

Key Enquiry Question: Why did Anglo-Saxons and Vikings settle in Britain?

National Curriculum Objectives which are covered in this unit:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods studied
- Identify connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Ask and answer questions about change, cause, similarity and difference and significance
- Construct informed responses to historical questions that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

**highlight objectives covered*

Lesson sequence - include the key concept, L.O. and brief description of lesson

Continuity and change in and between periods		Cause and consequence		Similarity/difference within a period /situation i.e diversity			Significance of events /people					
<p>Lesson 1 Significant events and people</p> <p>LO: Research the connection between Anglo-Saxons and Romans</p> <p>Chn to research the change over in time from Romans to Anglo-Saxons arriving.</p> <p>Why did the Romans leave? Who are the significant groups/tribes of people involved during this time period and how did they affect Britain.</p> <p>Chn to use reading retrieval skills to describe the key early events of the transition between the Roman and Anglo-Saxon period.</p> <p>How did Scots and Picts involved?</p>	<p>Lesson 2 Chronology</p> <p>LO: Develop a chronological timeline of the Anglo-Saxons period</p> <p>Recap Romans and why they left Britain in 410 CE.</p> <p>Introduce or investigate key vocabulary such as CE/BCE.</p> <p>Make individual timelines and a class timeline that can be updated as we learn more.</p> <p>Note the continuity and change between the time period before.</p>	<p>Lesson 3 Cause and consequence</p> <p>LO: Understand how the Anglo-Saxons changed Britain.</p> <p>Explain the reason for the arrivals of the Scots to Ireland and north Britain (Scotland)</p> <p>Map work – where they came from, where they travelled to. Investigate and produce maps of different kingdoms.</p> <p>Can children label their own maps of Great Britain showing the Anglo-Saxon kingdoms and add any other additional facts, such as Anglo-Saxon place names and the names of some kings?</p> <p>Note the contrasts and differences of borders between the kingdoms then and how the map looks now.</p>	<p>Lesson 4 Similarity and difference</p> <p>LO: Understand what life was like in Anglo Saxon Britain</p> <p>Research information about art during the Anglo Saxon period. What impact did it have on Britain?</p> <p>Focus on pottery, chn to identify the design and patterns used on the different items.</p> <p>Chn to create their own design to make their own Anglo Saxon pottery.</p>	<p>Lesson 5 Similarity and difference</p> <p>LO: Understand what life was like in Anglo Saxon Britain</p> <p>Research information about the settlements and farming about the Anglo-Saxons.</p> <p>Why did they settle near rivers? How would this have affected Anglo-Saxon lives, their typical day and jobs.</p>	<p>Lesson 6 Similarity and difference</p> <p>LO: Understand what life was like in Anglo Saxon Britain</p> <p>Describe what Anglo-Saxon life would have looked like?</p> <p>Research information about the Anglo-Saxon Gods and what they believed.</p> <p>How did the belief to Christianity develop.</p> <p>Chn to compare and contrast the paganism and Christianity. The compare, do the belief systems we have today in R.E</p>	<p>Lesson 7 Significant event/people</p> <p>LO: Find out about the life of Alfred the Great</p> <p>Read the King Alfred story and re-tell the key events. (Reading)</p> <p>Chn to understand who King Alfred was and why he was titled the great. How seating to understand both sides of the question.</p> <p>Chn to construct an informed response using the research they have found from different sources.</p>	<p>Lesson 8 Cause and consequence</p> <p>LO: Identify the Vikings impact on Britain</p> <p>Chn to learn about who the Vikings were and where they came from. Why they raided Britain?</p> <p>Chn to refer back to the time lines they made previously and find the key events/figures.</p> <p>Discuss the the struggle for the throne and battle of Hastings</p> <p>Chn to role play what it would have been like to be a king (Alfred and Athelstan) having to defend the land from the Vikings. How did their choices impact the country?</p>	<p>Lesson 9 Continuity and change between periods</p> <p>LO: Compare the Viking raids and invasions with the Anglo-Saxons</p> <p>Compare the viking raids to the anglo Saxons. Discuss how they struggled for control of Britain</p> <p>Chn to learn about Viking invasions, focusing on Danegald.</p> <p>Research what Danelaw is and how they found peace with Anglo-Saxons.</p>	<p>Lesson 10 Similarity and difference between periods</p> <p>LO: Explain what life in Britain during the Vikings</p> <p>Discuss what Viking life was like and looking at arefacts and pictures.</p> <p>Look at at different aspects of Viking life; good, clothes, homes, jobs from a range of sources</p> <p>Chn to identify key information from a range of sources in note form and then plan out their double page spread.</p> <p>Refer to the DT project of building a longhouse.</p>	<p>Lesson 11 Similarity and difference between periods</p> <p>LO: Explain what life in Britain during the Vikings</p> <p>Discuss what Viking life was like</p> <p>Research Viking law and justice and compare to modern day justice system.</p> <p>Chn to plan their double page spread and create an information text on Viking life based on thoughtful selection and organisation of relevant historical information.</p>	<p>Lesson 12 Significant events/people</p> <p>LO: Research the life of Edwards the Confessor</p> <p>To discuss the struggle for the throne and then research the life of Edward the confessor, his death and what happened after he died.</p> <p>Chn to devise historically valid questions to find out the information.</p>	<p>Lesson 13 Similarity and difference in time periods</p> <p>LO: Explain how the Vikings and Anglo-Saxons were different</p> <p>Debate the advantages and disadvantaged of Vikings and Anglo Saxon life</p>

Prior learning

List year groups and topics with connected learning

Year 4 – Ancient Greeks
Year 4- Romans in Britain

<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 6 – Victorian era</p>
<p><u>Key vocabulary to be explicitly taught</u></p>	<p>Migration, raid, Linidsfairne, Battle of Hastings, King Alfred the Gread, Edward the Confessor, Christianity, pagan, Hastings, Norman Conquest, longship, Danelaw</p> <p>Settlement</p> <p>Invasion</p> <p>Roman</p> <p>Angles</p> <p>Saxons</p> <p>Jutes</p> <p>Settelent</p> <p>Sutton Hoo</p> <p>Vikings</p>
<p><u>Cross-curricular links</u></p>	<p>English (Anglo-Saxon Boy)</p> <p>Maths – Chronology</p> <p>Science – artefacts</p> <p>Geography – mapping UK</p> <p>DT – artefacts</p> <p>Art – Illuminated letters and tapestries</p> <p>ICT</p> <p>Drama</p>
<p><u>Enrichment</u></p> <p><i>Give visit/vistor/first hand experience and focus</i></p>	<p>British Museum Visit (Room 41) – exploring Anglo-Saxons and Viking artefacts and completing a gallery activity</p>
<p><u>Useful websites/resources</u></p>	<p>https://www.bbc.co.uk/teach/school-radio/history-ks2-anglo-saxons-index/zhtdd6f</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm</p> <p>https://planbee.com/blogs/news/anglo-saxon-ks2-facts</p> <p>https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/</p>