

	Term 1	Term 2	Term 3
Unit of work	Anglo-Saxons & Scots	Vikings and Anglo-Saxon Struggle	Ancient Islamic Civilization
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 non-European society that provides contrasts with British history
Composite knowledge	<p><b>Did Britain benefit from the settlement of the Anglo-Saxons and Scots more than the Romans?</b></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><b>Substantive Concepts:</b>                      Ruler (10) Empire (5) Invasion and Conquest (5)                      Achievements (14) Cultural change (13)</p>	<p><b>The Vikings were just the same as the Anglo-Saxons and just vicious raiders. Do you agree?</b></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><b>Substantive Concepts:</b>                      Civilisation (8) Ruler (11) Empire (6) Invasion and Conquest (6)                      Achievements (15) Cultural change (14)</p>	<p><b>What are the differences in way of life between citizens of Baghdad and Britain in 900CE?</b></p> <p>What is a civilisation?</p> <p>What aspects of a civilisation might you focus on?</p> <p>What did the Early Islamic Civilisation know about the world around them?</p> <p>Who were the citizens of Baghdad?</p> <p>What does Al-Mansur's city tell us about him as a ruler?</p> <p><b>Substantive Concepts:</b>                      Civilisation (9) Ruler (12) Empire (7)                      Invasion and Conquest (7)                      Achievements (16) Cultural change (15)</p>
Intentional knowledge they need to understand (Component knowledge)	<p><b>Understanding Chronology:</b></p> <p>Timeline – beginning with the Saxons from Northern Germany and the Jutes from Denmark; conquering Britain and the splitting into small kingdoms, the Christian conversion, the ruling of England until 1066 and the Battle of Hastings.</p> <p><b>Timeline:</b></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><b>Similarity, difference and significance:</b></p> <p>Alfred the Great, Athelstan (first King of England), Edward the Confessor and his death in 1066.</p> <p><b>Interpreting History through Sources/Artefacts:</b></p>	<p><b>Understanding Chronology:</b></p> <p>Viking Timeline – AD 703 – AD 1066.</p> <p><b>Interpreting History through Sources/Artefacts:</b></p> <p>Visit: British Museum.</p> <p>Virtual visit because of present situation.</p> <p><b>Similarity, difference and significance:</b></p> <p>King Harold Bluetooth (Viking)</p> <p>King Alfred the Great (Anglo Saxon).</p> <p><b>Cause and Consequence:</b></p> <p><b>Danegeld – Anglo Saxons held to ransom by the Danes (Vikings).</b></p> <p>Longboats – used to transport Vikings across the globe – specifically to raid and plunder.</p> <p>Viking raids on Britain –</p> <p>AD 793 – Raid on Lindisfarne.</p> <p>AD 866 – The capture of York.</p> <p>10/11<sup>th</sup> centuries saw the Vikings and Anglo-Saxon armies fighting many significant battles for control of Britain.</p> <p>AD 886 – DaneLaw – Alfred agrees to a Treaty.</p> <p>AD 1066 Battle of Hastings</p>	<p><b>Understanding Chronology:</b></p> <p>Timeline- 600AD – 1253AD</p> <p>To place historical periods on a timeline, noting connections with other historical periods studied.</p> <p><b>Interpreting History through Sources/Artefacts:</b></p> <p>Explore Al Mansur city</p> <p>Explore a range of sources of historical evidence relating to the fall of Baghdad.</p> <p><b>Similarity Difference &amp; significance:</b></p> <p>Daily life in Baghdad and Anglo-Saxon England as well as examining and evaluating historical sources.</p> <p>How did Baghdad compare to Anglo Saxon England in 1000 AD?</p> <p><b>Continuity and Change:</b></p> <p>What are the differences in way of life between citizens of Baghdad and London c. AD 900?</p>

	<p>Archaeological evidence. Anglo-Saxon clothes, homes and villages. Burial site in Sutton-Hoo in East Anglia. Gold, coins, jewellery, weapons.</p> <p><b>Cause and Consequence:</b> Celtic tribes in conflict with the Northern tribes (Picts and the Scots). King Alfred the Great stopped the Vikings taking over England in the 9<sup>th</sup> century – Establishment of Christianity. Battle of Hastings.</p> <p><b>Continuity and Change:</b> Roundhouses and forts (Hillforts) - place of shelter.</p>	<p><b>Continuity and Change:</b> Main settlement in York (Jorvik).</p>	<p>To make notes about Anglo-Saxon/Viking life and compare with what we have learned about life in Baghdad c.900 CE.</p>
<p>National Curriculum KS2 (skills)</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ Continue to develop a chronologically secure knowledge &amp; understanding of British, local &amp; world history</li> <li>➤ Address and sometimes devise historically valid questions about change, cause, similarity &amp; difference, and significance</li> <li>➤ Develop the appropriate use of historical terms</li> <li>➤ Note connections, contrasts and trends over time</li> <li>➤ Establish clear narratives within and across periods studied</li> <li>➤ Construct informed responses by selecting and organising relevant historical information</li> <li>➤ Understand how knowledge of the past is constructed from a range of sources</li> <li>➤ Understand that different versions of the past may exist giving some reasons for this</li> </ul>		
<p>vocabulary</p>	<p>Bretwalda, conquer stability, upheaval, thane, consequences, kingdoms, allegiance, Christianisation.</p>	<p>Conflict - Invade - Raid - Rule - Fierce - Dominate - Abroad - Occupy in history.</p>	<p>Civilisation – caliph – wisdom – mosque – prophet</p>
<p>Links to prior knowledge</p>	<p>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.</p>	<p>Place on time line in relation to their previously learnt historical knowledge. Contact to other periods in history.</p>	<p>To explore the ancient civilisation in Egypt and identify key dates on a timeline. To understand how Stone Age and Iron Age contribute to our civilisation today.</p>
<p>Key knowledge for assessment</p>	<p>Who were the Anglo Saxons? Where were the Anglo-Saxons from? Why did the Anglo-Saxons come to England? What was life like in an Anglo Saxon village? How was Anglo Saxon Britain ruled?</p>	<p>What were the key dates and events during this period in history? What was a Viking leader like? What was an Anglo-Saxon leader like? What impact the Vikings have on Britain during this period in History? What was the overall impact (legacy) of the Viking invasion on Britain? Laws/Language/Place names – Rights and Legal System.</p>	<ul style="list-style-type: none"> <li>• Timeline – to have a chronological awareness of this period in history (where on the timeline).</li> <li>• Making comparison- How did Baghdad compare to Anglo-Saxon England in 900 AD.</li> </ul> <p>What is a civilisation? What aspects of a civilisation might you focus on? What did the Early Islamic Civilisation know about the world around them? Who were the citizens of Baghdad?</p>

			What does Al-Mansur's city tell us about him as a ruler?
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).	
Oracy & Outdoor Learning Links	Debate?	Floating the boats from D&T	-Timeline (outdoor)