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| World History Core Subject: Year 3 |
| National Curriculum: Pupils should be taught about: |
| * Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements.
* Some should be used to compare aspects of life in different periods
* Significant historical events and places in their own locality.
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| Historical Era: | Early Medieval Period |
| Specific Focus: | Viking Invasion of Briton |
| Project Question: | Why did the Vikings invade England What is their legacy? What happened to the Saxons? |
| Enquiry Tasks (Questions generated by Tim Lomas – Historical Association)* Why did the Vikings bother to come to Britain?
* What impression do you think the Vikings gave to those living in Britain?
* How pleasant was Viking life?
* Does Alfred deserve to be called ‘The Great’?
* The Vikings were defeated after Alfred ‘Do you agree?’
* Did the Vikings make any difference to this area?
* Would you have preferred to live in Saxon or Viking societies?
* Just brutal savages who did no good. Do you agree?
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| Key Themes |  Exploration Invasion War Kingship Culture Religious Beliefs |
| Declarative Knowledge: | Procedural Knowledge |
| **General*** **Know** history is the study of the past (events that have already happened)
* **Know** BCE – Before the Common Era is a secular term(religiously neutral term)
* **Know** CE –Common Era is a secular term (religiously neutral terms)
* **Know** the historical time line is divided into historical eras (centuries, reigns, economic systems etc.).
* **Know key facts about** significant events and people on the chronological time line in the context of the local area, United Kingdom and wider world

**Specific Thematic*** **Know** pre-Viking separation of lands and native people
* **Know** the Lindisfarne Gospels celebrate Anglo-Saxon art, culture and religious expression
* **Know** Vikings religious beliefs differed from Anglo-Saxon religious beliefs
* **Know**, compare and contrast Anglo-Saxon values with Viking values

**Specific Chronology*** **Know** the time-line of the Viking invasions
* **Know** 793 attack on Lindisfarne the first recorded in Britain. Regular raids began after this often targeting monasteries looting and taking slaves
* **Know** 866. Capture and take the city of York (Jorvik)
* **Know** 871 Alfred the Great becomes king of Wessex
* **Know** 878 Vikings permanently settle in England. Alfred the Great’s army defeats the Viking Great army at the battle of Edington.
* **Know** 886 Alfred the Great agrees a treaty with the Vikings this makes borders between Viking and Saxon lands
* **Know 870 Viking’s raid Whitby (Streanshalh Saxon name) and renamed it Hvitabyr the town belonging to Hviti’**
* **Kno**w 900 Vikings now rule the North and West of Scotland
* **Know** 954 the last Viking King is pushed out of Jorvik
* **Know** 1013. King Sven and his son Cnut sail up the Humber and the Trent to claim the throne
* **Know** 1016 King Cnut of Denmark becomes King of England
* **Know** 1066 William the conqueror invades England and ends Viking rule in England.
* **Know** 1100 Vikings are driven out of the Scottish mainland.
* **Know** what happened to the Saxons
* **Know** and discuss Viking legacy in terms of contribution to infrastructure
* **Draw upon the knowledge learned to answer the question**
 | **Generic** * **To be able** to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* **To be able** to select and organise key historical information when researching a question in a historical period.
* **To be able** to use knowledge derived from a range of historical sources to construct and establish a clear historical narrative.
* They should understand how our knowledge of the past is constructed from a range of sources.
* They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* **To be able** to contextualise historical eras on the historical time line.
* **To be able** to continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
* **To be able** to note connections, contrasts and trends over time and develop the appropriate use of historical terms.

**Specific*** **To be able** to place the Anglo-Saxon and Viking era in the context of the historical time line.
* **To be able** to demonstrate a chronologically secure knowledge of events of the Viking era.
* **To be able** to establish a clear historical narrative about the Viking era
* **To be able** to identify significant people during the Viking period of study
* **To be able** to select and organise key historical information when researching the Viking period
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| Cross Curricular Links  |
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| Historical Vocabulary (Non exhaustive) |
| Afterlife, ally, amber, Anglo Saxon, Baptise, blood-feud, Christian, Danegeld, Danelaw, Danes, duchy, estate, excavation, exile, famine, fortify, fyrd, harvest, hilt, hoard, international, ivory, justice system, Knarr, longship, legend, loot, massacre, mead, monastery, navigate, Norman, Norsment, outlaw, overlord, Pagan, plunder, priory, raid, rune, runestone, saga, Scandinavia, staleman, trade, treaty, Valhalla, wergild, Viking values and virtues (courage, truth, honour, fidelity, discipline, hospitality, industriousness, self-reliance, perseverance) |
| Prior Learning | Historical Skills | Future Learning  |
| EYFS* Children know about their own life story and family history about the lives of the people around them
* Children know about continuity (traditions) and change

Year 1* Battle of Hastings (invasion)

Year 2 * The Great Fire of London
 | * Ask historically valid questions.
* Develop critical thinking – question the historical narrative – why have some falsehoods (e.g. Vikings wearing horned helmets persisted, Viking stereotypes, assumptions about Viking values) persisted
* Evaluate the difference and significance between Primary and Secondary Sources
* Identify historical themes
* Evaluate primary sources as historical evidence
* Evaluate secondary sources as constructed narratives drawn from primary sources
* Construct an **objective** historical narratives draw from a range of evidence

Sub questions (Questions generated by Tim Lomas – Historical Association)* Why did the Vikings bother to come to Britain?
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 | * Year 3 Vikings (Invasion)
* Year 4 Ancient The Tudors
* Year 5 Post War Britain (Childhood)
* Year 6 Ancient Greece (Democracy)
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| Historical Writing |
| Begin to organise, group and present findings in short paragraphs with headings in order to structure responses to historical questions. This includes* Planning and writing simple historical recounts about key events in history in chronological order
* Planning and writing a simple biography about a key historical figure using bibliographical conventions
* Planning and writing a simple historical report identifying continuity and change over time about a given historical theme
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| Local Connections |  |