Booker Avenue Junior School

History

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Substantive Content	**Islamic Civilisations (3)** Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek. Learning: astronomy, mathematics, mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in Europe knowledge that came in the Renaissance.	**Anglo-Saxon Britain** Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). Early monasteries in British Isles; Bede. Offa and Cynethryth of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo	**Vikings in Britain (1)** Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney, his victory over Guthrun, Guthrun's baptism and the Danelaw Scandinavian settlements in Britain. Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled and interacted with diverse cultures Aethelflaed as a child. Women in Wessex and Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.	**Norse culture** Including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)	**Vikings in Britain (2)** Changing Rulers, Changing Worlds Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & AngloSaxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (changing interpretations of the period). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)	**Local History Topic: Transatlantic Slave Trade** Defining what a slave is and how slavery has been used in different cultures throughout history, including the Atlantic slave trade. Triangular trade - how each point on the Atlantic slave trade route benefited from the trade in slaves. The Middle Passage and how slaves were treated on plantations. Different memoirs and interviews from freed slaves. What these sources tell us about the experiences of an enslaved person. Influential people and the different aspects of the slave trade which led to its abolishment in 1807. The life of Harriet Tubman, how she used the Underground Railroad to help free enslaved people to the free states in the US. Legacies that the slave trade left on different cities in Britain.
Historical Concept and disciplinary focus	Historical Concept: Causation Disciplinary focus: Why were there so many restless minds in Cordoba and in Baghdad?	Historical Concept: Evidence Disciplinary focus: How have historians learned about Anglo-Saxon Britain?	Historical Concept: Causation Disciplinary focus: Why did Vikings dominate large parts of Britain by 910?	Historical Concept: Similarity Disciplinary focus: How were the Norse connected with other lands and peoples?	Historical Concept: Change and Continuity Disciplinary focus: How did the Vikings shape Britain?	Historical Concept: Change and Continuity Disciplinary focus: How did the Vikings shape Britain?