



YEAR 5

HISTORY CURRICULUM

Year 5 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes

- 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.

Topics of Study-Substantive Concepts

- Anglo-Saxons and Scots: **Invasion and Empire/Settlements and Social History**
- Vikings: **Invasion and Empire/Settlements and Social History**

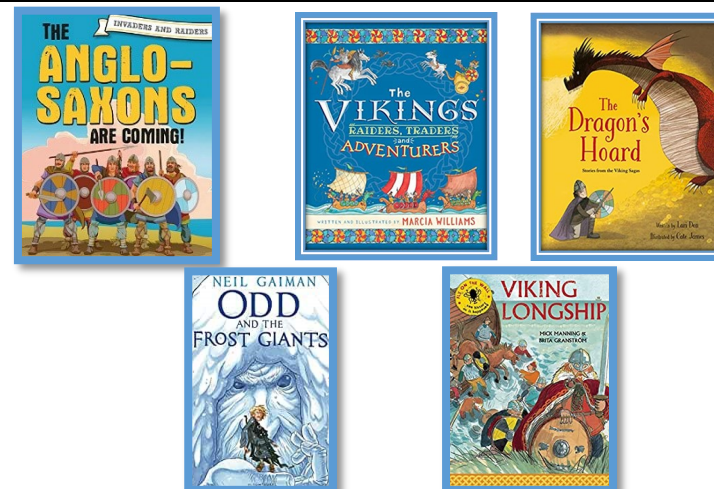
Key Historical Knowledge and Understanding

- * The Anglo-Saxons raided Roman Britain around 400AD. They came to Britain looking for farmland and there is no evidence to suggest a significant invasion or struggle. The Anglo-Saxon period covered six centuries from 410AD to 1066AD. Anglo Saxons came from Germany, Netherlands and Denmark and crossed the North Sea in wooden boats.
- * The Anglo-Saxons mainly settled alongside the Britons. However, life changed in Britain after the Anglo-Saxon invasion including the formation of 7 major kingdoms.. Each was ruled by a different king. They fought to defend their kingdom or take control of other kingdoms.
- * Anglo-Saxons houses were huts made of wood with roofs thatched with straw. Much of Britain was covered with forests so the Saxons had plenty of wood to use.
- * The Anglo-Saxons were Pagans when they first arrived in Britain but gradually became Christians. Anglo-Saxon Britain saw the rise of Christianity with churches and monasteries being built.
- * The Vikings sailed huge distances on longboats from their homes in Scandinavia between AD793 and AD1066 to raid other countries. The Vikings conflicted with the Anglo-Saxons during this time for control over Britain. Like the Anglo-Saxons, the Vikings came to Britain looking for farmland but they also wanted treasures to make them rich.
- * The Vikings were excellent seafarers, farmers, explorers and traders but they were also brutal raiders. The Vikings captured 'Jorvik' York and made it become the Viking capital of England. The Vikings and Anglo-Saxons had periods of peace where they settled alongside each other however they fought frequently.
- * The Viking raid on Lindisfarne in AD 793 was significant because the Lindisfarne was a holy site believed to be sacred by Christians. They raided monasteries stealing gold and jewels and murdered monks and civilians. Following this, the English King Alfred the Great, took steps to protect his kingdom.
- * Most Vikings were pagans not Christians like most people in Britain at this time. The Vikings believed in the Gods and Goddesses of Norse mythology. Many Vikings converted to Christianity once they arrived in Britain.
- * In 1066 England was invaded twice. First, a Norwegian army led by Harald Hardrada landed in the north.
- * King Harold killed Harald Hardrada at the Battle of Stamford Bridge. Duke William of Normandy fought Harold in the Battle of Hastings 3 days later and won.

Vocabulary

Timeline, BC/AD, century, decade, chronological, chronology, evidence, Ancient Kingdom (Angles, Saxons and Jutes) empire, settlement, Christianity, Monks/Monasteries, invasion, Lindisfarne, raid, pagan, Scandinavia, Danelaw, resistance, invade, heir, kingdoms, settlements.

Quality Literature Links



Year 5 Disciplinary Knowledge

| Cause & Consequence | Change & Continuity | Similarity & Differences | Historical Significance | Sources & Evidence | Historical Interpretation |
|--|--|---|--|--|--|
| 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 past. | Describe connections and contrasts between aspects of history, people, events and artefacts studied. | Describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Anglo-Saxon Britain. | Describe the achievements of the Anglo-Saxons and their significance to human development. | Distinguish between a primary and secondary source of information when investigating the past. Use different evidence to collect information about the past ceramics, pictures, documents etc. | Use evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding of 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 the impact of this on reliability. |



PRIOR LEARNING LINKS

- **Y3: Stone Age-Iron Age:** Learnt about key features of life in Britain through the Stone Age to the Iron Age Explored evidence sources from this time.
- **Y4 Romans:** learnt about the final successful invasion of Britain by the Romans in 43AD. Learnt about significant individuals such as, Boudica. Learnt about how the Romans changed and shaped Britain during their rule and beyond.

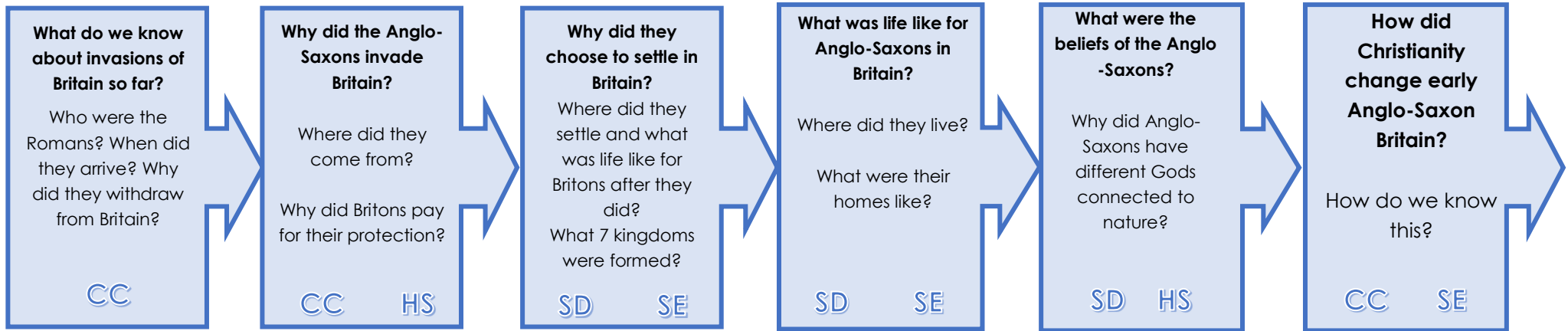
FUTURE LEARNING LINKS

- **Y5: Anglo-Saxons and Vikings:** Learn about the Viking invasion in Britain and how we can learn about the lives of the Vikings using different historical evidence and sources. How Britain changed because of the Vikings.
- **Y6 World War II:** Learn about Hitler's invasion of Poland and the impact that World War II had on society and the life's of everyday people.

Year 5 History
Unit of Learning: Anglo Saxons and Scots
Substantive Concept: Invasion/ Settlements
& Social History

Were Saxon times really 'Dark Ages'?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

| Cause and Consequence - CC | Change and Continuity - ChC | Similarity and Difference - SD | Historical Significance - HS | Sources and Evidence - SE | Historical Interpretations - HI |
|---|---|---|---|--|---|
| Why an event occurred, or the consequences of an event. | The extent, nature or pace of change across time. | Analysing similarities and differences within or between groups, places or societies in the same time period. | How historians and others decide whether historical events or people are significant-criteria used. | Use of sources and evidence to investigate and make claims about the past. | How and why historical interpretations are different. |

PRIOR LEARNING LINKS

- **Y3 Stone Age-Iron Age:** Learnt about key features of life in Britain through the Stone Age to Iron Age - explored evidence sources from this time.
- **Y4 Romans:** learnt about the final successful invasion of Britain by the Romans in 43AD. Learnt about significant individuals such as, Boudica. Learnt about how the Romans changed and shaped Britain during their rule and beyond.
- **Y5 Anglo-Saxons and Scots:** Learnt how the Picts, Scots and Saxons raided Roman Britain and how the Anglo-Saxons began to settle alongside Britons in 450AD. Learnt about the seven new kingdoms and life in Anglo-Saxon Britain.



Year 5 History

Unit of Learning: The Vikings

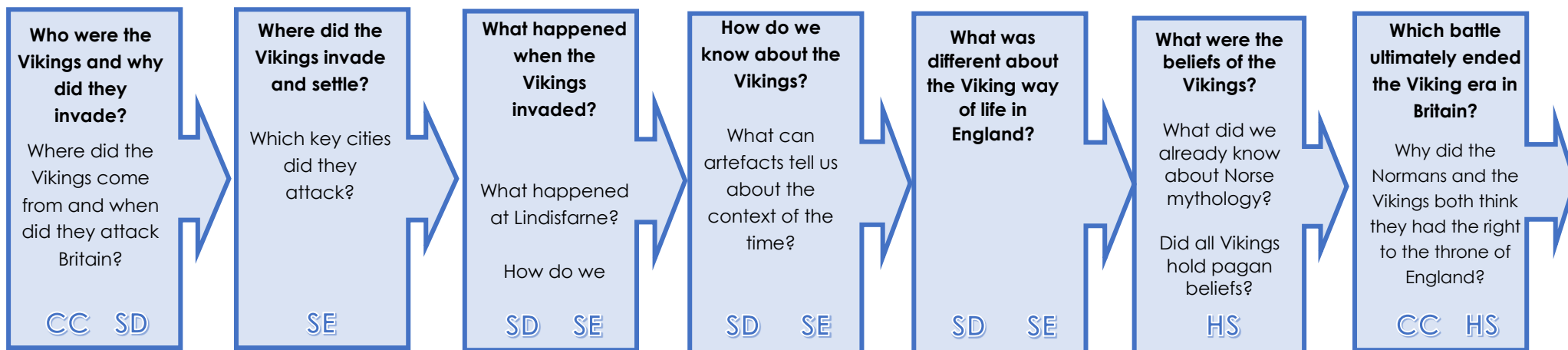
Substantive Concept: Invasion and Empire/
Settlements & Social History

Were the Vikings History's greatest invaders?

FUTURE LEARNING LINKS

Y6 World War II: Learn about Hitler's invasion of Poland and the impact that World War II had on society and the life's of everyday people.

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

| Cause and Consequence - CC | Change and Continuity - ChC | Similarity and Difference - SD | Historical Significance - HS | Sources and Evidence - SE | Historical Interpretations - HI |
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Year 5 Sequence of Knowledge

Key Knowledge and Vocabulary: Anglo-Saxons and Scots

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|---|--|---|--|--|--|
| <ul style="list-style-type: none"> * Britain was once part of the Roman Empire. * The Roman period started in 43 AD and ended in 410 AD. * The first invasion by Julius Caesar was unsuccessful. 100 years later Emperor Claudius was ruling, he won and took over the south of England. * The Romans left Britain in 410AD because their armies were needed to defend other parts of the empire. | <ul style="list-style-type: none"> * The Anglo-Saxons raided Roman Britain around 400AD. * They came to Britain looking for farmland and there is no evidence to suggest a significant invasion or struggle. * The Anglo-Saxon period covered six centuries from 410AD to 1066AD. * Anglo Saxons came from Germany, Netherlands and Denmark and crossed the North Sea in wooden boats. | <ul style="list-style-type: none"> * The Anglo-Saxons mainly settled alongside the Britons. * However, life changed in Britain after the Anglo-Saxon invasion including the formation of 7 major kingdoms.. * Each was ruled by a different king. They fought to defend their kingdom or take control of other kingdoms. | <ul style="list-style-type: none"> * Anglo-Saxon settlements were very small; they did not understand the Roman ways and would not live in their towns. * They settled near rivers or seas and renamed villages. * Anglo-Saxons houses were huts made of wood with roofs thatched with straw. Much of Britain was covered with forests so the Saxons had plenty of wood to use. | <ul style="list-style-type: none"> * The Anglo-Saxons held pagan beliefs and believed in Gods of nature. * There were many Anglo-Saxon festivals throughout the year when different Gods were worshipped. * The Anglo-Saxons believed that religion was a way to secure success in material things. | <ul style="list-style-type: none"> * The Anglo-Saxons were Pagans when they first arrived in Britain but gradually became Christians. * Saint Bede wrote a religious book called The Reckoning of Time which the Anglo-Saxons used to study. * Lindisfarne (Holy Island) was significant in the introduction of Christianity in Britain. * Anglo-Saxon Britain saw the rise of Christianity with churches and monasteries being built. |
| Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, rule, defend, consequence | BC, AD, time periods, chronology, chronological order, timeline, civilisation, century, raid. | Settlement Britons, invasion, kingdoms, ruled, laws, defence. | Settlement, dwelling, village, Chieftain, farmland, town, materials, forests, land. | Religion, beliefs, Pagan, festival, worship, Gods, material. | Religion, Pagan, Christian, multiple Gods, church, monastery, monk, Christianity, impact, significance, Holy Island. |

Key Knowledge and Vocabulary: Anglo-Saxons and Vikings

| | | | | | | |
|--|--|--|--|---|---|---|
| <ul style="list-style-type: none"> * The Vikings sailed huge distances on longboats from their homes in Scandinavia between AD793 and AD1066 to raid other countries. * The Vikings conflicted with the Anglo-Saxons during this time for control over Britain. * Like the Anglo-Saxons, the Vikings came to Britain looking for farmland but they also wanted treasures to make them rich. | <ul style="list-style-type: none"> * The Vikings were excellent seafarers, farmers, explorers and traders but they were also brutal raiders. * The Vikings captured 'Jorvik' York and made it become the Viking capital of England. * The Vikings and Anglo-Saxons had periods of peace where they settled alongside each other however they fought frequently. | <ul style="list-style-type: none"> * The Viking raid on Lindisfarne in AD 793 was significant because the Lindisfarne was a holy site believed to be sacred by Christians. * They raided monasteries stealing gold and jewels and murdered monks and civilians. * Following this, the English King Alfred the Great, took steps to protect his kingdom. | <ul style="list-style-type: none"> * Alfred the Great ordered monks to write everything down in the 'Anglo-Saxon Chronicles'. * The Vikings have left many traces of their settlement. Archaeology provides physical evidence of their conquests, settlement and daily life. | <ul style="list-style-type: none"> * Not all Vikings were bloodthirsty warriors. Some came to fight but many came to settle peacefully. * They were farmers and kept animals and grew crops. * They were skilful at crafting and made beautiful metalwork and wooden carvings. | <ul style="list-style-type: none"> * Most Vikings were pagans not Christians like most people in Britain at this time. * The Vikings believed in the Gods and Goddesses of Norse mythology. * Many Vikings converted to Christianity once they arrived in Britain. | <ul style="list-style-type: none"> * In 1066 England was invaded twice. * First, a Norwegian army led by Harald Hardrada landed in the north. * King Harold killed Harald Hardrada at the Battle of Stamford Bridge. * Duke William of Normandy fought Harold in the Battle of Hastings 3 days later and won. |
| BC, AD, time periods, chronology, chronological order, timeline, civilisation, century, raid. | Seafarer, boat builders, traders, farmers, raiders, peace, conflict | Fortifications, attack, defence, pillaging, brutal, kingdom, Northumbria | Evidence, sources, primary sources, chronicles, sagas, settlement. | Settlers, raiders, farmers, craftsman. | Norse mythology, religion, Christian, Pagan, beliefs | Norman rule, Battle, throne, invaded, landed armies, fought. |