

| | Term 1 | Term 2 | Term 3 |
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| Unit of work | Anglo-Saxons & Scots | Vikings and Anglo-Saxon Struggle | Crime and Punishment |
| Link to Programme of study | Britain's settlement by Anglo-Saxons and Scots. | The Viking colonisation of large parts of Europe (specifically Britain – AD 793 – AD 1066). | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Changes in social history |
| Composite knowledge | <p>Did Britain benefit from the settlement of the Anglo-Saxons and Scots more than the Romans?</p> <p>Where in the world were the Anglo-Saxons originally from?</p> <p>Why Anglo-Saxons invaded Britain?</p> <p>What were the dates and key events during this period in History?</p> <p>Substantive Concepts: Ruler (10) Empire (5) Invasion and Conquest (5) Achievements (14) Cultural change (13)</p> | <p>The Vikings were just the same as the Anglo-Saxons and just vicious raiders. Do you agree?</p> <p>Why were the raids on Lindisfarne and York considered significant events?</p> <p>What attributes made a good Viking?</p> <p>What were the dates and key events during this period in History?</p> <p>What were the similarities and differences between the Viking and Anglo Saxon leaders?</p> <p>What is considered to be the legacy of the Vikings?</p> <p>Substantive Concepts: Civilisation (8) Ruler (11) Empire (6) Invasion and Conquest (6) Achievements (15) Cultural change (14)</p> | <p>How has crime and punishment changed over the last 1000 years?</p> <p>The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods:</p> <p><u>The Roman Legacy</u> <u>Anglo-Saxon Laws and Justice</u> <u>The Torturing Tudors!</u> <u>The Highway Man: Hero or Villain?</u> - finding out about Dick Turpin through studying various historical sources from the 18th and 19th century.</p> <p><u>Victorian Prisons</u> <u>Through the Ages</u> Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.</p> <p>Substantive Concepts: Civilisation (9) Ruler (12) Empire (7) Invasion and Conquest (7) Achievements (16) Cultural change (15)</p> |
| Intentional knowledge they need to understand | <p>Understanding Chronology:</p> <p>Timeline – beginning with the Saxons from Northern Germany and the Jutes from Denmark; conquering Britain and the splitting into small</p> | <p>Understanding Chronology:</p> <p>Viking Timeline – AD 703 – AD 1066.</p> <p>Interpreting History through Sources/Artefacts:</p> <p>Visit: British Museum.</p> <p>Virtual visit because of present situation.</p> | <p>Understanding Chronology:</p> <p>Timeline-</p> <p>To place events on a timeline, noting connections with previous learning</p> |

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| (Component knowledge) | <p>kingdoms, the Christian conversion, the ruling of England until 1066 and the Battle of Hastings.</p> <p><u>Timeline:</u></p> <p>410: Roman army left Britain. Saxons and Jutes invaded Britain.</p> <p>601: King Ethelbert of Kent converted to Christianity.</p> <p>827: Egbert of Wessex conquered Mercia.</p> <p>878: Alfred the Great of Wessex fought back against the Vikings.</p> <p>927: Athelstan united the Kingdoms to create England.</p> <p>1066: Battle of Hastings.</p> <p>Similarity, difference and significance: Alfred the Great, Athelstan (first King of England), Edward the Confessor and his death in 1066.</p> <p>Interpreting History through Sources/Artefacts: Archaeological evidence. Anglo-Saxon clothes, homes and villages. Burial site in Sutton-Hoo in East Anglia. Gold, coins, jewellery, weapons.</p> <p>Cause and Consequence: Celtic tribes in conflict with the Northern tribes (Picts and the Scots). King Alfred the Great stopped the Vikings taking over England in the 9th century – Establishment of Christianity. Battle of Hastings.</p> <p>Continuity and Change: Roundhouses and forts (Hillforts) - place of shelter.</p> | <p>Similarity, difference and significance: King Harold Bluetooth (Viking) King Alfred the Great (Anglo Saxon).</p> <p>Cause and Consequence: Danegeld – Anglo Saxons held to ransom by the Danes (Vikings). Longboats – used to transport Vikings across the globe – specifically to raid and plunder. Viking raids on Britain – AD 793 – Raid on Lindisfarne. AD 866 – The capture of York. 10/11th centuries saw the Vikings and Anglo-Saxon armies fighting many significant battles for control of Britain. AD 886 – DaneLaw – Alfred agrees to a Treaty. AD 1066 Battle of Hastings</p> <p>Continuity and Change: Main settlement in York (Jorvik).</p> | <p>Interpreting History through Sources/Artefacts:</p> <p>Similarity Difference & significance:</p> <p>Continuity and Change: How has crime and punishment changed over the last 1000 years?</p> <p>Cause and Consequence:</p> |
| National Curriculum KS2 (skills) | <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Continue to develop a chronologically secure knowledge & understanding of British, local & world history ➤ Address and sometimes devise historically valid questions about change, cause, similarity & difference, and significance ➤ Develop the appropriate use of historical terms | | |

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| | <ul style="list-style-type: none"> ➤ Note connections, contrasts and trends over time ➤ Establish clear narratives within and across periods studied ➤ Construct informed responses by selecting and organising relevant historical information ➤ Understand how knowledge of the past is constructed from a range of sources ➤ Understand that different versions of the past may exist giving some reasons for this | | |
| vocabulary | Bretwalda, conquer stability, upheaval, thane, consequences, kingdoms, allegiance, Christianisation. | Conflict - Invade - Raid - Rule - Fierce - Dominate - Abroad - Occupy in history. | |
| Links to prior knowledge | To explore the place on a timeline in relation to other historical knowledge, for example: Roman settlement, collapse of the Roman Empire, invasion by Germanic tribes. | Place on timeline in relation to their previously learnt historical knowledge. Contact to other periods in history. | Place periods on a timeline |
| Key knowledge for assessment | <p>Who were the Anglo Saxons?</p> <p>Where were the Anglo-Saxons from?</p> <p>Why did the Anglo-Saxons come to England?</p> <p>What was life like in an Anglo Saxon village?</p> <p>How was Anglo Saxon Britain ruled?</p> | <p>What were the key dates and events during this period in history?</p> <p>What was a Viking leader like?</p> <p>What was an Anglo-Saxon leader like?</p> <p>What impact the Vikings have on Britain during this period in History?</p> <p>What was the overall impact (legacy) of the Viking invasion on Britain? Laws/Language/Place names – Rights and Legal System.</p> | <p>Timeline – to have a chronological awareness of crime and punishment</p> <p>Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times.</p> <p>Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources.</p> <p>Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period.</p> <p>Talk about and compare the punishments that were used during the Roman, AngloSaxon, Tudor and Victorian times and give some reasons for them.</p> <p>Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and</p> |

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| | | | <p>cry, treason, transportation and hard labour</p> <p>Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.</p> <p>Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day</p> |
| Cross-curricular links | Art- Designing broaches Fluency/Literacy- Beowulf | Art – designing shields. Literacy – Non- chronological reports/ Newspaper reports D & T – Viking boats ICT – Research Geography – Scandinavia and Britain (specific locations). | ICT – Research |
| Oracy & Outdoor Learning Links | Debate - Did Britain benefit from the settlement of the Anglo-Saxons and Scots more than the Romans? Fact file hunt Talking in trios/ group work collaboration Drama | Fact file hunt Oracy – Discuss: The Vikings were just the same as the Anglo-Saxons and just vicious raiders. Do you agree? Floating the boats from D&T | -Timeline (outdoor) Oracy – Discuss: How has crime and punishment changed over the last 1000 years? |