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| **AUTUMN 1** | | | **AUTUMN 2** | **SUMMER 1** | |
| Britain’s settlement by Anglo-Saxons and Scots | | | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | A non-European society that provides contrasts with British history – Early Islamic civilisation | |
| ***What can we learn about the Anglo Saxons from the discoveries at Sutton Hoo?*** | | | ***Is it fair to describe all Vikings as brutal invaders?*** | ***Why was Baghdad important for trade?*** | |
| **Key Knowledge**   * Near the end of Roman rule, Britain was being attacked by the **Picts** and **Scots** from the north, and the **Anglo-Saxons** from the sea. The Romans built **forts** to defend the coast and **Hadrian's wall** defended the north. Saxon warriors **were invited** to Britain in around **AD380** to help the Romans fight the **Picts**. * The Anglo-Saxons settled in the **eastern parts of Britain**, in what is today Kent, Sussex, Essex, and East Anglia. The majority of the native, British, population either remained where they were, or migrated (moved) west, to what became **Wales** and **Cornwall.** * With **Picts** and **Scots** attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn’t leave! They took over. * Life on an Anglo-Saxon farm was hard work. All the family had to help out - men, women and children. Men cut down trees to clear land to **sow crops**. Farmers used **oxen** to pull **ploughs** up and down long fields. The Anglo-Saxons were great **craftsmen** too. Metalworkers made iron tools, knives and swords. The Anglo-Saxons were skilled jewellers, who made beautiful brooches, beads and ornaments from gold, gemstones and glass. * Sutton Hoo, in Suffolk, England, is a significant archaeological site where a massive 7th-century Anglo-Saxon ship burial was discovered in 1939. | | | **Key Knowledge**   * The Viking age was from about AD700 to 1100. Many Vikings left their homes in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. Some Vikings came to fight, but others came peacefully, to settle. * AD793 was when the Vikings attacked Lindisfarne, killing the monks and taking precious ornaments. * In the **9th century (AD801 - 900)**, **King Alfred of Wessex** stopped the Vikings taking over England. * He agreed to **peace** with them and some Vikings settled in their **own area** of eastern England, called the **Danelaw**. * After Alfred, Anglo-Saxon kings took the Danelaw territories back from the Vikings. Alfred's grandson, **Athelstan,** pushed English power north as far as Scotland and was the first king to claim to be **‘King of all England’**. * In **AD954**, the Anglo-Saxons drove out **Eric Bloodaxe**, the last Viking king of **Jorvik**. Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's king. | **Key Knowledge**   * In the Middle Ages, the Islamic empire was ruled by a Muslim government called the Caliphate. This empire consisted of North Africa, Europe, and parts of Western Asia. The Caliphate began in AD 632 after the death of Muhammed (PBUH). The Caliph was the actual ruler and was believed to have been descended from the prophet Muhammed (PBUH). * Baghdad was famous because it became the new capital of the Islamic empire. It was known as the “Round City” because it was built around two semicircles, with a mosque in its centre. The most important people in Baghdad lived inside the city walls. * Baghdad was also hugely important for trade. Sailors and merchants brought their ware to the banks of the River Tigris, and Baghdad became a vibrant trading centre. * The bustling markets and shops around the mosque contained goods from everywhere due to Baghdad’s position on the ‘Silk road’ to the far-east. Connected to this was the presence of traders from all across the known world who flocked to Baghdad to sell their wares. | |
| **Skills** | | | **Skills** | **Skills** | |
| **Chronology** | * Order an increasing number of significant events, movements and dates on a timeline using dates accurately. * Accurately use dates and terms to describe historical events. * Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. | | | | |
| **Knowledge of People/Events** | * Identify and note connections, contrasts and trends over time in the everyday lives of people. * Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. * Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. | | | | |
| **Historical Enquiry** | * Recognise when they are using primary and secondary sources of information to investigate the past. * Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites. * Select relevant sections of information to address historically valid questions and construct detailed, informed responses. * Investigate their own lines of enquiry by posing historically valid questions to answer. | | | | |
| **Historical Interpretation** | * Find and analyse a wide range of evidence about the past. * Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. * Consider different ways of checking the accuracy of interpretations of the past. * Start to understand the difference between primary and secondary evidence and start to question its reliability. * Show an awareness of the concept of propaganda. * Know that people in the past represent events or ideas in a way that may be to persuade others. * Continue to develop their understanding of how historians and others investigate the past. | | | | |
| **Lesson Sequences** | | | | | |
| 1. Information lesson on the Viking raid on Lindisfarne (before trip) 2. Who were the Anglo Saxons? When & why did they come to Britain? 3. Pics & Scots and why they invaded England. 4. What was life like for Anglo-Saxons? 5. What is Sutton Hoo & why is it important? 6. Assessment Lesson | | 1. Who were the Vikings? 2. Viking Raids on Britain (Lindisfarne) 3. Who was ‘Alfred the Great’ and why is he important? 4. Anglo Saxon’s regain of control of England. 5. Edward The Confessor’s death and the end of Anglo-Saxon rule (Battle of Hastings) 6. Assessment Lesson | | | 1. How was the Islamic empire ruled? (chronology of leadership) 2. Who was the greatest caliphate? (change and continuity) 3. Life in Baghdad 4. Silk road 5. Achievements and contributions of the Islamic civilization (house of wisdom) 6. Similarities and differences between Baghdad and London 7. Assessment Lesson |