

ADVENT TERM 2 – CYCLE A
HISTORY – Year 4 and Year 3 - Medium Term Planning – ANGLO –SAXONS AND VIKINGS

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
Recap & retrieval: Romans occupied Britain until AD 410.	Recall & retrieval: • Britons were vulnerable to attack without the Roman army to protect them. • Anglo-Saxons invaded Britain because the land was fertile for farming.	Recall & retrieval: • Britons were vulnerable to attack without the Roman army to protect them. • Anglo-Saxons invaded Britain because the land was fertile for farming. • The craftsmanship, materials and function of the objects at Sutton Hoo showed that the person buried was wealthy and important,
LEARNING INTENTION: To know that Romans occupied Britain until AD 410. (Recap Y3 Roman Britain) To know that there were many causes and consequences of the Anglo-Saxon invasion of Britain. Skills: Disciplinary Knowledge Year 3 Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms. Identify the causes and consequences for many key events and developments studied. Year 4 Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms. Explain with confidence the causes and consequences for many key events and developments studied. Aim:	LEARNING INTENTION: To know that historical artefacts can reveal much about the object's use or owner. Skills: Disciplinary Knowledge Year 3 Begin to comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past. Year 4 Comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past. Aim: To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History.	LEARNING INTENTION: To know that Anglo-Saxon society had a hierarchy. Skills: Disciplinary Knowledge Year 3 To explain why some aspects of historical accounts, themes or periods are significant. Year 4 To explain and give reason why some aspects of historical accounts, themes or periods are significant. Aim: To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.		
Key Vocabulary: Angle, Anglo-Saxon, Celt, Celtic, defend, expand, invasion, Jute, Pict, Saxon, Scot, territory	Key Vocabulary: Artefact, evidence, archaeology, archaeologist, primary source, secondary source, burial ground	Key Vocabulary: Ceorl, hierarchy, king, kingdom, settlement, slave, society, thegn
Key Knowledge: Child: • Britons were vulnerable to attack without the Roman army to protect them. • Anglo-Saxons were asked by Britons to help them because Picts and Scots were invading them. • Anglo-Saxons invaded Britain because the land was fertile for farming. Teacher: • The Romans ruled over Britannia from AD 43–410 and protected Britannia against attack from invaders. • After the Romans left, life changed in Britain. • Citizens steadily abandoned the Roman towns and buildings fell into disrepair. • Reading and writing declined and no one wrote about significant events. • During this time, many Britons returned to the old Celtic life of their Iron Age ancestors. • . • The Picts and Scots saw an opportunity to expand their territory and began raiding near Hadrian's Wall.	Key Knowledge: Child: • Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site • The craftsmanship, materials and function of the objects at Sutton Hoo showed that the person buried was wealthy and important. Teacher: • Eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects. • Archaeologists believe that, at one time, there were probably more. • The Great Ship Burial is the richest burial ever found in northern Europe. It included weapons, armour, drinking vessels and clothes. • The wide range of skilfully made objects, crafted from expensive materials and adorned with precious stones, suggested to archaeologists and historians that the man buried in the Great Ship Burial was not merely a king, but a bretwalda, a king of kings.	Key Knowledge: Child: • England was ruled in five kingdoms: Northumbria, Mercia, East Anglia, Wessex and Kent. Each kingdom had its own king. • Each kingdom had its own hierarchy, with the king at the top, then thegns, Ceorls and peasant farmers and slaves at the bottom. • Everyday life for these groups was tiring and stressful, because they had to work hard to produce enough food for the thegn before they could feed their own families or trade. • Ceorls could leave to work for a different thegn if they disagreed with their current one. • Peasant farmers lived in constant anxiety because they could be made homeless if they did not produce enough food. • Slaves lived an awful life. They had no choice in what they did, where they slept or what they ate. Teacher: • Men and women farmed together and used oxen to pull the plough. They invented a new plough to cut through heavy soils so that more fields could be planted. • They planted alternate strips so that they could farm all year without having to let the field lie fallow.

• The Britons struggled to defend themselves, so in AD 449, a leader of the Britons looked for help. • He hired the three tribes of Anglo-Saxons: Saxon, Angle and Jute warriors from Germany, Netherlands and Denmark, to help the Britons fight the Picts and Scots. • Flooding had destroyed the Anglo-Saxon fertile lands, which had made farming impossible in their home countries.		• The arrival of the Angles, Saxons and Jutes swelled the population, so new methods were needed to increase food production. • Life was hard for ordinary Anglo-Saxons families because they had to do lots of manual labour. They had to grow their own food and make their own clothes. • They also had to make sure that they had surplus crops and goods so that they could sell or trade them for things that they couldn't make. • Life was also unsettled and could be affected by the power struggles between their leaders. • They also had to keep law and order, pursuing and punishing criminals themselves. • However, families still enjoyed some free time and played board games to relax.
Diversity Links: Anglo-Saxons were a melting pot of people of different ancestries and heritage. They were both natives and immigrants and showed a striking genetic diversity. The Anglo-Saxon kingdoms of early Medieval Britain were strikingly similar to contemporary Britain -- full of people of different ancestries sharing a common language and culture.	Diversity Links:	Diversity Links:
Scaffolding:	Scaffolding:	Scaffolding:
Learning Task: (CM – Invasion- Engage – Lesson 1) Show children the chronology of invasion in England using the Invasion timeline diagram and introduce the name of each invading group. Highlight the start and end dates of each period and discuss the overlap of duration. Give the children a set of Invasion timeline sorting cards and ask them to	Learning Task: (CM – Invasion – Develop 1 Lesson 3) Show children the Sutton Hoo ship burial presentation . Discuss the significance of the find and what it tells us about Anglo-Saxon power, belief and custom. Organise the children into small research groups and give each a Sutton Hoo ship burial information pack . Ask the children to work together in their groups to answer the	Learning Task: (CM-Invasion – develop- lesson 5) Share the enquiry question 'What was everyday life like in Anglo-Saxon Britain?' Explain that the children will use sources of evidence to find out the answer. Provide groups of children with a Life in Anglo-Saxon Britain information pack and explain that they need to explore each source to help them answer the enquiry question.

match the questions to the answers, or where appropriate, write their own answers to the question cards. Talk about the children's choices, then ask them to respond to the enquiry question 'What happened in the 600 years after the Roman withdrawal?' by giving a verbal summary at the end of the session. (CM – Invasion – Develop 1 Lesson 1) Play the children the Anglo-Saxons invade audio, and provide copies of the Anglo-Saxons invade audio transcript for the children to follow as they listen if needed. Allow them to listen several times, then ask the question, 'What were the causes and consequences of the Anglo-Saxon invasion?' Allow time for the children to discuss the question and jot down their ideas before summarising the information into a short paragraph that answers the question. Encourage them to share their answers with others and add any other ideas or pieces of information that they learn.	included questions and prepare to feedback on their findings to the larger group. Play the Sutton Hoo podcast audio, and provide copies of the Sutton Hoo podcast audio transcript for the children to follow as they listen if needed, to reveal the narrative of the artefacts.	After the children have gathered their evidence, encourage them to write their answer to the question in clear sentences and share their findings with the rest of the class. Use the Life in Anglo-Saxon Britain answer sheet to check the children's interpretations of the sources.
Extension:	Extension:	Extension:

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HISTORY – Year 4 and Year 3 - Medium Term Planning – ANGLO-SAXONS AND VIKINGS

<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
Recall & retrieval: - Britons were vulnerable to attack without the Roman army to protect them. - Anglo-Saxons invaded Britain because the land was fertile for farming. - The craftsmanship, materials and function of the objects at Sutton Hoo showed that the person buried was wealthy and important, - Each kingdom had its own hierarchy, with the king at the top, then thegns, Ceorls and peasant farmers and slaves at the bottom.	Recall & retrieval: - Britons were vulnerable to attack without the Roman army to protect them. - Anglo-Saxons invaded Britain because the land was fertile for farming. - The craftsmanship, materials and function of the objects at Sutton Hoo showed that the person buried was wealthy and important, - Each kingdom had its own hierarchy, with the king at the top, then thegns, Ceorls and peasant farmers and slaves at the bottom. - The Viking invasion and Anglo-Saxon defence of England led to many conflicts.	Recall & retrieval: - Britons were vulnerable to attack without the Roman army to protect them. - Anglo-Saxons invaded Britain because the land was fertile for farming. - The craftsmanship, materials and function of the objects at Sutton Hoo showed that the person buried was wealthy and important, - Each kingdom had its own hierarchy, with the king at the top, then thegns, Ceorls and peasant farmers and slaves at the bottom. - The Viking invasion and Anglo-Saxon defence of England led to many conflicts. The Vikings lived in a similar way to the Anglo-Saxons.
LEARNING INTENTION: To know that the Vikings and Anglo-Saxons had power struggles. Skills: Disciplinary Knowledge Year 3 To identify the cause and consequences for many key events and development studied. Comment on the usefulness and reliability of a range of sources for particular enquiries – with support. Year 4 To explain with confidence the causes and consequences for many of the key events and developments studied. Comment on the usefulness and reliability of a range of sources for particular enquiries.	LEARNING INTENTION: To know that the everyday lives of the Vikings were very similar to that of the Anglo-Saxons. Skills: Disciplinary Knowledge Year 3 To identify similarities and differences within and across history e.g., give reasons for methods of invasion, trade and settlement. Year 4 To explain similarities and differences within and across history e.g., give reasons for methods of invasion, trade and settlement. Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw	LEARNING INTENTION: To know that Anglo-Saxon and Viking rule have left a legacy in England today. Skills: Disciplinary Knowledge Year 3 To identify the cause and consequences for many key events and development studied. Year 4 To explain with confidence the causes and consequences for many key events and developments studied. Aim: To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why

Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	contrasting arguments and interpretations of the past have been constructed.
Key Vocabulary: Viking, Anglo-Saxon, power, invasion, warriors, battles, peace, raids, monastery, plunder, Danelaw	Key Vocabulary: Compare, similar, different, craftspeople, farming, longhouse, wattle and daub, law, government, worship, pagan, Christianity	Key Vocabulary: Legacy, impact, culture, politics, language, settlement,
Key Knowledge: Child: - The Vikings were seafaring warriors from Scandinavia (now Denmark, Norway and Sweden). - The Viking invasion and Anglo-Saxon defence of England led to many conflicts. - The first recorded Viking invasion happened in AD 789. - In AD 793, the Vikings launched their first major attack on the monastery at Lindisfarne in Northumbria, off the north-east coast of England. - In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Teacher: - They were also known as Norsemen, meaning men of the north. - There were three main reasons why the Vikings raided other countries. 1. To gain wealth, fame and a good reputation as a successful Viking raider. 2. To steal goods to trade with others. 3. To generate another source of income to make up for the lack of good farmland in Scandinavia.	Key Knowledge: Child: - The Vikings lived in a similar way to the Anglo-Saxons. - Most Vikings were farmers or craftspeople, but they were also warriors who carried out frequent raids. Teacher: - Men and boys trained in boat building, weapon making, crafts and combat. - They lived in longhouses, with a central fire and thatched roof. - Vikings had their own laws and government. - When the Vikings first invaded, they were pagans and worshipped many gods. Over time, they converted to Christianity.	Key Knowledge: Child: - There are still aspects of life in modern England that date back to the Anglo-Saxons, including the English language, the rule of law, place names, Christianity and even the layout of England itself. - The place names of northern and eastern England show the impact of the Vikings' language (Old Norse) and the individuals who put down roots. Teacher: - Anglo-Saxon rule came to an end with the Norman Conquest of 1066, but the Saxons left their legacy on England. - This includes the language, culture, and politics of the land. Many of the shires established by the Saxons are still used as boundaries today. - In the areas that the Vikings took over, the resulting influence of Scandinavian culture was profound.

• The Vikings saw that the monasteries were rich and an easy target for attack, because they were built in remote locations with no weapons or guards for protection. • After the Lindisfarne attack, the Vikings repeatedly raided coastal monasteries in the summer months for plunder and slaves, before returning home for the winter. These raids went on for decades. • Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.		
Diversity Links: Know that the Vikings were not “British” but settled here, while their descendants still live in modern Britain today. The Vikings were migrants from continental Europe and are one part of the migration of many communities to Britain, which now makes up our rich, diverse culture and demographics. For a large majority of people today, our own origins are from other countries and cultures beyond Britain. Use this a learning point when introducing where the Vikings invaded from.	Diversity Links:	Diversity Links:
Scaffolding:	Scaffolding:	Scaffolding:
Learning Task: (CM – Invasion – Develop 2 – Lessons 1-3) Ask the children to revisit the Invasion timeline diagram and ask them to describe what they can see happening in AD 789. Invite children to find out more about what happened as the first Vikings invaded, by reading The first Viking landing fiction text . Allow time to discuss how the Britons may have felt under another invasion. Share the Viking raids presentation and talk about why the Vikings targeted the monasteries. Present the enquiry	Learning Task: (CM – Invasion – Develop 2 – Lessons 4) Ask the children to recall their knowledge of everyday life in Anglo-Saxon England from previous sessions. Pose the enquiry question, ‘Were the everyday lives of Vikings similar or different to the everyday lives of Anglo-Saxons?’ Task the children with answering the question, using sources, such as information books, useful websites and the BBC Bitesize webpage What was life like in Viking Britain?	Learning Task: (CM-Invasion- Develop - lesson- lesson 6) Ask the children to consider the question 'How would life today be different if the Anglo-Saxons had never invaded and settled in Britain?' and ask them to record their initial thoughts. Encourage the children to read the Anglo-Saxon legacy information sheet and use the information to help them answer the question. Provide the Enquiry question recording sheet to help the children structure their thinking. At the end of the session, ask the children to explain

question, 'What can we learn about the Viking raid on Lindisfarne from primary sources of evidence?' Give groups of children a Viking raid information sheet. Encourage them to use the evidence to answer the enquiry question and share their findings. As they work, talk about the Anglo-Saxon viewpoint of the evidence and discuss if they think the image created of the Vikings is likely to be accurate or biased. After the discussion, ask the children to use the information they have gathered to create a piece of writing about the raid, either from the viewpoint of a monk or a Viking invader. Recap previous learning and then explain that Viking attacks continued for the next 60 years before the Vikings settled permanently in Britain. Ask the children questions, such as 'What do you think the Anglo-Saxons did when the Vikings started to settle? Do you think they surrendered their homes, goods and land or do you think they fought back? Why do you think that?' After the discussion, ask the children to read The Anglo-Saxons battle the Vikings information sheet. Encourage them to answer the questions included and use the evidence to write an answer to the enquiry question, 'Did the Anglo-Saxons surrender to the Vikings or did they fight back?'	Use the Comparing Anglo-Saxon and Viking life table to support. Children are to write a comparison paragraph for each section. Encourage them to share and compare their thinking and highlight examples of similarities and differences.	their answer to the question using evidence they have gathered.
Extension:	Extension:	Extension:
Assessment Cumulative quiz. Retrieval practice.		