Many southern players came from wealthy backgrounds and could afford to play without payment, but northern players worked in factories and mines and lost wages when they took time away from work to play rugby. - In 1895, twenty-two northern clubs formed the Northern Rugby Football Union, which later became Rugby League. Rugby League began in 1895 because northern working-class clubs wanted players to be paid for missing work.
	Substantive Knowledge - Rugby League began in 1895 when northern clubs split from rugby union over the issue of player payments. - Many northern rugby players were working-class men who lost wages when they played rugby. - Warrington Rugby Club was founded in 1876 by members of St Paul's Sunday School. - The club was originally known as Warrington Zingari before becoming Warrington. - Victorian churches often provided recreation and activities for local communities. - Warrington's wire-making industry was an important part of the town's economy and identity. - The club became known as "The Wires" because of its strong links to the wire industry. - Rugby League changed from a local amateur sport into a professional game.	recreation Sunday School founder Zingari	Lesson 2: Why was Warrington Rugby Club founded? <u>Key Learning</u> Warrington Rugby Club was founded in 1876 through St Paul's Sunday School to provide recreation for local people - Rugby gave people opportunities to socialise, develop teamwork and represent their community. - The first team was called Warrington Zingari. <i>Zingari</i> is an Italian word meaning "travellers" or "wanderers" because the team did not have a permanent ground. - Within a year, the club became known simply as Warrington. - The rugby club became an important part of the town's identity.
		industry factory wire/Wire	Lesson 3: Why were Warrington known as "The Wires"? <u>Key Learning</u> - During the nineteenth and twentieth centuries, Warrington became one of Britain's most important wire-making towns. - Many rugby players and supporters worked in the wire factories. The rugby club became known as The Wire or The Wires from Warrington's important wire-making industry. - The nickname shows how local industries shaped the identity of communities. - Although Warrington's wire industry has declined, the nickname remains an important link to the town's history.

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• The creation of the Super League in 1996 marked a significant change in Rugby League. • Warrington adopted the name Warrington Wolves as part of a modern rebrand. • The role of the club has expanded beyond sport through the work of the Warrington Wolves Foundation. • The history of Warrington Wolves reflects wider changes in Warrington's society, industry and community. • Local history can help us understand how communities change over time while maintaining aspects of their identity.	amateur professional Super League	Lesson 4: How did Warrington Wolves change from a local club into a professional sporting organisation? <u>Key Learning</u> • When Warrington Rugby Club was founded in 1876, it was an amateur club made up of local people who played rugby alongside their jobs. • Over time, rugby league became more organised and competitive. • Professionalism allowed players to earn a living from rugby rather than balancing it with other work. • The growth of professional rugby led to increased training, larger crowds, sponsorship and media attention. • The introduction of the Super League in 1996 marked a new era for rugby league. • Warrington adopted the name Warrington Wolves as part of a modern rebrand and developed a new identity.
<u>Disciplinary Knowledge</u> • Use chronology to place key events in the history of Rugby League and Warrington Wolves. • Understand cause and consequence by explaining why Rugby League was created and how industrial Warrington influenced the club's identity. • Identify change and continuity by exploring how Warrington Rugby Club changed into Warrington Wolves whilst remaining connected to the local community.	Foundation inclusion modern community	Lesson 5: How has the role of Warrington Wolves changed? <u>Key Learning</u> • When the club was founded, its main purpose was to provide recreation through rugby. • Today, Warrington Wolves supports the wider community as well as playing professional rugby. • The Warrington Wolves Foundation was established in 2005 to work with schools, charities and community groups. • It supports health, wellbeing and participation through sport. • The club now includes women's rugby, wheelchair rugby league, Physical Disability Rugby League and walking rugby. • These changes show how the club has adapted to meet the needs of a modern community.
• Use a range of historical sources (photographs, badges, newspapers, programmes and records) to find out about the past. • Understand historical significance by explaining why Warrington Wolves is an important part of Warrington's history and identity.	continuity change legacy community	Lesson 6: How has the history of Warrington Wolves reflected the changing history of Warrington? <u>Key Learning</u> • Warrington Wolves began as a church team providing recreation for local people. • The club developed alongside Warrington's industrial growth and became linked with the town's wire-making heritage. • Rugby League changed as society changed, becoming more professional and attracting wider audiences. • The club has changed its name, appearance and role over time but continued to bring people together and represent the town.