

Thematic Concepts	Governance & Societal structure, Invasion and Settlement, Language and Communication		
Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	5	Anglo- Saxons and Vikings	
Term	Autumn term		
National Curriculum	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		
Prior knowledge	The Roman invasion and settlement The Anglo-Saxon migration and settlement Democracy in Greek and Roman times Children know the location of Scandinavian Countries		
Links to other subjects	English – Viking Boy		
Enrichment	Visit by Olaf the Viking		
Skills progression	<u>Chronological Understanding</u> Use timelines to place and sequence local, national and international events. Sequence historical periods? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same.	<u>Historical knowledge of events of people and changes in the past</u> Make comparisons with social and cultural diversities in societies studied in Britain and the wider world. Identify changes and links within and across the time periods studied (Link Anglo Saxons to Roman Britain) Describe some causes and consequences of the main events, people and changes in the periods studied.	<u>Historical enquiry</u> Ask a range of questions about the past and choose reliable sources of evidence to answer questions. Explain why it is a reliable source. Suggest historically valid questions about change, cause, similarity, difference and significance.
	<u>Interpretations of History</u> Look at different versions of the same event and identify similarities and differences in the accounts. Give clear and more than one reason why there may be different accounts of history. Recognise that people (now and in the past) can represent events or ideas in ways to persuade others (propaganda etc)	<u>Organisation and communication</u> Present structured and organised findings about the past using speaking, writing, ICT and drawing skills. Can I use dates and terms accurately. Can I choose the most appropriate way to present information thinking about the audience.	

Topic specific (Sticky) vocabulary	Viking, Anglo-Saxon, invasion, conquer, settle, Danes, Kingdom, Danelaw, Lindisfarne, King Alfred, treaty
End points	<p>Children know where the Anglo-Saxons and Vikings originated.</p> <p>Children know how Britain was governed under the Anglo-Saxons (kingdoms)</p> <p>Children know that language changed with the arrival of the Anglo- Saxons. The language was called Old English and is the earliest form of English.</p> <p>Children know about the Viking raids starting in 793 AD at Lindisfarne</p> <p>Children know what happened during these Viking raids which led to the current reputation of Vikings.</p> <p>Children know the Vikings then settled in parts of Britain.</p> <p>Children know what a Viking longboat was.</p> <p>Children know Alfred the great was the King of Wessex and that he fought many battles with the Vikings finally defeating them at the Battle of Edington in 878 AD</p> <p>Children know the defeat of the Vikings led to the Treaty of Wedmore and the Danelaw</p> <p>Children know that England became a unified country under (AE)thelstan King of the English</p> <p>Children know that Anglo-Saxon rule ended with the Norman invasion in 1066.</p>
Final Question	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>Do the Vikings deserve their reputation?</p> <p>Possible follow up questions.</p> <p>Great Britain became united in 1707. Do you think it should remain united? Links to current calls for independence.</p>