



ar 4 Autumn Term – Anglo Saxons through to Vikings			
Domain of Knowledge:			Vocabulary
Building on Prior Knowledge:	<div></div> <div>Context: In this unit we begin to look at the concept of exploring. Pupils consider what is an explorer? Why people explored. Pupils</div> <div>Explore the idea that people from other societies have been coming to Britain for a long time. They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country.</div>		Civilization Migration Settlement Trade Danelaw Monastery
Substantive Knowledge (what children must know/be able to do): Anglo Saxons That there are distinct groups: <ul style="list-style-type: none">AnglesSaxonsJutes They came from Germany, Denmark and the Netherlands. The Anglo-Saxons invaded Britain because their own countries were inhospitable, were becoming overcrowded. They settled in Britain due to the good farmland. They brought Christianity. They built monasteries. Vikings The Vikings came from Scandinavia. The first recorded Viking raid was Lindisfarne which was recorded in Chronicles. The Vikings initially raided Britain for valuable items and returned home and repeated this cycle. Some Vikings settled in Britain. The Anglo-Saxons and Vikings eventually co-existed in Britain. That Danelaw was established.	Being an historian (disciplinary skills): Chronological knowledge and understanding: Link back to the Roman Empire – why did the Romans leave? What had happened in Britain from the departure of the Romans? How did the AS establish themselves in Britain? When, during the AS period, did the Vikings arrive? (Make comparisons between the two groups) Continuity and change: What did the AS keep from the Roman rule of Britain? What did they change? Why did the Vikings invade Britain? How did the Vikings change things further? What was life like for the people of Britain during the AS/V period – housing, food, clothing. Cause and consequence: What was left behind after this period in history – place names? Significance: Lindisfarne was a monastery that was raided by the Vikings. Was the Battle of Hastings a turning point in British history? Historical Enquiry: What can we learn about these periods from archaeology and artefacts? Key Concepts- Invasion-Why did people invade and settle in other countries? Make links to Romans.		Fiction Texts <div></div> Beowulf How to train a dragon Consider using the poem The Ruin. Freedom for Bron (Saxon slave boy) The boy who grew dragons (not linked to time period).
Possible misconceptions/barriers to learning: The children need to understand the chronology of Roman departure and Anglo-Saxon arrival. Make this explicit.	Breaking it down:		

<p>The counties in England. All Vikings and Saxons were warriors. The concepts of migration and invasion. Traders, raiders and settlers.</p>	<ol style="list-style-type: none"> 1) Who were the Romans? What happened after they left? Why did they leave? What did they leave behind? . Complete a timeline to ensure chronological understanding. Refer to continuity and change here. 2) Who were the Saxons (Saxons Jutes and Angles)? Where did the Saxons come from? They came from Germany, Denmark and the Netherlands. Why did they come – explore different reasons. The Anglo-Saxons invaded Britain because their own countries were inhospitable, were becoming overcrowded. They settled in Britain due to the good farmland. Where did they settle? (different reasons) Map to show where they came from. See KO on One Drive 3) What was life -like for the people of Britain during the AS period – housing, food, clothing. Saxon artefacts. Look at burial mounds and the artefacts found. Use pictures/artefact box resources. They brought Christianity and they built monasteries Historical enquiry. Examine photos and ask questions/look at photo and say what it tells us about the people. Experience day? History off the Page/Portal to the past for example (3/4 hours). Use Sutton Hoo burial goods to explore and interrogate. The Franks Casket –The British Museum. 4) Who were the Vikings? Where did the Vikings come from? They came from Scandinavia. Why did they come – valuable items. The Vikings invaded and repeated the cycle. The first recorded Viking raid was Lindisfarne which was recorded in Chronicles. Significance: Lindisfarne was a monastery that was raided by the Vikings. Cause/event/consequence example from exemplars. 5) Where did they come to – link to counties and kingdoms. They settled in Britain. Teach about land use. What did the settlement look like? Look at trade. Look at images of different representations of raiders, traders and settlers. Map to show where they came from. 6) Alfred the Great and 7 Anglo-Saxon Kingdoms. How is different from Danelaw? Use of Digimaps. Cause and consequence linked to local place names. AS place names end ing, -ton, borough or burgh, Viking place names end in by, toft, thorpe, 	
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	<p>7) The Anglo-Saxons and Vikings eventually co-existed in Britain. That Danelaw was established.</p> <p>8) Significance: The significance of the Battle of Hastings in British history? Use of the Bayeux tapestry as an artefact. Harold was Anglo-Saxon stock, Normans were Viking stock.</p>	
<p>Historical sources and texts: Chronicles written by monks. Icelandic sagas.</p>		
<p>End Points:</p> <ul style="list-style-type: none"> • Pupils should 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. • 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. 		