



Year 5

Anglo Saxons, Scots and Vikings



History Unit Overview



National Curriculum History Objectives

- Ask historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- Learn about an aspect of local history
- Learn about the Britain's settlement by Anglo-Saxons and Scots
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



In History we will be learning about:

- What the reasons were for the Anglo Saxons and Scots coming to Britain and how this compares to Roman reasons for invasion.
- Where the tribes came from, where the Anglo Saxons and Scots settled and how we know this.
- About Anglo Saxon rule in Britain – the main kingdoms and where they were located, the Kings and beliefs
- The Vikings- who they were, why they invaded and how the Saxons were able to see off the threat
- About the achievements of King Alfred and his daughter Aethelflaed

Disciplinary Knowledge, Concepts and Skills



Chronology

- Accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;
- Use some key dates as important markers of events



Characteristic Features

- Understand that people in the past had a range of different ways of looking at their world and can explain ideas
- Make links between different features of a society to make sense of the world lived in by people in the past
- Explain beliefs and attitudes in terms of why people might have had those ideas



Similarity and Differences

- Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies



Historical Interpretation

- Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.
- Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events. e.g. why Aethelflaed's achievements were largely forgotten in comparison to Alfred.



Change and Continuity



- Identify changes based on similarity and difference e.g. between Roman and Saxon homes/lifestyles
- See that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled
- Grasp that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings
- Understand some changes are much more significant than









Cause and Consequence

- Start to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe; e.g. the factors influencing the migration and settlement of the Anglo Saxons
- Explain an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently; e.g. the growth of

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| others | Christianity during Anglo Saxon times <ul style="list-style-type: none"> • See causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. the Fall of the Roman Empire leading to the Anglo Saxons settling in the UK |
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|  <p style="text-align: center;">Historical Significance</p> <ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present |  <ul style="list-style-type: none"> • Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests. • Start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders |
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Historical Themes

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|  <p style="text-align: center;">People and Places</p> |  <p style="text-align: center;">Migration</p> |  <p style="text-align: center;">Power</p> |  <p style="text-align: center;">Trade</p> |  <p style="text-align: center;">Settlement</p> |  <p style="text-align: center;">Exploration and Discovery</p> |
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Geography Unit Overview



National Curriculum Geography Objectives

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK)
- Describe and understand key aspects of human geography including types of settlement and land use and economic activity including trade links. (HPG)
- Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)



In Geography we will be learning about:

- Where the Saxons and Vikings settled.
- Where the main Anglo Saxon Kingdoms developed and identify them on a map
- How place names give us clues as to who lived there.
- The countries that the Vikings invaded, raided and traded with and how to locate them on a map

Disciplinary Knowledge, Concepts and Skills



Locational Knowledge

- Locate the countries where the Vikings, Angles, Jutes and Saxons migrated from.
- Locate where the Saxons and Vikings settled in the UK
- Locate where the main Anglo Saxon Kingdoms developed and identify them on a map
- Locate the countries that the Vikings invaded, raided and traded with and how to locate them on a map



Place Knowledge

- Understand how place names give us clues as to who lived there



Physical and Human Geography

- Identify and understand push and pull factors influencing migration.
- Understand some of the human geographical changes as a result of migration/ invasion e.g. settlement, trade



Environmental Sustainability

- n/a



Field Work

- Analyse maps that help us understand the settlement of different groups in the UK – Vikings, Angles, Saxons, Danes, Vikings



Map Skills

- Use maps to identify and explain where the Saxons first settled and where they came from.
- Identify place names of Anglo Saxon and Viking origin.

Geography Skills:

Contextual World Knowledge

- Identify, name and locate counties and cities of the United Kingdom and geographical regions identifying the location of the Anglo Saxon kingdoms and the areas under Viking control.
- Locate the world's countries using maps

Understanding











- Describe and understand key aspects of human geography including types of settlement and land use and economic activity including trade links.
- Show some understanding of the links between places, people and environments e.g. why the Anglo Saxons settled in the areas that they did, the push and pull factors of immigration








Geographical Enquiry



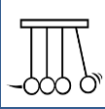









- Investigate geographical questions such as how to identify the origins of settlements, using a range of sources of information including a variety of maps, images and other sources.












Inspirational Geographers

Sequence of Learning

| | Focus Learning | Planned Experiences | Assessment | Key Vocabulary |
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| <p>Week 1</p>      | <p><u>History with application of Geographical knowledge and skills</u></p> <p><i>Why did the Anglo Saxons and Scots invade and how do we know where they settled?</i></p> <p>Identify push and pull factors that influenced Saxons and Scots coming to Britain (compare to Roman invasion).</p> <p><u>Map Skills:</u> Use maps to identify and explain where the Saxons first settled. Identify place names of Anglo Saxon and Viking origin.</p> | | <p>Why did the Anglo Saxons invade and where did they settle?</p> <p>How do we know where the Saxons first settled?</p> <p>How did the immediate location of places influence the name given to them by the Anglo Saxons and Vikings?</p> | <p><u>Tier 2:</u> tribe, settlers, invaders</p> <p><u>Tier 3:</u> Medieval, Dark Ages, , Angles, Saxons, Jutes</p> <p><u>Geography:</u></p> <p><u>Tier 2</u> Migration, trade, settle, settlement, invade, push and pull factors, origin</p> <p><u>Tier 3:</u> Linked to place names Ford, farmstead, wier, brook, village, meadow, clearing</p> |
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| <p>Planning Links</p> | <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/ https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history (includes map) https://files.schudio.com/ryeprimaryschool/files/Year3and4/T4week2/Anglo-Saxons, Picts and Scots.pdf</p> | | | |

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| <p>Week 2</p>        | <p>History <i>What was the impact of the Anglo Saxons settling in Britain and how do we know?</i></p> <p>The impact of the Anglo Saxons on Britain- the kingdoms</p> <p>The development of Christianity. How did people's lives change when Christianity came to Britain?</p> <p>Create a timeline with overview of Saxon Britain</p> <p>What evidence is there to show the impact of Anglo Saxon settlement in Britain</p> | <p>Educational Visit: Invaders and Settlers workshop – Museum of London</p> | <p>What were the main changes between 400AD and 066AD?</p> | <p>Tier 2: worshipped, kingdoms, unified</p> <p>Tier 3: Pagan, Christianity, monk</p> |
| <p>Planning Links</p> | <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/ http://teachinghistory100.org/browse/curriculum/4/</p> | | | |

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| <p>Week 3</p>        | <p>History <i>Who were the Vikings and why did they have such a bad reputation?</i></p> <p>Know where the Vikings came from and why they attacked.</p> <p>Locate the Vikings in time in relation to the Romans and Saxons</p> <p>Understand the Vikings were a real threat from the sea and understand how they gained their reputation.</p> <p>Understand different sources of evidence/ accounts of events from different perspectives.</p> <p>Distinguish between a Saxon and Viking account of the same event.</p> | | <p>Identify the differences in 2 accounts of the Vikings and give reasons as to why they differ.</p> | <p><u>Tier 2:</u> raid, trade, hoard, reputation</p> <p><u>Tier 3:</u> Viking</p> |
| <p>Planning Links</p> | <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/medium-term-planner-for-vikings/ https://www.jorvikvikingcentre.co.uk/</p> | | | |
| <p>Week 4</p>      | <p>History <i>How were the Saxons able to see off the Viking threat?</i></p> <p>Understand the change from four Anglo-Saxon kingdoms to just one - England.</p> <p>Recount key episodes in the struggle between the Anglo Saxons and the Vikings and identify at least one turning point in Saxon fortunes.</p> <p>Explain what is meant by the Danelaw.</p> | | <p>Create and annotate a living graph to show the turning points.</p> | <p><u>Tier 2:</u> ruler, battle, founded, defeat, capture, kingdom</p> <p><u>Tier 3:</u> Saxon, Danelaw</p> |

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| Planning Links | https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/ | | | |
| Week 5         | <p>History <i>Raiders or settlers how should we remember the Vikings?</i></p> <p>Realise that people differ in their view of the Vikings not just at the time (refer back to lesson 3) but in later times.</p> <p>Show that they are aware of both arguments and see that raiders describe an early part of their contact with Britain, whereas traders the later. Select appropriate evidence to support judgement.</p> | <p>Educational <u>Visit:</u> Meet the Vikings : Raiders, Invaders, Traders – National Maritime Museum</p> | <p>Provide two contrasting arguments for the position of Vikings as Raiders and as settlers.</p> | <p><u>Tier 2:</u> invaders, argument, evidence</p> <p><u>Tier 3:</u> Raiders, traders, settlers</p> |
| Planning Links | https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/medium-term-planner-for-vikings/ https://www.jorvikvikingcentre.co.uk/ http://teachinghistory100.org/browse/curriculum/5/ | | | |
| Week 6 | <p>History <i>Just how Great was Alfred really?</i></p> | <p><u>Global Citizenship/ P4C Link:</u> Why are women missing from</p> | <p>What were the main achievements of King Alfred and those of</p> | <p><u>Tier 2:</u> achievements, comparison</p> |



Find out about the achievements of King Alfred.

history books?

his daughter Aetheflaed.

Tier 3:
Merica



Compare the achievements of his daughter Aethelflaed and discuss why she is relatively unknown.



Planning Links

- <https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/>
- <https://classroom.thenational.academy/units/why-has-alfred-been-called-alfred-the-great-479b>
- <https://www.youtube.com/watch?v=O3lnfQDXhfU>
- <https://www.youtube.com/watch?v=1C95kW84csg>