

Dream, Believe, Achieve – Together Everyone Achieves More
WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW

Year 5

<p>Anglo Saxons</p>	<p>Place: Sutton Hoo, Offa’s Dyke, Mercia, Lindisfarne, Canterbury, Iona, UK into 7 kingdoms – Northumbria, Wessex, Sussex, Mercia, East Anglia, Kent, Essex</p>	<p>People: King Offa, Alfred the great, King Athelstan, Queen Aethelflaed (Lady of the Mercians/daughter of Alfred the great) Names of various gods/goddesses such as Problem/event: Invasion of the Saxons in 410AD, it is said they passed over Hadrian’s wall killing everyone in their way,</p>
	<p>Purpose: To chronologically place the Anglo Saxons after the Romans in our history. To explore the transition from Romans to Anglo Saxons – how did they settle and how did the integrate with the Romans who remained? To explore what it was like to live and work in Britain during the Anglo Saxon times. To explore Anglo Saxon art, culture and beliefs.</p>	<p>Aims: To describe why, where and when the Scots and Anglo Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were To understand how the Anglo Saxons have influenced Britain by explaining some of the place names they established and their meanings. To describe a typical Anglo-Saxon village and explain what jobs the people did, and to research what it was like for a child in the given period (Anglo-Saxon) To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. To explain the religious beliefs and practices of the early Anglo-Saxon people and compare some of the gods they worshipped.</p>
	<p>Historical concepts/ Language Chronological language: Concepts – Key language – Invasion, invaders, settlements, Chronological language – BC, BCE, AD, Key vocabulary – Angles, Saxons, raiders, settlers, runes, shires, Danes, Danelaw, Bede, Jobs in an Anglo Saxon Village such as blacksmith, tanner, potter</p>	<p>Research skills: Chronological understanding – Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. Range and depth of historical knowledge – to identify key features and events within Anglo-Saxon times. To look at similarities and differences between the Romans and Anglo-Saxons – what remained in Britain that was Roman and what did the Anglo-Saxons replace? What language do we use today that is of Anglo-Saxon descent? Historical Enquiry – Use the library and internet to carry out research on Anglo-Saxon village life, and begin to devise own historical valid questions. Teacher to model how to question sources validity, and children to begin to do this. Organisation and communication - Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY/MILLENNIA. Recall, select and organise historical information about the Anglo-Saxons. Communicate knowledge through making a model Anglo-Saxon village; through writing an Anglo-Saxon job description; through ICT to make a PowerPoint of Anglo-Saxon gods and goddesses.</p> <p>Key Questions: To answer the following questions:</p>

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		<p>Why did the Romans leave? Did they all leave? To research more than one reason to support a historical argument. Where did the invaders come from and how? How was their arrival met by the native people at the time? How did they live once settled? What was crime and the punishment like? What battles were fought and how? What clues are there still around today to investigate an Anglo Saxon settlement? Why were the Anglo-Saxons succeeded by the Normans?</p>
	<p>Other links/information: Map work – Children to plot the names of Anglo Saxon cities on UK Map. Children to map the spread of the Anglo Saxon people throughout Britain.</p>	
Vikings	<p>Place? Iceland / The Norse World / Lindisfarne/ York/ Wirral</p> <p>Purpose? Who were the Vikings? Where did they come from? Why did they leave Scandanavia? Why did they invade? Where did they invade? What was the impact of their invasion?</p> <ul style="list-style-type: none"> - Make links to previous topic in Y4 (Anglo- Saxons) <i>How does this compare and contrast?</i> <p><i>-Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</i></p>	<p>People and problem/event? Arthur, an unlikely hero- Link to literacy text, Arthur and the golden rope. I want to go on another journey to somewhere new. As a Viking, where could I go?</p> <p>Aims? The children will look at the main events of the Viking timeline in chronological order as organised on the topic knowledge organiser. They will study and learn about the raid of Lindisfarne, The capture of York (Jorvik) and the Battle of Brunanburgh. They will also compare what life was like then, what it is like now and what evidence we have that shows they were there or has been left behind.</p> <p>By conducting these case studies into places in Britain that were invaded by Vikings, the children will:</p> <ul style="list-style-type: none"> -<i>Understand the Viking struggle for the Kingdom of England by researching raids and invasion</i> -<i>Know and understand the history of these islands as a coherent, chronological narrative and how people’s lives have shaped this nation.</i> - <i>Know and understand significant aspects of the history of the wider world</i> -<i>Understand how Britain has been influenced by the wider world.</i> - <i>Place events/people on a timeline. These events will include the three battles and key people involved (including monarchs)</i>

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	<p>Historical concepts/ Language/ Chronological language? Chronology (building from Anglo-Saxons), Cause and consequence, change and continuity, significance. Key vocabulary- plunder, treaty, conquer, settlement, monk, monastery, longship, Scandinavia, pillage, Viking, Anglo- Saxon.</p>	<p>Research skills? By conducting a local history study of Vikings on the Wirral (The Battle of Brunanburgh), children will <i>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.</i> Key questions: How do you know the Vikings visited Wirral? Research and report findings. The children will also learn about the key people involved in the Viking struggle for the Kingdom of England, in chronological order- Alfred the Great, Athelstan and Edward the confessor.</p> <p>The children will look at:</p> <ul style="list-style-type: none"> - Images and maps from Brununburgh- https://www.nottingham.ac.uk/sczsteve/StBridgets_1Feb2012.pdf - http://www.wirralvikings.org.uk/ - Images of artefacts and evidence left behind by the Vikings <p>They will compare the knowledge that the evidence gives them and come up with their own theories and ideas.</p>
<p>Other links/information: Children will build on their historical chronology as they have learned about the Anglo-Saxons in Year 4. The Vikings topic will also link to the literacy company text, Arthur and the Golden Rope. <i>-Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</i></p>		