

Ashtree Primary School and Nursery Medium Term Plan for History

Year 5 Autumn Term – Anglo-Saxons and Vikings

Prior Skill – Chronology – Year 4

- Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local). Including placing areas studied in previous years on to a timeline.
- Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.
- Pupils know the monarchs during the Tudor period.

Prior Skill - Enquiry – Year 4

- Pupils can ask questions to develop their understanding,
- Pupils are able to answer questions accurately most of the time related to the area of study,
- Pupils can use sources to justify their answers and are beginning to organise their responses,

Key Vocabulary Roman (Year 3 link), Saxon, Anglo-Saxons (Year 4 link), Vikings, Scandinavia, Invasion (Year 3 link),

Key Knowledge

Step 1 – To explore what Britain was like before the Viking Invasions.

Step 2 – To learn about the Viking invasions.

Step 3 – To investigate the first Viking settlements and how this affected the Anglo-Saxons.

Step 4 – To explore what life was like for Vikings living in Britain.

Step 5 – To learn about Alfred 'The Great' and the impact he had on England/Britain.

Step 6 – To explore why England became a unified country.

Step 7 – To research and explore the impact that the Vikings had on Britain.

Key Skills Black = Enquiry Red = Chronology

Step 1 - Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study. Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said,

Step 2 - Pupils are increasingly challenging sources of information, **Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,**

Step 3 - Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said, **Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.**

Step 4 - - Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said, **Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.**

Step 5 - Pupils are increasingly challenging sources of information. Pupils show some organisation of information that is purposeful for responding to or asking questions,

Step 6 - Pupils are increasingly challenging sources of information,

Step 7 - **Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.**

Curriculum Enhancements

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Misconceptions

- Number magnitude understanding – Timelines.
- Geographical knowledge – Link to Scandinavia topic in Geography – Where did the Vikings and Anglo-Saxons come from/Settle.
- Sources – Primary and Secondary.

Suggested Activities

S1 – Looking at sources to find out about what Britain was like.

S2 – To look at what happened through sources and when – Timeline link

S3 – To find out what the settlements were like and where the first settlements were.

S4 – To research what life was like in Britain – Compare it to modern day life.

S5 – To look back at the life of Alfred the Great.

S6 – Research and reasoning lesson – use sources to support

S7 – To look at what the Vikings did for Britain and see whether that impact has lasted over time.

Curriculum Links

- Geography – Maps/Scandinavia

This will lead to . . .

In year 6 –

Chronology –

- Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline.
- Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history. Pupils can compare a range of historical periods, identifying a number of similarities and differences between them including schooling in Victorian times, WW2 and now.
- Pupils can identify some trends over time, identifying how ideas have been continued/ developed including Maths, Science and Art leading on from Mayan Society learnt in Year 5.

Enquiry –

- Pupils can ask questions, creating questions that develop understanding about change, cause and significance.
- Pupils can organise information purposefully when responding to or asking questions.
- Pupils can challenge sources, questioning the validity of these.
- Pupils can make purposeful decisions about information to include when forming responses to questions.