

Year B History

| Topic | Context and chronology | Social History | Role of individuals/ historical perspective/ empathy | Cause and consequence | Power and rule |
|--|---|---|---|--|---|
| AUTUMN Mary Anning | Identify when Mary Anning lived in the context of the timeline and the present. 1799-1847 | Which other people were important in Mary's life and why? Understanding what life was like at the time Mary was alive. | Why do we STILL remember the life of a young girl who was born over 200 years ago? What did Mary do in her life that was so special? | How and why should we remember Mary Anning today? | What sort of person was Mary that helped her to success in man's world? |
| Enquiry Skills | How do we know about Mary's actions which happened so long ago? | | | | |
| Books | Stone Girl Bone Girl: The Story of Mary Anning by Laurence Anholt The Fossil Girl by Catherine Brighton | | | | |
| SPRING The Great Fire of London | Place the Great Fire of London on the timeline and understand it's position in relation to other events/periods in history | Why did the Great Fire burn down so many buildings? Could more have been done to stop the Fire? Children learn about fire-fighting methods of the time. How did people manage to live through the Great Fire? | Could more have been done to stop the Fire? Children learn about significant individuals' roles during the fire: King Charles II Samuel Pepys Thomas Bludworth, the Mayor The ordinary people The Duke of York | How shall we rebuild London? The difference before and after the fire and relating that to modern day London. | Charles II, The Merry Monarch, (born 1630, died 1685, London) The years of his reign are known in English history as the Restoration period. Place King Charles on the timeline in relation to other monarchs. |
| Enquiry Skills | How can we work out why the Great Fire started? What actually happened during the Great Fire and how can we know for sure 350 years later? | | | | |
| SUMMER Local Study - Our School | When was there a school in the village? | Changes to the school over the years | Selected periods of time - what was the school like? | Did national or world events affect school life? How? | Link the selected periods to rulers |

Year B History

| Topic | Context and chronology | Social History | Role of individuals/ historical perspective/ empathy | Cause and consequence | Power and rule |
|---|--|--|--|--|--|
| AUTUMN The Vikings | Know where the Vikings came from and why they attacked | Why have the Vikings gained such a bad reputation? | What image do we have of the vikings? | How have recent excavations changed our view of the Vikings? (Focus on Jorvik) What can we learn about Viking settlement from a study of place name endings? | How did the Vikings try to take over the country and how close did they get? |
| Enquiry Skills | Raiders or settlers: how should we remember the Vikings? Focus is on interpretations, both describing contrasting views and suggest reasons for the differences | | | | |
| SPRING Anglo Saxon Britain | Place the Anglo-Saxon and periods on the timeline. | What does the mystery of the empty grave tell us about Saxon Britain? Just how effective was Saxon justice? | Just how great was King Alfred, really? Learn about Alfred's achievements and why he came to be known as great. | Why did the Anglo-Saxons invade and how can we possibly know where they settled? Beginning to answer the overarching questions, "Why do we speak English today?" and "Why are there different countries in the islands of Britain and Ireland?" How did people's lives change when Christianity came to Britain? | How were the Saxons able to see off the Viking threat? |
| Enquiry Skills | So how dark were the dark Ages, really? | | | | |

| | | | | | |
|--|---|---|---|---|--|
| SUMMER Local Study - Our Church | Since when was there a church in the village? | Changes to the church over the years | Selected periods of time - what was the church like? | Did national or world events affect the church? How? | Link the selected periods to rulers |
|--|---|---|---|---|--|