History – Rolling Programme

2024/2025	Autumn	Spring	Summer
	Anglo- Saxons - Why did the Anglo-Saxons invade and what was their impact on Britain? • Where did the Anglo- Saxons come from and why did they invade? • Where did the Anglo- Saxons settle and how can we tell where Anglo-Saxon settlements are today? • What was an Anglo Settlement like and what was daily life like for the Anglo-Saxons? • How did Christianity come to Britain and how did it change people's lives? • Who was buried in the mystery grave at Sutton-Hoo? • How effective was the Anglo-Saxon justice system?	**Local study-**Why is our local area of Ironbridge a world heritage site? • What was the Industrial Revolution? • Why is the Ironbridge Gorge known as the birthplace of the Industrial Revolution? • Why is the Ironbridge so significant? • What other industries grew at Ironbridge during the nineteenth century and why? • How has Ironbridge gorge changed? • Why is our local area of Ironbridge a world heritage site?	**The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor-**Anglo- Saxons versus the Vikings. How well did they get on? • Why did the Vikings come to Britain and what impression did the Anglo- Saxons have of them? • Where did the Vikings settle and how did they gain control of this area? • Does Alfred deserve to be called the 'Great'? • Would you have preferred to live in Viking or Saxon societies? • How and when did England become a unified country under the rule of one king? • How did the Viking and Saxon era end?
	Substantive concepts	**Substantive concepts**	**Substantive concepts**
	invaders, settlers, farmers, settlement, Christianity, monastery, pagan, king, kingdom, change, primary evidence, artefacts, archaeology, justice, punishment.	Local area, industry Industrial Revolution, invention, transport, significance, change, continuity, primary evidence, secondary evidence.	raiders, invaders, settlers, monastery, Christianity, pagan, Viking , Anglo- Saxon, kingdom.
	Disciplinary knowledge	**Disciplinary knowledge**	**Disciplinary knowledge**
			Evidence- runes, Anglo-Saxon chronicle, archeological.

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	Non- European Society Why should we study the Maya? • Where and when did the Maya live and what was happening in Britain at the time? • What was Maya writing like? • How did the Maya tell the time? • What numbers did the Maya use in Maths? • Did the Maya play football like us? • How do we know about the Maya?	**Theme turning point in history** Why is the Sinking of the Titanic still remembered today? • What was the world like in 1912? • What was the timeline of events that led to the sinking of the Titanic? • What was it like to travel on the Titanic? • Who was travelling on the Titanic? • Who was to blame for the sinking of the Titanic? • Why is the sinking of the Titanic still remembered today? ,	**Theme in British History** How has the power of the English monarchy changed since 1066? • Who was William I and how did he control his subjects? • What was the Magna Carta and how did it control King John? • How did King Henry VIII become head of the church of England? • Why did King Charles I have his head chopped off? • How has the role of Queen changed from the past? • What is the role of our Monarchy today?
	Key concepts	Key concepts	Key concepts
	Civilisation Ancient civilisation	class, cause, consequence,	Monarchy, parliament,