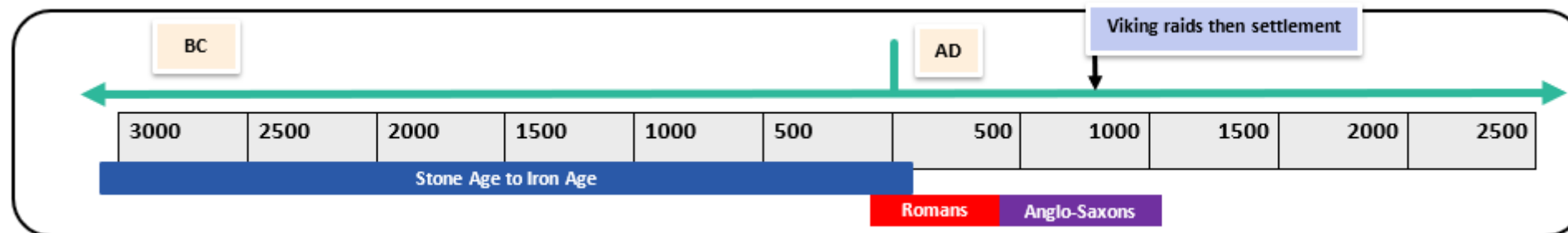


Year 5 Autumn



Anglo-Saxons

Was the Anglo-Saxon Period really a dark age?



Making connections/Required prior knowledge	Substantive knowledge to be explicitly taught <small>(knowledge about the past)</small>	Making connections/How knowledge will be built upon
<p>Make links learning, in Year 4 : Roman Britain as they invaded just after the Romans left What can we remember about the Roman invasions of Britain</p> <ul style="list-style-type: none"> - They invaded Britain for the first time in 55 BC – but didn't stay long - Invaded again in 43AD and this time they controlled a lot of Britain - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside - Power struggle - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a northern border wall should be built - Hadrian's Wall. <p>The Romans' legacy can be seen in many places around Britain today</p> <ul style="list-style-type: none"> - By the 5th century many Romans had left and by 410 AD <p>Make Links to the timeline / chronology</p> <p>Why do we think The Anglo Saxons invaded?</p>	<ul style="list-style-type: none"> • Know the period of Anglo-Saxon history is about the people of England following the Roman period • Know people of many backgrounds were Anglo-Saxon • Know Anglo Saxon children would have helped with farming and other daily jobs • Know Anglo-Saxon evidence remains today from burials and place names • Knows the religion of the early Anglo-Saxons was Paganism. They worshipped many gods. They gradually converted to Christianity, building churches and setting up monasteries, which became centres of learning • Evaluate the craftsmanship of Anglo-Saxon people • Hypothesise about the evidence left by Anglo-Saxon people - Know of the archaeological remains at Sutton Hoo and the Staffordshire Hoard and what it tells us about Anglo-Saxon people. Know how they have made historians change their minds about a Dark Age. 	<ul style="list-style-type: none"> • Year 5 The Vikings were groups of people from Scandinavia who were most powerful in the 9th and 10th centuries The Vikings invaded and settled in Anglo-Saxon lands and established, for a time, Danelaw alongside Anglo-Saxon kingdoms Y5

	<p>-Know of ‘Beowulf’ and what it tells us about the Anglo-Saxons</p> <ul style="list-style-type: none"> Reach an informed conclusion from historical evidence whether the Anglo-Saxon period was a dark age <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows that the Anglo Saxons were around for six centuries from 410 to 1066. 	
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Constructing / Communicating the past Change and development Historical Enquiry Using sources as evidence</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Hoard, craftsmanship, archaeologist, period, migrate, settle</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY Anglo-Saxons</p> <ul style="list-style-type: none"> Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. <p>Key Assessments – Highlighted</p>		
<p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> Beginning to discuss and ask and answer more complex questions about the past Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time <p>Change and development Continuity and Change</p> <ul style="list-style-type: none"> Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum Understanding some of the ways in which people's lives have shaped this nation. Understanding some significant aspects of history – nature of ancient civilisations; 		

- Identify key things that stayed the same between periods.
- Identify key things that changed between periods.

Cause and effect

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance
- Describing how Britain has influenced and been influenced by the wider world

Significance and interpretations**Historical Significance**

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

Historical Interpretations

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
- A developing understanding of specific historical abstract terms such as civilisation

Historical Enquiry **Historical Investigations**

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Becoming a more independent learner

Using sources as evidence

- An increasing awareness of the different ways in which the past is represented and interpreted
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).

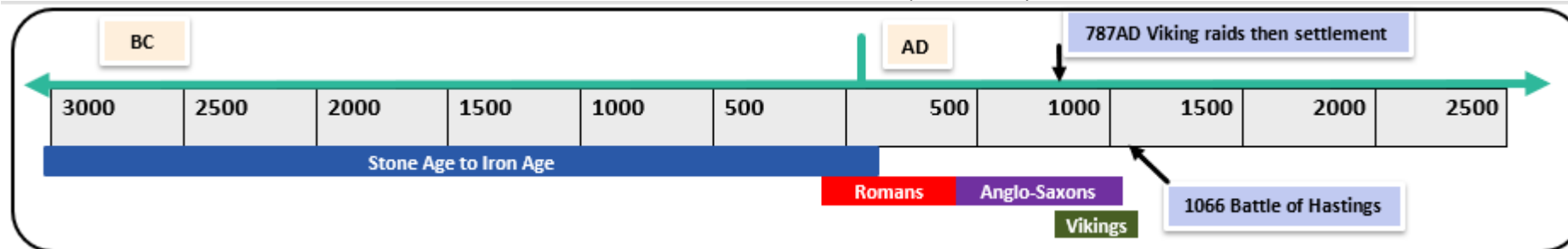
Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

Year 5 Spring



Vikings

Were the Vikings as vicious and Vile as they are represented ?



Making connections/Required prior knowledge

Substantive knowledge to be explicitly taught

Making connections/How knowledge will be built upon

(knowledge about the past)

Refer to prior learning in Year 5 Unit 1: The Anglo-Saxons and Year 4 Unit 2: Roman Britain, particularly relating to possible reasons for invasion and settlement

Recap on Key reasons for invasions

- Power
- England a wealthy country
- for financial gain
- climate/landscape
- Farming potential etc

Consider legacy of invasions

Inventions / advancements in technology – e.g. Roman flushing toilets / heating systems / advancements in weaponry etc

Road net works

Buildings

Place names

- know main beliefs of the Vikings and how beliefs change
 - know the ways Vikings lived in Scandinavia as farmers, some democratically with equal rights
 - know reasons why some chose to migrate to settle in Britain
 - know Vikings were successful sailors who travelled and traded, goods and slaves, in many locations
 - know the Vikings raided, then began to settle in Britain while the Anglo Saxons were also around
 - Know that Historians continue to review their interpretation of what Viking people were like.
 - make a reasoned judgement about the way Vikings are represented.
- Chronological Knowledge**
- Know about the Viking period which was from 793AD until 1066.

Ancient Maya and Greeks (Y6) believed in multiple gods.

Year 5

<ul style="list-style-type: none"> Grave goods suggest that people believed in an afterlife (Y3) Democracy is a system of government where everyone has a say (Y3) The Ancient Egyptians (Y4), and the Romans (Y4) believed in multiple gods The Romans (Y3)) and the Anglo-Saxons (Y5) gradually converted to Christianity Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y3 Romans) <p>From Anglo-Saxons</p> <ul style="list-style-type: none"> Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king (Y5 Aut) Know that Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. ☑ Know that in 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England 	<ul style="list-style-type: none"> Knows about the order in which the Vikings invaded lands. 	
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Constructing / Communicating the past Sequencing the past- Chronology Change and development Significance and interpretations Historical Enquiry</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Viking, raider monastery migrate settle overpopulation invader monarch Primary source Secondary source</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY Vikings</p> <ul style="list-style-type: none"> Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. 		

Key Assessments – Highlighted

Constructing / Communicating the past

- Beginning to discuss and ask and answer more complex questions about the past
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms

Sequencing the past- Chronology

- An increasing knowledge and understanding of local, British and world history within an increasingly secure chronological framework
- Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).
- Making some links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

Change and development Continuity and Change

- Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum
- Understanding some of the ways in which people's lives have shaped this nation.
- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

Cause and effect

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance
- Describing how Britain has influenced and been influenced by the wider world

Significance and interpretations Historical Significance

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

Historical Interpretations

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
- A developing understanding of specific historical abstract terms such as empire, civilisation, monarchy and democracy

Historical Enquiry Historical Investigations

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Becoming a more independent learner

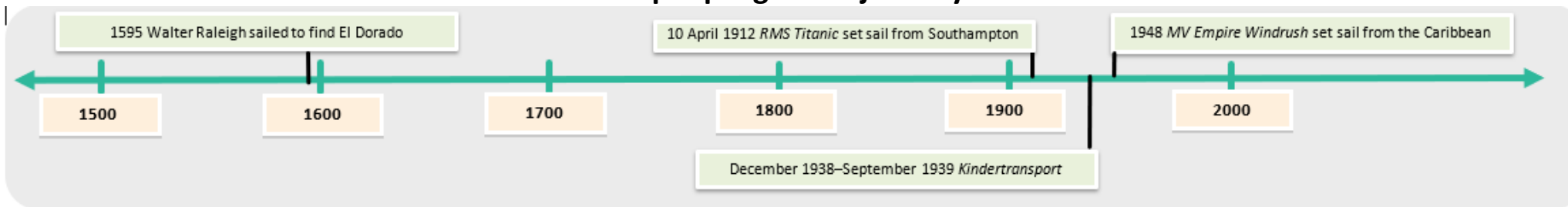
Using sources as evidence

- An increasing awareness of the different ways in which the past is represented and interpreted
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
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- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

Year 5 Summer



Journeys – Migration
What makes people go on a journey?



Making connections/Required prior knowledge

Make connections with Year 1 The Greatest Explorers, Year 4 Unit : Roman Britain, Year 5: The Anglo-Saxons and Year 5: The Vikings

Remind them of some of the journeys undertaken in previous units studied and why these journeys were undertaken.

- Invasions – for many reasons
- Power
- England a wealthy country
- For financial gain
- Climate / landscape
- Farming potential etc

Explain that in this unit going to explore other more complicated reasons why journeys sometimes have to be taken.

Substantive knowledge to be explicitly taught (knowledge about the past)

- Know people go on a journey for many different reasons.
- Know that these journeys differ – some were taken by choice, some for pleasure, some for a better life and some out of necessity for survival
- Know of the voyages of Walter Raleigh – Tudor explorer
- Know about the Titanic and it’s link to Irish immigration
- Know about Kindertransport in World War Two
- Knows about the voyage of the Empire Windrush.-.
- -Some travellers have a positive experience when they arrive at their destination. Others, like those on the *MV Empire Windrush*, may face discrimination.
- Know we can find out about journeys using many different sources of evidence, depending on the time period being studied.
- Know songs and poems can be used to find out about the past, for example those of the *Windrush* passengers.
- Know people continue to travel to the UK today for many different reasons, including finding work and escaping persecution in their own country.

Making connections/How knowledge will be built upon

Year 6 WW2

	<ul style="list-style-type: none"> Know people have also left the UK as migrants. Often this is for economic reasons, for example passengers on the <i>RMS Titanic</i>. Some people continue to leave today. <p>Chronological Knowledge Know about the journeys that happened in the 1800s and 1900s.</p>	
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Constructing / Communicating the past Change and development Cause and effect Significance and interpretations Historical Enquiry</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status,</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. <p>Key Assessments – Highlighted</p>		
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Year 5

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