

# Pudsey Bolton Royd Primary School History Long-Term Plan

## Year 5

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<b>Enquiry Questions</b>		
	<p><b>How did the Anglo-Saxons and Scots change Britain?</b></p> <p><b>Who was Alfred the Great and was he really 'great'?</b></p>	<p><b>Who were the Vikings?</b> Looking at the arrival and conflict with the Vikings.</p> <p><b>Key questions –</b> Vicious Vikings? What can place names tell us about Viking settlement? What did the Vikings value? How and where did the Vikings trade?</p> <p>The Viking and Anglo-Saxon struggle for Britain.</p>
<b>Outcomes</b>		
	Information text/ leaflet to explain the changes.	Hot seating as a Viking leader – questioned about thoughts ambitions, fears?
<b>Linked Texts</b>		
	<a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm">https://www.bbc.co.uk/bitesize/topics/zxsbcdm</a> Anglo Saxon Boy by Tony Bradman The First King of England by Stuart Hill The Buried Crown by Ally Sherrick Beowulf by Michael Morpurgo Men, Women and children in Anglo Saxon times by Jane Bingham The History detective investigates Anglo Saxons by Neil Tonge Also check – Sutton Hoo National Trust website	Check out website mozaweb for 3D scenes. Viking Boy by Tony Bradman Shield Maiden by Stuart Hill
<b>Linked Experiences</b>		
		Jorvik Viking centre – York? Murton Park – York? Jorvik Dig – York?
<b>Overview</b>		

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	<p>To understand the struggle for control of Britain after the Romans left around 410AD: time of war, of the breaking up of Roman Britannia into several separate kingdoms, of religious conversion and, after the 790s, of continual battles against a new set of invaders: the Vikings. Where did the Anglo-Saxons come from?</p> <p>To be able to place Anglo-Saxon periods of rule into a coherent chronological framework (add to class timeline with previous learning dates).</p> <p>To understand the settlement of the Anglo-Saxons and Scots in northern Britain.</p> <p>To understand the various groups who invaded Britain after Roman occupation and why.</p> <p>To understand the achievements of different groups throughout history and their impact nationally and internationally</p> <p>To explain the continuity and change in British society</p> <p>To identify continuity and change in housing from Roman Britain through to Viking Britain</p> <p>To identify the types of food available to Anglo-Saxon and Vikings.</p> <p>To understand Anglo Saxon invasions, settlements, and kingdoms: place names and village life.</p> <p>To understand Scots invasions from Ireland to north Britain (now Scotland).</p> <p>To know about discoveries found at Sutton Hoo and what they tell us about the Anglo-Saxons.</p> <p>To know about King Alfred the Great and his reforms. How his work was continued by his children and grandson to reclaim Danelaw.</p> <p>The children will look at key questioning such as; How do we know what happened in this time? What does the evidence tell us about Anglo-Saxon England? What are the limitations of the evidence?</p>	<p>To know when the Vikings first arrived in Britain. Who were the Vikings and why did they invade and settle in Britain? What images do we have of the Vikings? What are the reasons for their bad reputation? To be able to place Viking periods of rule into a coherent chronological framework (add to class timeline with previous learning dates).</p> <p>To know about the Viking raid on Lindesfarne.</p> <p>To consider what the raids tell us about their culture and society.</p> <p>Why did the Vikings try to take over the country? What place names tell us about Viking settlement? To understand Danelaw.</p> <p>How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>To identify the fractious relationship between Anglo-Saxons and Vikings in Britain</p> <p>What was life really like in Anglo-Saxon and Viking Britain?</p> <p>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor- Who is Edward the Confessor? What did the Anglo-Saxons and Vikings leave behind?</p> <p>To know about Aethelflaed, Lady of the Mercians- where did she reign? Key points during her reign? How is she remembered? What were her achievements?</p> <p>Groups investigate aspects of Viking life, to discover the breadth of Viking culture, achievements, beliefs and practices.</p> <p>Home and beliefs</p> <p>Arts and crafts</p> <p>Raiders and warriors</p> <p>Traders and travellers</p> <p>Explorers and invaders</p>
<b>Knowledge and/or Skills Covered</b>		
	<p>Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).</p> <p>Demonstrate historical perspective by explaining contrasts and trends in the short and long-term.</p>	<p>Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).</p> <p>Demonstrate historical perspective by explaining contrasts and trends in the short and long-term.</p>

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	<p>Use precise dates and explain why some are significant (eg transport delay, seasonality).</p> <p>sequence and structure complex subjects and themes.</p> <p>Start to suggest reasons for connections over time and across places and cultures.</p> <p>Comment on impact and legacy.</p> <p>Select, organise and use information from more than one source to construct an informed response and/or opinion.</p> <p>Explain the usefulness and reliability of different sources.</p> <p>Start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions.</p> <p>Accurately summarise other people's opinions about the past.</p>	<p>Use precise dates and explain why some are significant (eg transport delay, seasonality).</p> <p>sequence and structure complex subjects and themes.</p> <p>Start to suggest reasons for connections over time and across places and cultures.</p> <p>Comment on impact and legacy.</p> <p>Select, organise and use information from more than one source to construct an informed response and/or opinion.</p> <p>Explain the usefulness and reliability of different sources.</p> <p>Start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions.</p> <p>Accurately summarise other people's opinions about the past.</p>
<b>National Curriculum Attainment Targets</b>		
	<p>Pupils should be taught about:</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>Pupils should be taught about:</p> <p>the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>Examples (non-statutory), this could include</p> <p>Viking raids and invasion.</p> <p>Resistance by Alfred the Great and Athelstan, first king of England,</p> <p>further Viking invasions and Danegeld,</p> <p>Anglo-Saxon laws and justice,</p> <p>Edward the Confessor and his death in 1066.</p>
<b>Important Vocabulary</b>		
	<p>Mass,</p> <p>propaganda,</p> <p>neutrality,</p> <p>suffrage,</p> <p>terrain,</p> <p>conservative,</p> <p>progressive,</p> <p>employ,</p>	<p>Berserker</p> <p>Chieftain</p> <p>Danelaw</p> <p>Explorer</p> <p>Invader</p> <p>Longboat</p> <p>Longhouse</p> <p>Pagan</p>

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impact,  
complex,  
sustain,  
surpass,  
sparse,  
abundant,  
capacity,  
obstacle,  
futile,  
crucial,  
pivotal,  
exceptional,  
generalise,  
rigorous,  
verify,  
unintelligible,  
inform,  
phenomenon,  
perspective.

### **Anglo-Saxon specific:**

Angles,  
Saxons,  
Jutes,  
Mead,  
Rune,  
Wattle-and-daub,  
Thatch,  
Farmer-warrior,  
Sutton Hoo,  
Lindisfarne,  
Hengest and Horsa,  
Monk,  
Illumination,  
Manuscript,  
Weregold,  
Athelstan,  
Christianity,

Raider  
Runes  
Valhalla

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	Augustine, Alfred the Great, Ethelred the Unready. Danegeld Danelaw Invader Kingdom	
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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Enquiry Questions</b>		
	What are the achievements of Ancient Greeks and their influence on the western world today?	Continued...
<b>Outcomes</b>		
		Answer the debate question
<b>Linked Texts</b>		
<b>Linked Experiences</b>		
	Virtual workshop- Royal Armouries.	Virtual workshop- Royal Armouries.
	PE orienteering links	PE orienteering links
<b>Overview</b>		
	<p>To identify the chronological context of the Ancient Greeks – When did the Greeks exist and what is their story?</p> <p>Re-cap on time periods looked at already (Stone, Bronze and Iron Ages, Romans and early civilisations including Egyptians)</p> <p>Recap on some of the things that have impacted on us from some of those British periods of history and how long ago they were.</p> <p>Introduce the Dark Ages in Greece – what do the children think this means? Discuss the Mycenae going through a difficult time- their economy collapsed due to lots of invasions by different people, leading to lots of the Mycenae abandoning their cities. The type of writing that had developed around this time was lost and no written records were made, which is why it is known as the 'Dark Ages' because we don't know a great deal about it.</p> <p>To identify the similarities and differences between the Greek city-states – were all of the Greeks the same or different? How and why? (Continuity and change, cause and effect, significance and interpretation)</p> <p>Ancient Greece wasn't just one single country where everybody was the same. After the fall of the Mycenae, lots of different cities started to grow from around 800BC onwards. These were known as 'city-states' and they were essentially mini-countries that ran</p>	<p><b>Debate:</b> 'Ancient Greek achievements are overrated, and the Greeks were no different to other people.'</p> <p>Ask how they feel about this statement. Do they agree or disagree with it? Explain that we are going to be holding a debate, just like they might have done in Athens, to voice our opinions about it. Explain that historians have to collect their evidence before they debate so that they are well-prepared and can answer with facts rather than just 'what-if' questions or answers that have no real value in a debate.</p> <p>Split the children into the different sides, those who agree and those who disagree so that they can work together.</p>

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	<p>themselves however they pleased. They might have shared some similarities but there were huge differences. These were called a 'polis'. The main poleis were Athens, Sparta, Corinth, Thebes and Delphi.</p> <p>To identify the relationships of Ancient Greece</p> <p>To identify the major Greek achievements - What did they achieve? (Cause and effect, significance and interpretation) Buildings/ coins as currency/The Olympics/ Philosophy /Medicine /Democracy/ Maths/science/empire/trading/history/machines.</p> <p>To identify the impact of the Greeks on the western world</p> <p>To identify other civilisations as having an impact on the western world- How much impact did the Greeks have on the western world? (Significance and interpretation, cause and effect; continuity and change)</p> <p>To identify Alexander the Great's role in spreading Greek culture - How important was Alexander the Great's empire? (Significance and interpretation; cause and effect; continuity and change)</p> <p>To identify similarities and differences between Greek and Roman cultures - What was Greek culture like? (Significance and interpretation; continuity and change; cause and effect)</p>	
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Knowledge and/or Skills Covered		
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National Curriculum Attainment Targets		
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	
Important Vocabulary		
	<p>Acropolis            Agora            Amphora            City-state            Column            Democracy            Mythology            Olympics            Parthenon            Phalanx            Philosophy</p>	



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	Tragedy	
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