



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- History

Traders and Raiders

Who were the Anglo Saxons and why did they come to Britain?

Has history been fair in its portrayal of the Vikings?



Global Enquirers

Aspect of Study

Chronology and change
Historical enquiry

Transferable Knowledge

Chronology, concept of invasion,

National Curriculum Overview of Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

During this area of study students should be taught to:

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study



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Substantive Knowledge (subject-specific)

Why the Anglo-Saxons invaded Britain.

What daily life was like for the Anglo-Saxons.

Key dates and events during the Anglo-Saxon and Viking periods.

Who Alfred the Great was and what his achievements were.

Who the Vikings were and why they invaded.

Viking invasion of Lindisfarne.

What daily life was like for the Vikings.

Deeper Knowledge

Chronology

That cause and effect shapes history.

How to use historical sources to find out information

Show an understanding of the conflicting portrayals of the Vikings

Compare daily life with other time periods studied, including previous year groups.

Real World Links:

Local history - Lindisfarne



Communication – understand and respect that people have different views.
Team-working – respect and listen to others, use the strength and skills of others.
Opportunities to apply Skills for Life during enquiry learning lessons.

Influential Figures

King Alfred the Great
King Edward

OPAL links

Curriculum Coverage

(Previous, expected and what follows on)

| Prior National Curriculum Coverage | National Curriculum Coverage | Subsequent National Curriculum Coverage |
|---|--|---|
| <ul style="list-style-type: none"> ● Year 3 Autumn Term - changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain - Boudicca, What the Romans brought to Britain | <ul style="list-style-type: none"> ● Year 4 Autumn Term - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i>the impact of the reign of Alfred the Great, struggle for power, the portrayal of the Vikings through historical sources, daily life.</i>) | <ul style="list-style-type: none"> ● Year 5 Autumn Term - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>how and way crime and punishment has changed over time including the treatment of people of different genders and social classes, the success of the British Empire and the Industrial Revolution and how this impacted on population and a rise in crime levels.</i>) |

Language Plan

| Key vocabulary | Concepts | Speaking and Listening |
|---|-------------------------------------|--|
| chronology AD/BC invader settler invasion settlement anglo-Saxon viking invade kingdoms defend army monastery monks trade raid longhouses | invasion trade defend raid | <p style="color: red; text-align: center;">ORACY FRAMEWORK STRANDS</p> |

Sequence of Teaching and Learning

Baseline spider diagram to be completed before the start of unit to inform planning.

LAUNCH – ENGAGE –Marine Engineering Activity. Pupils given paper, glue, sellotape and have to build a boat to carry a marble. Pupils test it in a tray of water..

Boxes of Delight (Anglo-Saxon and Viking artefacts from the Discovery Museum). Discussion about what they are, who may of used them, why, do we have anything similar today?

- **Chronology** – at the start of the topic, display a timeline with dates on that pupils have learnt about in previous year groups. Add the Anglo-Saxon invasion to this timeline and continue to refer to it throughout the unit of work, adding further relevant dates.

1

LO: To further develop an understanding of historical vocabulary.

Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit.

*Chronology
AD/BC
Invader
Settler
Invasion
Settlement
Fort
Continent*

2

L.O. To order time periods chronologically on a timeline.

Recap on the time periods, key events from Year 3 and place them on the timeline. Also include any key influential figures that have been studied. (Prehistoric- Stone Age, Bronze Age, Iron Age, first Roman Invasion, Boudicca's Rebellion).
Introduce where the Anglo-Saxons fit in this time frame with emphasis on how long after the Romans this was as opposed to it being just the next day.
Complete a timeline with pictures and key dates.

Sequence of Teaching and Learning

| | | |
|------------------------------|--|---|
| <p>3 4</p> | <p>LO: To identify why the Anglo-Saxons invaded Britain.</p> | <p>Use simple and a range of sources to identify the 4 main reasons why the Anglo-Saxons came to Britain. (Better land as theirs flooded, overcrowding, invited, to fight). Pupils also discuss the impact this had on Britain and whether it was good or bad.</p> <p>A- Use a simple source to identify why they invaded Britain and what they wanted. B- Use a range of sources to identify why they invaded Britain and what they wanted. C- Give an opinion on the impact the invasion had on Britain.</p> |
| <p>5 6</p> | <p>LO: To explain what daily life was like for the Anglo-Saxons.</p> | <p>Use a range of historical sources and Anglo-Saxon artefacts from the Discovery Museum to research every-day life. Videos and pictures of reconstruction site should also be used. Areas to research should include; homes and what a typical Anglo-Saxon settlement should look like, clothing, education, jobs, clothing, food/diet. Pupils compare Anglo-Saxon life to our lives today and discuss the similarities and differences. Pupils use this discussion to begin to think about whether Anglo-Saxons had an easy or difficult life.</p> <p>A- Use a range of sources to find out about Anglo-Saxon life. B- Compare Anglo-Saxon life to life today. C- Justify an opinion on whether the Anglo-Saxons had an easy or difficult life.</p> |

Sequence of Teaching and Learning

| | | |
|-----------------|--|---|
| 7 8 | LO: To explain who Alfred the Great was. | <p>Use a range of historical resource materials to find out about Arthus. Discuss whether they think he really existed and compare his role to monarchs today. Discuss how this role of the monarch has perhaps changed to their role today and public opinion of them.</p> <p>A- Use sources of information to find out about Alfred the Great and explain why he was one of the greatest Kings.</p> <p>B- Give an opinion on whether he deserved the title of 'the Great'.</p> <p>C- Explain how the role of the monarch has changed in comparison to today. Explain how and public perception/opinion of the monarch has also changed.</p> |
| 9 10 | EQ: Has history been fair in its portrayal of the Vikings? | <p>Use a range of primary and secondary sources to find out about the Viking invasion of Britain, looking at one of invasion in particular (Lindisfarne). This should include quotes, photographs, artists representations.</p> <p>Discuss what primary and secondary sources are and discuss their reliability and the perspective they were written from.</p> <p>Use pictures to infer where Lindisfarne is and what it is, starting with the bigger picture of the UK, then North East, Northumberland, Priory.</p> <p>Spend time discussing why they invaded Lindisfarne in relation to where it is placed on the coast and lack of defense of the Monks.</p> <p>A- Explain some reasons why the Vikings invaded (treasure, land, trade)</p> <p>B- Explain whether they were traders or raiders.</p> <p>C- Consider whether history has been fair to the Vikings.</p> |

Sequence of Teaching and Learning

11

LO: To explain what daily life was like for the Anglo-Saxons.

Use a range of historical sources and Viking artefacts from the Discovery Museum to research every-day life. Videos and pictures of reconstruction site should also be used. Areas to research should include; homes and what a typical Viking settlement should look like, clothing, education, jobs, clothing, food/diet. Pupils compare Viking life to our lives today and discuss the similarities and differences. Pupils use this discussion to begin to think about whether Viking had an easy or difficult life.

A- Recall key facts about the Vikings.

B- Explain what daily life was like for the Vikings.

C- Compare Viking to other time periods and consider why life was different (build on previous learning even year 3 Celts/Romans)