

History Curriculum – Summer 2023

The numbering of the week Indicate the week in the term that the learning is taking place.

Year 1 and 2 - Transport

National Curriculum	HPS Knowledge Curriculum	End of Unit Outcome – 1. Who has had the most impact on travel across the globe?	Timeline - add to each week								
<p>Pupils should be taught:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Chronology Prior knowledge –</p> <ul style="list-style-type: none"> Talk about and sequence past events using the language of yesterday, earlier from memory or with photographic support. Describe a sequence of events, real or fictional, using words such as first, next, after that, finally <p>Learning (year 1)</p> <ul style="list-style-type: none"> Know that a story read to them may have happened a long time ago and retell it in order (Then, Now, a long time ago, week, day, month, year, in the past, the olden days) <p>(year 2)</p> <ul style="list-style-type: none"> Understand that events beyond living memory happened before anyone alive now was born Sequence a set of events or objects in chronological order and explain the reasons for the order the chosen Know how to create a simple timeline with events spaced along the whole length. (new, past, present, timeline, future, today, tomorrow, century, period, ancient) <p>Significance Prior knowledge –</p> <ul style="list-style-type: none"> Know about and discuss special past events in their own life and in the lives of family members <p>Learning (year 2)</p> <ul style="list-style-type: none"> Know one or more reasons why an event happened in the past <p>Evidence Prior knowledge -</p> <ul style="list-style-type: none"> Know that information can be retrieved from books and computers Look closely at similarities, differences <p>Learning (year 1)</p> <ul style="list-style-type: none"> Begin to use a range of sources to identify some details and answer simple questions Uses historical vocabulary to describe the main features of an artefact. <p>(year 2)</p> <ul style="list-style-type: none"> Know where to find artefacts, pictures, stories, online sources and databases so they can find out about the past Know how to find answers to questions about objects by looking in information books. Know how to reference clues in evidence to draw simple conclusions about their own lives and others around them <p>Cause and Consequence Prior knowledge -</p> <ul style="list-style-type: none"> Know how to reflect on their actions to be able to explain why they took the action they did when discussing ‘myself’ <p>Learning (year 1)</p> <ul style="list-style-type: none"> Know how the creation of the railway impacted on the lives of everyday people <p>(year 2)</p>	<p>Week 1, 2</p>	<p>Feed forward</p>								
		<p>Learning Previous learning People beyond living memory</p>	<p>Vocab Transport Pollution, poisonous, environment</p>	<p>Resources https://www.bbc.co.uk/teach/class-clips-video/history-ks1-changes-within-living-memory-transport/zs6d239 intro timeline within living emory</p>							
		<p>Learning – What is transport?</p> <ul style="list-style-type: none"> Know that the word transport refers to any vehicle that you can travel in or carry goods in. Know and identify the following forms of transport <table border="1" data-bbox="1086 569 1650 684"> <tr> <td>Land Transport</td> <td>Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor.</td> </tr> <tr> <td>Water Transport</td> <td>Boat, ship, canoe, raft, submarine, hovercraft</td> </tr> <tr> <td>Air Transport</td> <td>Jumbo Jet, helicopter, hang glider, hot air balloon.</td> </tr> </table> <p>Learning – Impact of Transport</p> <ul style="list-style-type: none"> Know that improved transportation has improved people’s lives in many ways including - ability to move away from home, ability to go on holidays, ability to find out more about the world. Know that some modern methods of transportation have increased pollution including cars and planes. Know that pollution is when poisonous or dirty substances damage the land, air or water. Know that people are working to find transportation that does not damage the environment. 				Land Transport	Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor.	Water Transport	Boat, ship, canoe, raft, submarine, hovercraft	Air Transport	Jumbo Jet, helicopter, hang glider, hot air balloon.
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<p>Week 3, 4</p>	<p>Feed forward</p>										
<p>Learning Previous learning Christopher Columbus travelled by sea.</p>	<p>Vocab Recap previous vocab Carts, fixed wheel, tame, chariot, paved Free flight, Paris, silk, Montgolfier</p>	<p>Resources Timeline https://www.theatlantic.com/video/index/397865/animated-history-transportation/ https://www.nationalballoonmuseum.com/about/history-of-ballooning/ Up to 2min 24 sec https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-history-geography-travel-transport-fantastic-flying-machines/z7p8wnb</p>									
<p>Learning – Transport BC</p> <ul style="list-style-type: none"> Know that transport has changed over time. Know that around 3500 BC fixed wheels on carts were first used. Know that river boats were also being used in 3500 BC Know that horses were tamed and used for transport by 3100 BC Know that the first chariots were built in 200 BC Know that by 312 BC, the first paved roads were built by the Romans <p>Learning – Hot Air Balloon</p> <ul style="list-style-type: none"> Know the hot air balloon was invented in 1783 Know this was first free flight carrying a human Know the flight occurred in Paris, France Know the balloon was made of paper and silk made by the Montgolfier brothers 											
<p>Week 5,6</p>	<p>Feed forward</p>										
<p>Learning Previous learning BC transport, Hot air Balloon</p>	<p>Vocab Recap previous vocab Wales, steam, locomotive, engines, the rocket</p>	<p>Resources https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-history-geography-travel-transport-tremendous-trains/zcq3g7h https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/wright-brothers/</p>									

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	<ul style="list-style-type: none"> Know how changes in travel have allowed us to travel the world. Predict future travel methods. 	<p>Learning – Steam Locomotive</p> <ul style="list-style-type: none"> Know the first working train was used in Wales Know the first passenger steam locomotive was made over a short distance in 1825 Know that George Stephenson built many steam engines Know his son Robert built the famous steam engine called ‘The Rocket’ <p>Learning – Planes</p> <ul style="list-style-type: none"> Know the Wright brothers first name Wilbur and Orville Know the Wright Brothers experimented for many years with gliders and other vehicles before their first powered flight. Know the Wright brothers invented and built the world’s first-ever successful heavier-than-air aeroplane. Know on December 17th, 1903 they made the first controlled, powered and sustained human flight. Know they designed the aircraft in Dayton, Ohio, and their first test flight was in Kitty Hawk, North Carolina. (find on a map) Know in May 1910, both Wright Brothers fly together, the first and only time the brothers fly together in an aircraft. <p>Week 7,8</p> <table border="1" data-bbox="1080 516 2169 730"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td> <p><u>Previous Learning</u></p> <p>Steam locomotive, Planes</p> </td> <td> <p>Recap previous vocab</p> <p>Atlantic Ocean, Pacific Ocean, solo, ticker tape</p> </td> <td> <p>Wright brothers and Amelia Earhart from 2.24</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-history-geography-travel-transport-fantastic-flying-machines/z7p8wnb</p> <p>https://www.youtube.com/watch?v=FW7EXQUjKeE</p> </td> </tr> </tbody> </table>	Learning	Vocab	Resources	<p><u>Previous Learning</u></p> <p>Steam locomotive, Planes</p>	<p>Recap previous vocab</p> <p>Atlantic Ocean, Pacific Ocean, solo, ticker tape</p>	<p>Wright brothers and Amelia Earhart from 2.24</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-history-geography-travel-transport-fantastic-flying-machines/z7p8wnb</p> <p>https://www.youtube.com/watch?v=FW7EXQUjKeE</p>	<p>Feed forward</p>
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		<p>Learning - Reaching Land</p> <ul style="list-style-type: none"> Know Amelia Earhart (1897-1937) Know that Amelia Earhart is famous for her flying adventures. Know that she was the first woman to fly solo across the Atlantic Ocean in 1932. Know that this flight took 14 hours and 56 minutes. To fly across the Atlantic today takes about 8 hours. Know that solo means ‘doing something on your own’. Know that the Atlantic Ocean is the body of water between the United Kingdom where we live and the United States of America. Know Amelia was celebrated with a ticker tape parade (this is an event where large amounts of shredded paper are thrown from nearby buildings) Know these are thrown in honour of someone who has achieved something special. Know after flying across the Atlantic, Amelia decided to fly solo across the Pacific Ocean in 1935. Know that the Pacific Ocean is the largest ocean on earth and is between the United States of America and Asia and Australia. 							

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Year 3 and 4 - Anglo Saxons and Vikings

National Curriculum	HPS Knowledge Curriculum	End of Unit Outcome 1. What were the achievements of the Anglo-Saxons and Vikings and whether they had national and international impacts.															
<p>Pupils should be taught:</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Non - Statutory</u> <i>This could include:</i></p> <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <p>Pupils should continue to develop a chronologically secure knowledge and understanding 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.</p>	<p><u>Chronology</u> Prior knowledge –</p> <ul style="list-style-type: none"> Know that events and artefacts beyond living memory can be sequenced according to the order in which they happened or were used Understand that events beyond living memory happened before anyone alive now was born <p>Learning (year 3)</p> <ul style="list-style-type: none"> Know how to use a timeline for the period studied so that they can order events and understand cause and effect Know how to sequence events in a simple narrative, <p>(year 4)</p> <ul style="list-style-type: none"> Know that events can be ordered using a timeline that is proportioned according to the date in which these occurred. Know how to demarcate a timeline that has equidistant spaces representing regular datelines. Sequence events according to the order in which they happened on a timeline Talk about chronology explaining what went before and what went after. <p><u>Significance</u> Prior knowledge –</p> <ul style="list-style-type: none"> Know one or more reasons why an event happened in the past <p>Learning (year 3)</p> <ul style="list-style-type: none"> Know how society and community formed and the evidence used to prove their significance. <p>(year 4)</p> <ul style="list-style-type: none"> Know how the Anglo-Saxons impacted the change of direction of religion from Paganism back to Christianity. <p><u>Evidence</u> Prior knowledge -</p> <ul style="list-style-type: none"> Know where to find artefacts, pictures, stories, online sources and databases so they can find out about the past Know how to find answers to questions about objects by looking in information books. <p>Learning (year 3)</p> <ul style="list-style-type: none"> Know how to make simple deductions from evidence: Know how to combine information from more than one secondary source e.g. books and internet, compared with video, oral evidence. <p>(year 4)</p> <ul style="list-style-type: none"> Know how to compare information to see if other sources agree, rather than taking everything on face value. <p><u>Cause and Consequence</u> Prior knowledge -</p> <ul style="list-style-type: none"> Know where to find artefacts, pictures, stories, online sources and databases so they can find out about the past Know how to find answers to questions about objects by looking in information books. <p>Learning (year 4)</p> <ul style="list-style-type: none"> Know the key elements that made the Roman Empire so powerful and made the Celts to be servants and slaves Know that Christian traditions art, music and architecture are still part of Modern day life. 	<p>Week 1, 2</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td>Previous learning</td> <td>Dark ages, Scots, Ireland, Picts, Saxons</td> <td></td> </tr> <tr> <td>Ordering events on a timeline</td> <td>Kingdoms, Angle Land, Northumbria, Mercia, Wessex, Kent and East Anglia</td> <td></td> </tr> </tbody> </table>	Learning	Vocab	Resources	Previous learning	Dark ages, Scots, Ireland, Picts, Saxons		Ordering events on a timeline	Kingdoms, Angle Land, Northumbria, Mercia, Wessex, Kent and East Anglia			Feed forward				
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		<p><u>Anglo Saxon Background</u></p> <ul style="list-style-type: none"> Know in AD 410 the Romans left Britain. Know from AD 400 to AD 600 is known as 'the dark ages'. Know why it is called the 'dark ages' Know the Scots attacked from Ireland Know the Picts attacked from the North and the Saxons attacked from Europe. Know the Scots eventually settled in Britain in what is now known as Scotland and the Saxons settled in the South. Know became part of a group called the Anglo-Saxons. <p><u>Learning – Anglo Saxon Kingdoms</u></p> <ul style="list-style-type: none"> Know by about AD 550 Britain had been broken up into many small kingdoms each ruled by a different leader. Know the name England is derived from 'Angle Land' meaning land of the Angles. Know name of 5 kingdoms - Northumbria, Mercia, Wessex, Kent and East Anglia Know where these are on a map of UK 		Feed forward													
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		<p><u>Learning – Anglo-Saxon Village Life</u></p> <ul style="list-style-type: none"> Know Anglo Saxons grew their own food and farmed animals to eat. Know houses were simple - built of wood and had thatched roofs made of straw. Know the walls were plastered with a mixture of mud, animal dung, and hair and chopped up straw. Know most houses only had one room and sometimes the animals would share this room during Winter. Know Kings had large impressive halls to entertain guests in. Know settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning. Know houses were heated with an open fire. Know farm animals provided meat, milk and eggs. <p><u>Learning – Christian Conversion and Lindisfarne</u></p> <ul style="list-style-type: none"> Know initially Anglo Saxons followed Pagan religions. Know Pagan religions often worship many gods and goddesses and nature plays a big part. Know in AD 596 the Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity. Know the missionaries were lead by a monk called Augustine. Know Augustine began his mission by visiting King Aethelbert, the Pagan king of Kent. Know the king had married a Christian princess named Bertha. Know together Bertha and Augustine converted Aethelbert to Christianity. Know by about AD 700 Christianity was a big part of life and everyone was expected to go to church. Know Kings who became Christians expected their followers to convert too. Know the church in England was organised around ministers. Know these were places where a group of monks, priests and nuns organised worship 		Feed forward													
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<p><u>Learning – Viking life</u></p> <ul style="list-style-type: none"> Know the Vikings came from the lands we now call Norway, Sweden and Denmark. Know this area is called Scandinavia. Know the Vikings were Norsemen - meaning 'Men of the North' Know how Viking society was organised <table border="1"> <thead> <tr> <th>Viking</th> <th>Who were they?</th> <th>What did they do?</th> </tr> </thead> <tbody> <tr> <td>King</td> <td>The most powerful person in all the land</td> <td>Ruled the people and everyone looked up to him</td> </tr> <tr> <td>Jarls (nobles)</td> <td>Rich landowners or traders</td> <td>They employed men to work for them</td> </tr> <tr> <td>Karls</td> <td>Everyday people like farmers and craft workers</td> <td>They weren't as rich or important as jarls but they weren't poor either</td> </tr> <tr> <td>Thralls (enslaved people)</td> <td>Bottom of the hierarchy</td> <td>They did the hardest, dirtiest jobs and if they tried to run away they could be killed. However, if thralls could earn enough money they could buy their freedom</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Know many Vikings worked as farmers. Know everything had to be done by hand on a Viking farm, so life was tough. Know farmers grew oats, barley and wheat. Know they ground the grain to make flour, porridge and ale. 	Viking	Who were they?	What did they do?	King	The most powerful person in all the land	Ruled the people and everyone looked up to him	Jarls (nobles)	Rich landowners or traders	They employed men to work for them	Karls	Everyday people like farmers and craft workers	They weren't as rich or important as jarls but they weren't poor either	Thralls (enslaved people)	Bottom of the hierarchy	They did the hardest, dirtiest jobs and if they tried to run away they could be killed. However, if thralls could earn enough money they could buy their freedom		
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	<p>Learning - Travel</p> <ul style="list-style-type: none"> Know the location of Norway, Denmark and Sweden Know how the Vikings travelled and how this was organised Know the routes that the early Viking raiders took. Know the Vikings often carried out raids to fit in with the cycle of farming. Know they would plant crops in spring and then carry out raids until harvest time <p>Learning - Norse Beliefs</p> <ul style="list-style-type: none"> Know that Vikings valued bravery and a 'good death' in battle. Know how brave you were in battle decided where you would go in the 'afterlife' Know that if a Viking died bravely, they believed they would go to Valhalla (a hall in Asgard where Odin ruled) Know that Norsemen that didn't die bravely would go to Helheim. <p>Know that The Vikings believed the world was actually made of nine worlds:</p> <table border="1"> <thead> <tr> <th>Norse Worlds</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Midgard</td> <td>the only place where humans lived</td> </tr> <tr> <td>Asgard</td> <td>the home of the Aesir gods and goddesses</td> </tr> <tr> <td>Vanaheim</td> <td>the home of the Vanir gods and goddesses</td> </tr> <tr> <td>Jotunheim</td> <td>the home of the giants</td> </tr> <tr> <td>Nifheim</td> <td>a world of ice</td> </tr> <tr> <td>Muspelheim</td> <td>a world of fire</td> </tr> <tr> <td>Alfheim</td> <td>the home of the elves</td> </tr> <tr> <td>Svartalheim</td> <td>the home of the dwarves</td> </tr> <tr> <td>Helheim</td> <td>the home of the goddess Hel and the kingdom of the dead.</td> </tr> </tbody> </table>	Norse Worlds	Description	Midgard	the only place where humans lived	Asgard	the home of the Aesir gods and goddesses	Vanaheim	the home of the Vanir gods and goddesses	Jotunheim	the home of the giants	Nifheim	a world of ice	Muspelheim	a world of fire	Alfheim	the home of the elves	Svartalheim	the home of the dwarves	Helheim	the home of the goddess Hel and the kingdom of the dead.	
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	<p>Learning - The Attack on Lindisfarne</p> <ul style="list-style-type: none"> Know the first planned Viking raid was on the island of Lindisfarne in 793 AD. Know where Lindisfarne is on a map Know 3 facts about Lindisfarne causeway to island, monks lived in priory, alternative name Holy island Know the Vikings often attacked isolated places far from help. Know the raid on Lindisfarne terrified the church (differentiate between the two meanings of church 1. a building 2. the institution - we are referring to the institution of the church in this instance). Know the Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others. Know a description of the raid can be found in the Anglo-Saxon Chronicle which is a famous document from the time describing the history of Anglo-Saxon Britain. Know the description says that great lightning storms warned people of the Vikings coming. (We now know that his could not be true) <p>Learning – Resistance by Alfred the Great</p> <ul style="list-style-type: none"> Know the Vikings managed to defeat all the Anglo-Saxons kingdoms except for Wessex where King Alfred reigned. Know in 871 AD Alfred became king of Wessex and made peace with the Vikings. Know Alfred managed to pay off the Vikings and keep the peace for five years Know in 876 AD a new leader of the Danish Vikings called Guthrum attacked Wessex. Know Alfred fought against Guthrum's armies for two years but in 878 AD a great battle took place at Chippenham where many of Alfred's men were killed. Know Alfred raised an army and beat the Danish Vikings in 878 AD. Alfred and Guthrum made a treaty. Know after more battles and another treaty that Mercia was split Know the Danes now owned an area of Britain, which they ruled from York. Know the location of York on a map of the UK. Know a lot of information about Viking settlement in York was discovered through excavations in the area. Know Archaeologists have dug into the earth and found the remains of many items including pottery and clothing 																					
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Year 5 and 6 Anglo Saxons and Vikings (This to become a year ¾ in subsequent years – knowledge the same however teaching to use 5/6 learning)

National Curriculum	HPS Knowledge Curriculum	End of Unit Outcome	Feed forward																											
<p>Pupils should be taught:</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Non - Statutory <i>This could include:</i></p> <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <p>Pupils should continue to develop a chronologically secure knowledge and understanding 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.</p>	<p>Chronology</p> <p>Prior knowledge –</p> <ul style="list-style-type: none"> Know that events can be ordered using a timeline that is proportioned according to the date in which these occurred. Know how to demarcate a timeline that has equidistant spaces representing regular datelines. Sequence events according to the order in which they happened on a timeline <p>Learning (year 5)</p> <ul style="list-style-type: none"> Know and use the language of chronology to interpret and create proportioned timelines. Know how key events impacted and why the events altered thinking and ways of living. Know and use key vocabulary to describe the passing of time so that they can demonstrate an understanding of duration and interval. <p>(year 6)</p> <ul style="list-style-type: none"> Know that ordering events on proportioned a timeline supports the understanding of the interrelationship between event Decide which events are relevant to place on a timeline according to the subject being learnt. Use the size of gaps between events as an integral part of the explanation of the historical journey shown on a timeline. Debate if events on a timeline might have impacted on events that come later on the same timeline and if so how much <p>Significance</p> <p>Prior knowledge –</p> <ul style="list-style-type: none"> Know what impact this has had on following events and the way that we live today <p>Learning (year 5)</p> <ul style="list-style-type: none"> Know reasons why certain events, people and changes might be seen as more significant than others, including concepts of local, national and global change. Know the interaction between causes or consequences and justify own ideas about which are more significant <p>(year 6)</p> <ul style="list-style-type: none"> Know three ways that morale was sustained on the home front in WWII and why this was important Know three ways how Britain had a major influence on world history <p>Evidence</p> <p>Prior knowledge -</p> <ul style="list-style-type: none"> Know how to compare information to see if other sources agree, rather than taking everything on face value. <p>(year 5)</p> <ul style="list-style-type: none"> Know what is meant by primary sources and show increasing confidence in identifying them Know how to evaluate the usefulness of sources to a follow a specified line of enquiry <p>(year 6)</p>	<p>1. What were the achievements of the Anglo-Saxons and Vikings and whether they had national and international impacts.</p> <p>Week 1, 2</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td>Previous learning</td> <td>Dark ages, Scots, Ireland, Picts, Saxons</td> <td></td> </tr> <tr> <td>Ordering events on a timeline</td> <td>Kingdoms, Angle Land, Northumbria, Mercia, Wessex, Kent and East Anglia</td> <td></td> </tr> </tbody> </table> <p>Anglo Saxon Background</p> <ul style="list-style-type: none"> Know in AD 410 the Romans left Britain. Know from AD 400 to AD 600 is known as 'the dark ages'. Know why it is called the 'dark ages' Know the Scots attacked from Ireland Know the Picts attacked from the North and the Saxons attacked from Europe. Know the Scots eventually settled in Britain in what is now known as Scotland and the Saxons settled in the South. Know became part of a group called the Anglo-Saxons. <p>Learning – Anglo Saxon Kingdoms</p> <ul style="list-style-type: none"> Know by about AD 550 Britain had been broken up into many small kingdoms each ruled by a different leader. Know the name England is derived from 'Angle Land' meaning land of the Angles. Know name of 5 kingdoms - Northumbria, Mercia, Wessex, Kent and East Anglia Know where these are on a map of UK <p>Week 3, 4</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td>Previous learning</td> <td>Recap previous vocab</td> <td></td> </tr> <tr> <td>Anglo Saxon Kingdoms</td> <td>Thatch, plastered, dung, Norway, Sweden, Denmark, Scandinavia, Norsemen</td> <td></td> </tr> </tbody> </table> <p>Learning – Anglo-Saxon Village Life</p> <ul style="list-style-type: none"> Know Anglo Saxons grew their own food and farmed animals to eat. Know houses were simple - built of wood and had thatched roofs made of straw. Know the walls were plastered with a mixture of mud, animal dung, and hair and chopped up straw. Know most houses only had one room and sometimes the animals would share this room during Winter. Know Kings had large impressive halls to entertain guests in. Know settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning. Know houses were heated with an open fire. Know farm animals provided meat, milk and eggs. <p>Learning – Christian Conversion and Lindisfarne</p> <ul style="list-style-type: none"> Know initially Anglo Saxons followed Pagan religions. Know Pagan religions often worship many gods and goddesses and nature plays a big part. Know in AD 596 the Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity. Know the missionaries were lead by a monk called Augustine. Know Augustine began his mission by visiting King Aethelbert, the Pagan king of Kent. Know the king had married a Christian princess named Bertha. Know together Bertha and Augustine converted Aethelbert to Christianity. Know by about AD 700 Christianity was a big part of life and everyone was expected to go to church. Know Kings who became Christians expected their followers to convert too. Know the church in England was organised around ministers. Know these were places where a group of monks, priests and nuns organised worship <p>Week 5,6</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td>Previous learning</td> <td>Recap previous vocab</td> <td>https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zqbr82</td> </tr> <tr> <td>Anglo-Saxon Life</td> <td>Jarls, Karls, Thralls, longships, raids</td> <td></td> </tr> </tbody> </table> <p>Learning – Viking life</p> <ul style="list-style-type: none"> Know the Vikings came from the lands we now call Norway, Sweden and Denmark. Know this area is called Scandinavia. Know the Vikings were Norsemen - meaning 'Men of the North' Know how Viking society was organised 	Learning	Vocab	Resources	Previous learning	Dark ages, Scots, Ireland, Picts, Saxons		Ordering events on a timeline	Kingdoms, Angle Land, Northumbria, Mercia, Wessex, Kent and East Anglia		Learning	Vocab	Resources	Previous learning	Recap previous vocab		Anglo Saxon Kingdoms	Thatch, plastered, dung, Norway, Sweden, Denmark, Scandinavia, Norsemen		Learning	Vocab	Resources	Previous learning	Recap previous vocab	https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zqbr82	Anglo-Saxon Life	Jarls, Karls, Thralls, longships, raids		<p>Feed forward</p> <p>Feed forward</p> <p>Feed forward</p> <p>Feed forward</p>
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- Know how to analyse a range of evidence to identify the type of source produced and discuss its validity without prompting
- Cause and Consequence**
(year 6)
- Know how Europe was changed by WW2 and that we are not ruled under dictatorship and have our own governance.

Viking	Who were they?	What did they do?
King	The most powerful person in all the land	Ruled the people and everyone looked up to him
Jarls (nobles)	Rich landowners or traders	They employed men to work for them
Karls	Everyday people like farmers and craft workers	They weren't as rich or important as jarls but they weren't poor either
Thralls (enslaved people)	Bottom of the hierarchy	They did the hardest, dirtiest jobs and if they tried to run away they could be killed. However, if thralls could earn enough money they could buy their freedom

- > Know many Vikings worked as farmers.
- > Know everything had to be done by hand on a Viking farm, so life was tough.
- > Know farmers grew oats, barley and wheat.
- > Know they ground the grain to make flour, porridge and ale.
- > Know they planted vegetables, and kept animals like cows, sheep, pigs and chickens.

Learning – Viking raids and invasion

- > Know the Vikings explored and raided Britain attacking the Anglo-Saxons
- > Know from the end of the 8th Century (700-799 AD) until the middle of the 11th Century (1000-1099 AD)
- > Know they travelled across the seas in longships.
- > Know the first Viking raids (790CE to 850 AD) to Britain were short trips to steal treasure and take slaves.

Week 7,8

Feed forward

Learning	Vocab	Resources
Previous Learning	Recap previous vocab	
Viking invasion	Crops Bravery, afterlife, Valhalla, Asgard, Odin, Helheim, Midgard, Vanaheim, Jotunheim, Nifheim, Muspelheim, Alfheim, Svartalheim	https://www.youtube.com/watch?v=xDe8C02W9fY&t=241s section as required

Learning - Travel

- > Know the location of Norway, Denmark and Sweden
- > Know how the Vikings travelled and how this was organised
- > Know the routes that the early Viking raiders took.
- > Know the Vikings often carried out raids to fit in with the cycle of farming.
- > Know they would plant crops in spring and then carry out raids until harvest time

Learning - Norse Beliefs

- > Know that Vikings valued bravery and a 'good death' in battle.
- > Know how brave you were in battle decided where you would go in the 'afterlife'
- > Know that if a Viking died bravely, they believed they would go to Valhalla (a hall in Asgard where Odin ruled)
- > Know that Norsemen that didn't die bravely would go to Helheim.
- > Know that The Vikings believed the world was actually made of nine worlds:

Norse Worlds	Description
Midgard	the only place where humans lived
Asgard	the home of the Aesir gods and goddesses
Vanaheim	the home of the Vanir gods and goddesses
Jotunheim	the home of the giants
Nifheim	a world of ice
Muspelheim	a world of fire
Alfheim	the home of the elves
Svartalheim	the home of the dwarves
Helheim	the home of the goddess Hel and the kingdom of the dead.

Week 9, 10

Feed forward

Learning	Vocab	Resources
Previous Learning	Recap previous vocab	
Norse Beliefs	Lindisfarne, causeway, priory, institution, chronicle Wessex, Guthrum, Alfred, Danes	

Learning - The Attack on Lindisfarne

- > Know the first planned Viking raid was on the island of Lindisfarne was in 793 AD.
- > Know where Lindisfarne is on a map
- > Know 3 facts about Lindisfarne causeway to island, monks lived in priory, alternative name Holy island
- > Know the Vikings often attacked isolated places far from help.
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- > Know the Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others.
- > Know a description of the raid can be found in the Anglo-Saxon Chronicle which is a famous document from the time describing the history of Anglo-Saxon Britain.
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Learning – Resistance by Alfred the Great

- > Know the Vikings managed to defeat all the Anglo-Saxons kingdoms except for Wessex where King Alfred reigned.
- > Know in 871 AD Alfred became king of Wessex and made peace with the Vikings.
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