



Cherry Tree Academy Medium Term History

Autumn 1		
How did the Saxons regain control of England?		
UKS2	Year 5	Year 6
	L1: Who won what in the struggle for Britain? L2: Who were the Anglo-Saxons? L3: Who were the Vikings? L4: What was great about King Alfred? L5: What did the struggle look like? L6: Why did the Normans invade?	L1: Who won what in the struggle for Britain? L2: Who were the Anglo-Saxons? L3: Who were the Vikings? L4: What was great about King Alfred? L5: What did the struggle look like? L6: Why did the Normans invade?
Key Concepts to assess	L1: Children know the Angles and Saxons continuously fought over land in England and it was divided into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). L2: Children know King Alfred the Great was a Saxon King of Wessex. He reigned from 871-899AD. He fought many battles against the Vikings defeating them in the Battle of Edington in 878AD. L3: Children know who the Vikings were and why they were significant L4: Children know Alfred the Great negotiated a peace treaty with the Vikings known as Danelaw which gave the Vikings control of much of the North and East of England. L5: Children know the points when Romans, Anglo-Saxons and Vikings came in the timeline of Britain L6: Children know the Normans invaded to claim the English throne and that this period ends with Edward the Confessor and his death in 1066.	L1: Children know the Angles and Saxons continuously fought over land in England and it was divided into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). This lasted for approximately four hundred years. L2: Children know King Alfred the Great was a Saxon King of Wessex. He reigned from 871-899AD. He fought many battles against the Vikings defeating them in the Battle of Edington in 878AD and the impact this had on the formation of the Kingdom L3: Children know who the Vikings were and the positive and negative impact they had L4: Children know Alfred the Great negotiated a peace treaty with the Vikings known as Danelaw which gave the Vikings control of much of the North and East of England and the reasons for this L5: Children know the points when Romans, Anglo-Saxons and Vikings came and the impact of the crossover L6: Children know that the Normans invaded to claim the English throne this period ends with Edward the Confessor and his death in 1066 linked to the battle of Hastings.
Vocabulary	tribe, raids, empire, settlement, conquest, migration, territory, reign, treaty, religious support.	tribe, raids, empire, settlement, conquest, migration, territory, reign, treaty, Kingdom, Hastings, conflict, crossover, formation, Normans, Military supremacy, Papal approval
Experiences	Merton Park	
SMSC	Anglo-Saxons and Vikings. Children explore Norse Gods. Moral – Morality of raiding and pillaging by the Vikings	
British Values	Individual liberty- is it right that one society can impose its beliefs on another?	
School Values	Resilient- how were the Angles resilient to invasion? Inclusive- did the invasion and formation of Danelaw create an inclusive society?	



Cherry Tree Academy Medium Term History

Spring 1		
Why should we study the Maya?		
UKS2	Year 5	Year 6
	L1: What is an ancient civilization? L2: Where and when did the Maya live? L3: How did the Mayans live? L4: Why was chocolate important to the Mayans? L5: What did we learn from the Maya? L6 How do we know about the Maya?	1. What is an ancient civilization? 2. Where and when did the Maya live? 3. How did the Mayans live? 4. Why was chocolate important to the Mayans? 5. What did we learn from the Maya? 6. How do we know about the Maya?
Key Concepts to assess	L1: Children know the Mayans were a civilisation who lived in an area known as Mesoamerican L2: Children know when, in history, the Mayans existed L3: Children know Mayan society was organised into city states L4: Children know each state used trade as power and this often-caused war to gain power L5: Children know the Mayans developed writing in the form of hieroglyphics and achievements in mathematics, astronomy, and architecture L6: Children know there are many theories that explain the decline the Mayan civilisation	L1: Children know the Mayans were a civilisation who lived in an area known as Mesoamerican and where this fits in within the timeline of periods studied. L2: Children know when, in history, the Mayans existed and can contrast this with other areas of history studied. L3: Children know Mayan society was organised into city states and can name these states L4: Children know what each state traded and why this often-caused war to gain power. L5: Children know the Mayans developed writing in the form of hieroglyphics and achievements in mathematics, astronomy, and architecture and how this has influenced societies that followed them L6: Children know there are many theories that explain the decline the Mayan civilisation and can evaluate the reliability of these based on their source.
Vocabulary	civilisation, city state, archaeology, astronomy, ancient, social class, Meso-America, power, agriculture, engineering, sacrifice	civilisation, city state, archaeology, astronomy, ancient, social class, Meso-America, power, agriculture, engineering, sacrifice Coba Uxmal Mayan Tulum Palenque Kabbah, Territory, vegetation
Experiences	Mayan Workshop, Cadbury World trip	
SMSC	Moral – Children discuss human sacrifices in the Mayan civilisation	
British Values	Democracy – The Mayans civilization was organized into city states with a ruler and asocial class.	
School Values	Inclusive- Was the Mayan civilisation an inclusive one? Considerate- did the Mayans consider the needs and feelings of all their population?	



Summer 1		
How have sweets evolved from Pontefract?		
UKS2	Year 5	Year 6
	L1: Which factories made sweets in Pontefract? L2: Where did different companies set up their businesses? L3: Who was important to the development of sweets in Pontefract? L4: Why was Pontefract a main location for liquorice? L5: How did the use of liquorice change over time? L6: How did the production of Pontefract Cakes change over time?	L1: Which factories made sweets in Pontefract? L2: Where did different companies set up their businesses? L3: Who was important to the development of sweets in Pontefract? L4: Why was Pontefract a main location for liquorice? L5: How did the use of liquorice change over time? L6: How did the production of Pontefract Cakes change over time?
Key Concepts to assess	L1: Children know what sweets evolved from Pontefract L2: Children know how the development of sweets in Pontefract shaped the trade within the area L3: Children know key people who contributed to the development of sweets over time in Pontefract. L4: Children know that Pontefract was once a main location for the production of liquorice in England. L5: Children know that over time the use of liquorice changed from a purely medicinal ingredient to that of a flavour in sweets for mass production L6: Children know the production of Pontefract Cakes changed over time	L1: Children know what sweets evolved from Pontefract and how this was made possible from the importation of goods from round the world. L2: Children know how the development of sweets in Pontefract shaped the trade within the area as well as the growth of the town. L3: Children know key people who contributed to the development of sweets over time in Pontefract and how they were thought of both at the time and now. L4: Children know that Pontefract was once a main location for the production of liquorice in England and where this came from. L5: Children know that over time the use of liquorice changed from a purely medicinal ingredient to that of a flavour in sweets for mass production and why this happened. L6: Children know the production of Pontefract Cakes changed over time and the reasons for this.
Vocabulary	civilisation, city state, archaeology, astronomy, ancient, social class, Meso-America, power, agriculture, engineering	civilisation, city state, archaeology, astronomy, ancient, social class, Meso-America, power, agriculture, engineering, trade, importation, George Dunhill, Adaptation, sugar trade.
Experiences	Haribo/Farmer Copley's/ Wakefield Museum workshop- Sweets	
SMSC	Cultural – explore the impact having a large employer has on the development of a community- compare and contrast Haribo with Cadburys and Bourneville village.	
British Values	Individual liberty- discussion around how the slave trade linked to trade of goods impacted on those involved.	
School Values	Healthy- understand that sweets are a treat but need to be eaten in moderation.	