

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: UKS2 Year A

NC/PoS: the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- 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**
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130

Prior Learning (what pupils already know and can do)

- Children understand the concept of invasion, kings & leaders
- Children understand invasion happens over time
- Children understand Britain had been apart of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders)
- Children know where Scandinavian countries are – LKS2 geography Europe unit
- Children know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language
- Children know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome

End Points (what pupils MUST know and remember)

- Know the Angles, Saxons and Jutes began to settle in Britain after the Romans had left.
- Know The Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. This was followed by a larger invasion.
- Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place.
- Children know there were many Anglo, Saxon and Viking kingdoms in Britain during this time.
- Children can make comparisons between the Anglo- Saxon and Vikings (settlements, political systems, religion).
- Know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings.
- Know this period is significant because Kingdom of England was formed during this period
- Children know this period ends with the Norman invasion.

Key Vocabulary

tribe, empire, settlement, raids, resistance, conquest, migration, territory, reign, treaty

Substantive concepts – invasion, conquest, kings, migration, governance, trade, paganism

Enquiry question: **Who won what in the struggle for Britain?**

Session 1:

Chronological knowledge -

Review prior learning and place chronology of units already learnt.

Consolidate chronology of invasion/ migration to Britain

Chronology- order key events on a timeline. When did they invade?

Vocab: chronology, invade, invasion, migrate, migration, settlers, settlements

Session 2: **Who were the Anglo-Saxons?**

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<p>Investigate who invaded after the Roman lefts Britain including the Scots Map work – where did the Angles, the Saxons and the Jutes come from and where they travelled to. Look at where they settled in Britain Look at sources such as Gildas the Wise and Bede and archeology. Look at themes of settlements, political systems and beliefs. Explore some of the main gods such as Tiw, Woden, Thunor and Frige. Vocab: invade, invasion, migrate, migration, settlers, settlements, kingdom, trade</p>
<p>Session 3: Who were the Vikings? Map work – where did the Vikings come from and where they travelled to. Look at where they settled in Britain. Look at themes of settlements (York), political systems and beliefs. Explore some of the main gods such as Odin, Thor, Frigg and Heimdall. Read stories of Viking raids, e.g. Lindisfarne. It is important to note these raids were a part of a wider movement across Europe. Cause and consequence – What was the cause of the Anglo- Saxon/ Viking invasions? What was the consequence of Viking raids? Vocab: invade, invasion, settlers, settlements, kingdom, trade, raid</p>
<p>Session 4: What was Great about King Alfred? Look at Anglo-Saxons respond to the Viking invasion after 865AD. Case study of Alfred – use evidence such as Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ. Investigate or tell pupils why the treaty known as Danelaw was introduced. Look at Alfred’s descendants (Aethelflaed Lady of Mercia, Edward the Elder, Athelstan, Edmund I) Ask the children to consider how important they were in shaping England. Vocab: kingdom, reign, invasion, descendants, treaty</p>
<p>Session 5: What did the struggle look like? Timelines to show events after Athelstan (King of all England)– drawing attention to further Viking raids and key figures such as Cnut and Aethelred the Unready. Investigate or tell pupils why the tax known as Danegeld was introduced. Consolidate chronology of period and how kingdoms changed during the push and pull between the Kingdom of Wessex and the Vikings. Angles and Saxons continuously fought over land in England and it was divide into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). This lasted for approximately four hundred years Change and continuity – What changed during the Anglo-Saxon Age? What stayed the same? Vocab: kingdom, reign, invasion, descendants, treaty</p>
<p>Session 6: How were the Anglo-Saxon and Vikings different? Compare the settlements, beliefs and political systems of the Anglo-Saxons and Vikings. Explore different interpretations of these people. Review prior learning from the Romans, ancient civilizations and Mayans and widen the comparison focusing on settlements, beliefs and political systems. Ask the children how they are similar and different and discuss progress. Vocab: interpretation</p>
<p>Session 7: Why did the Normans invade? Map work -where is Normandy? Look at Edward the Confessor and how his links to Normandy and William the Conqueror lead the way to the Norman invasion in 1066. What was the significance of the Battle of Hasting? Vocab: kingdom, reign, invasion, invade, significance</p>
<p>Future learning this content supports:</p> <ul style="list-style-type: none">• Further units on Medieval Britain in KS3