**Ellison Primary Academy**

**Medium Term Plan/ Knowledge Organiser – The Anglo Saxons and Vikings (Year 4)**

| I. Unit Title: |
| --- |
| Can it be said that the invasion of Britain by the Anglo Saxons and the Vikings had a negative impact upon our culture? |

| Intent (II. Unit Overview): |
| --- |
| <u>Why study this time period?</u><br><br>Before the start of the 5th century, England was under Roman control however, around 410 AD this came to an end and there were successions of raids by invaders from all sides of the English isles. The Anglo-Saxon's whom started to colonise Britain established themselves as the foremost power in the British Isles and the conquered areas slowly became known as England. The Vikings were known for raiding and trading from their homelands across wide areas of northern, central and Eastern Europe, during the late 8th to late 11th centuries – this has now become known as "The Viking Age". The Vikings carried out many raids on Anglo-Saxon Britain – the first recorded raid was in 793. The successful invasions of mainland Britain ended with the Norman victory at the Battle of Hasting in 1066. During this unit we will explore the cultures of both Anglo-Saxons and Vikings, how this was adopted by the places they invaded and settled and how evidence of their way of life still exists today. We will enquire about invasions and settlements and how geographical processes can influence this. The children will draw parallels between how they live today and how the Vikings lived. We will also explore the concept of historical interpretation and how this can vary discovering the reasons behind this.<br><br>At the end of this unit we will be able to;<br>• Have an understanding of the chronology of key events from the end of Roman rule to the start of Norman control over Britain..<br>• Use evidence to ask questions and find answers about the past.<br>• Understand the importance of evidence as a source of historical enquiry to gain an accurate knowledge of history.<br>• Explain how some sources of evidence are more reliable than others and suggest why some accounts may differ.<br>• Use dates and key vocabulary linked to the Anglo-Saxons and Vikings.<br>• Place events, artefacts and historical figures on a time line using dates.<br>• Discuss the consequences of key events.<br>• Describe the key aspects of Anglo-Saxon and Viking culture and relate in to their own. |

- Link the time period studies to those of other interest around the world.
- Ask and answer geographical questions about the physical and human characteristics of a location.
- Describe key aspects of: human geography, including settlements and land use.

## 2. Conceptual Lens

| Main Concepts: | Secondary Concepts: |
|---|---|
| • Culture (H)<br>• Evidence (H)<br>• Interpretation (H)<br>• Spatial Interaction (G)<br>• Communities (G) / Settlement (G)<br>• Human and Physical Processes (G) | • Chronology (H)<br>• Invasion and Settlement (H)<br>• Similarity and difference (H) |

## 3. Web Strands

| | |
|---|---|
| History (H)<br>Geography (G) | Art<br>P4C |

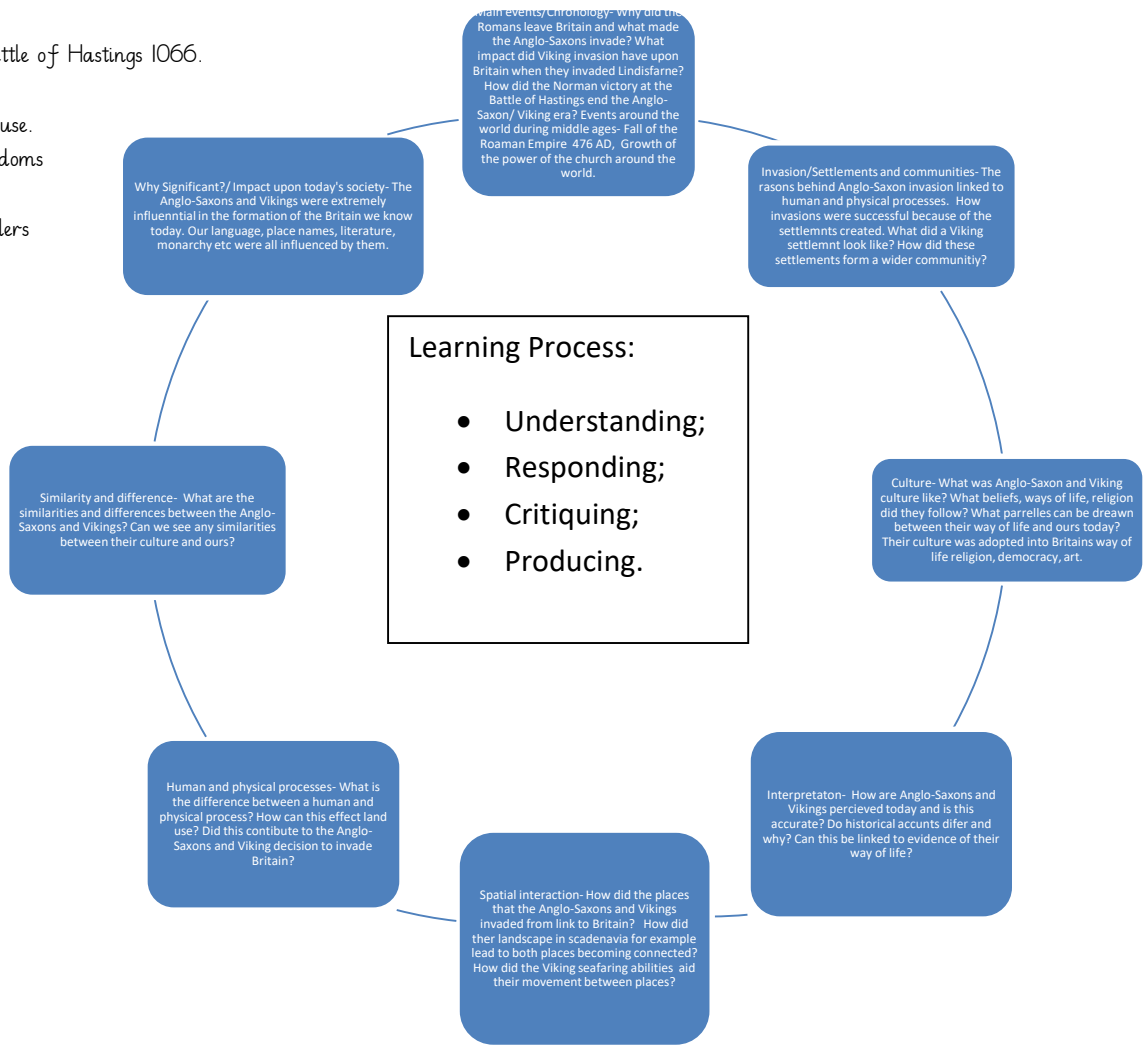
## 4. Unit Web

Major Headings:

- Timeline – From the end of Roman Rule in Britain 410 AD to the Battle of Hastings 1066.
- Invasion of Lindsfarne 793 AD (Start of Viking invasion)
- Invasions and settlements including reasons for invading liked to land use.
- Creation of the England we know today from seven Anglo-Saxon kingdoms
- Culture and beliefs and how these impacted Britain.
- Historical interpretation of Vikings as violent invaders to peaceful settlers
- Artefacts and discoveries including Staffordshire Hoard

Key Strands:

- Main Events
- Chronology
- Invasion
- Culture
- Evidence
- Interpretation
- Settlements and communities
- Spatial interaction
- Physical/Human Geography/Processes
- Similarity and difference
- Why Significant?
- Impact on Society Today



| |
|---|
| |

Key Learning

| 7. What we would like children to know:<br>Elements to include: | 5. 5. What we would like children to understand: (the generalisations) | 8. What we would like children to be able to do: |
|---|---|---|
| <u>Culture (H)</u><br><br>- Cultures can be changed and influenced by factors including invasion by a foreign power.<br>- Anglo-Saxon and Viking settlements influenced British culture and that influence can still be seen today. .<br>- How religion, beliefs, hierarchy and attitudes can develop over the course of time. | <u>Culture (H)</u><br><br>• that examining the concept of culture will open up inquiries into how people deal with the past.<br><br><u>Prior Learning</u><br>None before year 3/4<br><br><u>Future Learning</u><br><br>• that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past<br>• that communities have been influenced by people or events in the past. | <u>Culture (H)</u><br><br>• describe the social, ethnic, cultural or religious diversity of past society.<br><br>• describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.<br><br><u>Prior Learning</u><br><br>None before year 3/4<br><br><u>Future Learning</u><br><br>• describe the social, ethnic, cultural or religious diversity of past society.<br><br>• describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children |

| | | |
|---|---|---|
| | | • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. |
| Evidence (H)<br>- difference between the two types of sources – primary and secondary.<br>- evidence that has been destroyed over time, is ambiguous and open to interpretation.<br>- stories passed down through generations would make evidence disputable similar to 'Chinese whispers'.<br>- approximate dates are estimated using sources of archaeological evidence.<br>- Significant archaeological finds (Staffordshire Hoard) can unlock evidence of a past culture and how people from that time lived. | Evidence (H)<br>• that by asking questions and investigating the answers can help you find out about the past<br>• that no single source of evidence gives the full answers to the past<br>that evidence can be categorised into primary and secondary sources<br><br>Prior Learning<br>• that asking questions about sources of evidence can help us learn about the past<br>• that the more sources of evidence we have, the better picture we can begin to build of the past<br><br>Future Learning<br>• that evidence allows historians to hypothesise and piece together the past.<br>• that evidence can be separated into two categories, primary evidence and secondary evidence. | Evidence (H)<br>• use evidence to ask questions and find answers to questions about the past.<br><br>• suggest suitable sources of evidence for historical enquiries.<br><br>• use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br><br>• describe different accounts of an historical event and explain why some of the accounts may differ.<br><br>Prior Learning:<br>• observe and handle evidence to ask questions and find answers to questions about the past<br><br>• use artefacts, picture, stories, online sources and databases to find out about the past<br><br>• identify some of the different ways the past has been represented<br><br>Future Learning: |

| | | |
|---|---|---|
| | | • use sources of evidence to deduce information about the past.<br>• use sources of evidence to form testable hypotheses about the past.<br>• seek out and analyse a wide range of evidence in order to justify claims about the past.<br>• |
| **Interpretation (H)**<br>-that historians can interpret both primary and secondary sources in different ways.<br>-History can be influenced over time to suite an agenda.<br>-Although primary sources of information are more reliable they are still open to interpretation. | **Interpretation (H)**<br>• that historians must analyse factual, points of view or imagined historical information to form their own view of the past.<br><br>Prior Learning<br>• that people in later times look back and explain people, places and events in history.<br><br>Future Learning<br>No future learning | **Interpretation (H)**<br>• use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology can be used.<br>• use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.<br>• describe certain sources of evidence that are suitable for historical enquiries.<br>• use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br>• describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.<br>• use different accounts of an historical event and explain why some of the accounts may differ.<br>• note connections, contrasts and trends over time. |

| | | |
|---|---|---|
| | | • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br>• suggest causes and consequences of some of the main events and changes in history.<br><br>Prior Learning<br>• give reasons why people in the past acted as they did<br>Future Learning<br>No future learning |
| **Chronology (H)**<br>- Chronology is the order in which past events happened in and these can be concurrent and overlap.<br>- Chronology puts major events into context. It tells us when these events occurred in relation to others not just in Britain but around the world.<br>- Dates are sometimes not accurate and based upon the available evidence.<br>- That AD and BC are used on a timeline to signify a passage of time related to Jesus's birth. | **Chronology (H)**<br>• that change over time can be represented, along with evidence, on a time line.<br><br>Prior Learning<br>• that chronology is the times at which past events happened in the order in which they happened.<br><br>Future Learning<br>• how chronology contributes to a person's sense of identity and helps them create a context for understanding the present.<br>• that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change) | Chronology (H)<br>• Place events, artefacts and historical figures on a time line using dates.<br><br>• Understand the concept of change over time, representing this, along with evidence, on a time line.<br><br>• Use dates and terms to describe events.<br><br>Prior Learning<br>• place events and artefacts in order on a time line.<br>• label time lines can be with words or phrases such as: past, present, older and newer.<br>• understand that dates can be used to place events and artefacts in order.<br>• use words and phrases such as: a long time ago, recently, when my parents/carers were |

| | | |
|---|---|---|
| | | children, years, decades and centuries can be used to describe the passing of time.<br><br>Future Learning<br>• understand that chronology is the times at which past events happened in the order in which they happened.<br><br>• understand that the order in which things happened can help them to make connections between events in the past and future events.<br><br>• understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.<br><br>• use dates and terms accurately in describing events.<br><br>• give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given.<br><br>• use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. |
| Invasion and Settlement (H)<br>- What the difference is between an invasion and settlement | Invasion and Settlement (H)<br>• that invaders used force to enter and take control of another country and settlers arrived in a new place in order to live there and use the land. | Invasion and Settlement (H)<br>• explain that invaders are an army or country that uses force to enter and take control of another country. |

| | | |
|---|---|---|
| - The reasons behind wanting to invade another land and how geographical location can influence this.<br>- How settlements are a human process but are shaped by physical processes.<br>- To understand that not all invaders are violent and that peaceful settlements were created and effected Britain in a positive way. | Prior Learning<br>No prior learning<br><br>Future Learning<br>No future learning | • explain that settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.<br><br>Prior Learning<br>No prior learning<br>Future Learning<br>No future learning |
| Similarity and difference (H)<br>- The similarities and differences that we can find between their ancient society and our own today.<br>- How different historical sources can show similarities and differences in opinion.<br>- How their complex society compared with others around the world at similar points in time.<br>- The difference between different invading nations. | Similarity and difference (H)<br>• that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space<br><br>Prior learning:<br>• that times in the past were both similar to theirs and different.<br><br>Future learning:<br>• that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. | Similarity and difference (H)<br>• compare some of the times studied with those of other areas of interest around the world.<br>• answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br>Prior learning:<br>• describe historical events.<br>• ask questions about the past.<br>• suggest similarities and differences between a time in the past and their own lives.<br><br>Future learning:<br>• give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.<br>• note connections, contrasts and trends over time<br>• answer and sometimes devise historically valid questions about similarity and difference |
| Spatial Interaction (G) | Spatial Interaction (G) | Spatial Interaction (G) |

| | | |
|---|---|---|
| -The special interaction between countries and how movement between locations enabled invasion to be successful.<br>-Migration from one place to another can lead to an interconnection between places. | • that spatial interactions studies the flows, movements or exchanges that link places together.<br>• that an incident in one area can have an effect on a different area and become interconnected.<br><br><u>Prior learning:</u><br>No prior learning<br><br><u>Future learning:</u><br>• that interactions like migration can lead to two places becoming interdependent upon each other.<br>• that examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions. | • ask and answer geographical questions about the physical and human characteristics of a location.<br><br><u>Prior learning:</u><br>No prior learning<br><br><u>Future learning:</u><br>• describe how locations around the world are changing and explain some of the reasons for change. |
| <u>Communities (G) / Settlement (G)</u><br>- Communities used the natural resources available to them to survive<br>- Trade between communities can bring about changes both positive and negative.<br>- New settlements were created through invading new lands and this impacted upon those that already existed.<br>- There are various reasons for migration and settling in a particular location. | <u>Communities (G) / Settlement (G)</u><br>• that trade can bring about change in communities and settlements<br>• that communities use natural resources to meet their basic needs<br>• that communities and settlers can have a positive and negative impact upon an area<br>• that people, products, ideas and elements change in location, this can be through travel or flow.<br>• that movement has a significant impact in how land is changed over time.<br>• that distance, direction, and the processes bringing about movement and the regularity and volume of movement all need to be considered.<br>• that movement can be represented in different ways graphically; colour and lines are usually used to | <u>Communities (G) / Settlement (G)</u><br>• explain human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.<br><br><u>Prior learning:</u><br>• ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).<br><br><u>Future learning:</u><br>No future learning |

| | | |
|---|---|---|
| | show the date of spread and arrows can show the distance and direction of movement.<br><br>Prior learning:<br>• that people settle and move into and from areas for various reasons.<br><br>Future learning:<br>No future learning | |
| Human and Physical processes (G)<br>- The difference between a human and physical feature.<br>- Physical processes lead to the Vikings migrating and invading new lands.<br>- The Vikings used physical features to build their society around.<br>- The impact of human involvement upon the landscape.<br>- What human and physical processes look like on an ariel map and draw conclusions as to why invaders may want to settle in a particular location. | Human and Physical processes (G)<br>• that human processes can be defined in terms of how human involvement has affected the world.<br><br>Prior learning:<br>• that the concept of physical and human processes looks at natural and man-made features in the world.<br>• that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.<br><br>Future learning:<br>• that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. | Human and Physical processes (G)<br>• ask and answer geographical questions about the physical and human characteristics of a location.<br>• use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.<br>• use a range of resources to identify the key physical and human features of a location.<br>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.<br>• name and locate the countries of Europe and identify their main physical and human characteristics.<br>• describe key aspects of:<br>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. |

| | | |
|---|---|---|
| | | • describe key aspects of: human geography, including: settlements and land use.<br><br><u>Prior learning:</u><br><br>• use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.<br>• use aerial images and plan perspectives to recognise landmarks and basic physical features.<br>• use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.<br>• key human features, including: city, town, village, factory, farm, house, office and shop.<br>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.<br><br><u>Future learning:</u><br>• use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.<br>• describe and understand key aspects of:<br>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. |

| 6. Guiding Questions | |
|---|---|
| Generalisations | Guiding Questions: F = Factual; C = Conceptual; D = Debatable. |
| **Culture (H)**<br><br>• that examining the concept of culture will open up inquiries into how people deal with the past. | • What is the definition of a culture? (F)<br>• What were the defining aspects of Anglo-Saxon and Viking culture? (F)<br>• Are there any similarities between their culture and ours in Britain today? (C)<br>• How did each invasion impact upon British culture? (C)<br>• Can two cultures be the same? (D)<br>• Would you rather live in Viking Britain or live in Britain's today? (D) |
| **Evidence (H)**<br>• that by asking questions and investigating the answers can help you find out about the past<br>• that no single source of evidence gives the full answers to the past | • What evidence did the Anglo-Saxons and Vikings leave behind for archaeologists to discover? (F)<br>• What can the artefacts and buildings left behind tell us about their way of life? (F)<br>• How can a source of evidence help us to gather understanding of the past? (C)<br>• Why can once source of information be interpreted in different ways by different historians? (C)<br>• Is it fair to purposefully manipulate the truth in order to influence how historians write about the past? (D)<br>• Are all archaeological findings as important as each other? (D) |
| **Interpretation H)**<br>• that our understanding of the past comes from an interpretation of the available evidence. | • What is an interpretation? (F)<br>• Can there be more than one way to interpret an historical event? (F)<br>• Are interpretations of historical events always arcuate? (C)<br>• What factors can influence interpretation? (C)<br>• Can interpretations of events be reliable pieces of information? (D)<br>• Is it fair to interpret primary sources of evidence? (D) |
| **Chronology (H)**<br>• that change over time can be represented, along with evidence, on a time line. | • Can you order periods of history on a timeline? (F)<br>• When did the Anglo-Saxons and Vikings rule in Britain? (F)<br>• What is the meaning of chronology? (C)<br>• Can events overlap? (C) |

| | |
|---|---|
| | • Is chronology an important aspect of history? (D)<br>• Would particular events have happened if they we placed into different periods of time? (D) |
| Invasion and Settlement (H)<br>• that invasion can have both a negative and positive impact upon both parties. | • What is an invasion? (F)<br>• When did the Anglo-Saxons and Vikings invade Britain? (F)<br>• Why did the Anglo-Saxons and Vikings invade Britain? (C)<br>• Can invasion have a positive impact upon the people who are invaded? (C)<br>• Is invading another country morally right? (D)<br>• Can it be said that the positives of Viking invasion outweighed the negatives? (D) |
| Similarity and difference (H)<br>• that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space | • What is an Historical similarity and difference? (F)<br>• How did life in Anglo-Saxons and Viking Britain compare to how we live today? (F)<br>• Can we compare different time periods to gain an understanding of history? (C)<br>• Were their similarities with other cultures around the world during this time period? (C)<br>• Why are there differences between historical opinions? (C)<br>• Can comparisons be drawn between all people across time and space? (D) |
| Spatial Interaction (G)<br>• that spatial interactions studies the flows, movements or exchanges that link places together.<br>• that an incident in one area can have an effect on a different area and become interconnected. | • Where did the Vikings come from? (F)<br>• How were Scandinavia and Britain connected? (F)<br>• Was there a flow of transport and trade between the two locations? (C)<br>• How did the difficult living conditions in Scandinavia impact upon Britain? (C)<br>• Is every country in the world connected? (D)<br>• Can it be beneficial for places to be linked together? (D) |
| Communities (G) / Settlement (G)<br>• that trade can bring about change in communities and settlements<br>• that communities use natural resources to meet their basic needs<br>• that communities and settlers can have a positive and negative impact upon an area | • How did the Vikings trade with other communities? (F)<br>• How did the Vikings use the natural resources of the land to meet their basic needs? (F)<br>• How can settlements impact upon each other? (C)<br>• How do settlements impact the physical features of a location? (C)<br>• What makes a successful community? (D)<br>• Is it right to have a negative impact upon a location if it creates a successful setlement? (D) |

| | |
|---|---|
| • that people, products, ideas and elements change in location, this can be through travel or flow.<br>• that movement has a significant impact in how land is changed over time. | |
| <u>Human and Physical processes (C)</u><br>• that human processes can be defined in terms of how human involvement has affected the world. | • What are the differences between human and physical processes (F)<br>• Can you locate both human and physical features on a map of different locations? (F)<br>• How can human processes impact upon natural processes? (C)<br>• Why do physical processes effect where humans choose to settle? (C)<br>• Can human processes ever have a positive impact upon the natural world? (D)<br>• Is it fair that the Vikings took advantage of Britain's natural resources (D) |

**9. Assessment – Exit Task:**

Exit quiz- True/ False/ Undecided.

The children will be given 10 hinge questions to demonstrate what they have learned through the unit. The task will ask the children to elaborate on their choice of answer and explain using the key vocabulary that they will have acquired.

**Greater Depth evidence: The elaboration of their choice of answer using tier 3 vocabulary and demonstrating both full knowledge and understanding behind each concept.**

Tier 2 Vocabulary –
Century, BC/AD/CE, civilisation, chronology, chronologically, change, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, eye-witness, primary source, secondary source, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, dates, time period, era.

Places, fieldwork, Europe, regions, characteristics, plans, topographical features, land-use, change, position, significance, rivers, mountains, volcanoes, earthquakes, water cycle, human geography, settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals, water, eight point compass, northeast, northwest, southeast, southwest, grid references, symbols, key, ordnance survey map, UK counties (relevant to focus area)

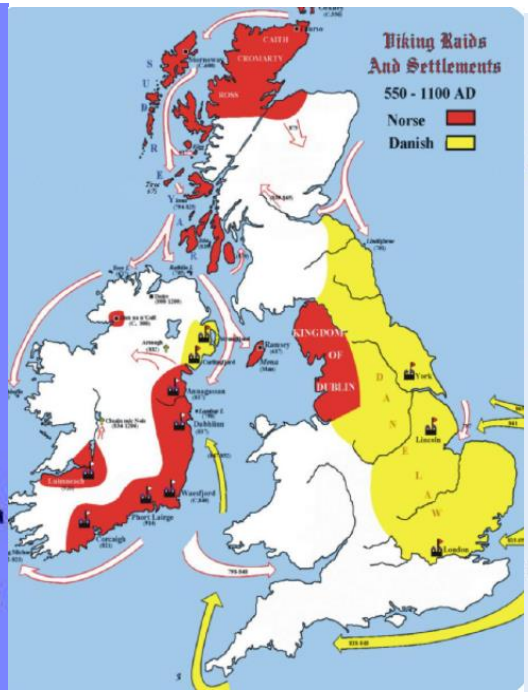
Tier 3 Vocabulary –
Discovery, Staffordshire Hoard, Anglo Saxons, Vikings, ruled, territory,

Long boat, long house, settlement, Scandinavia, Sweden, Norway, Denmark

Map:




Seven Kingdoms- Anglo Saxons

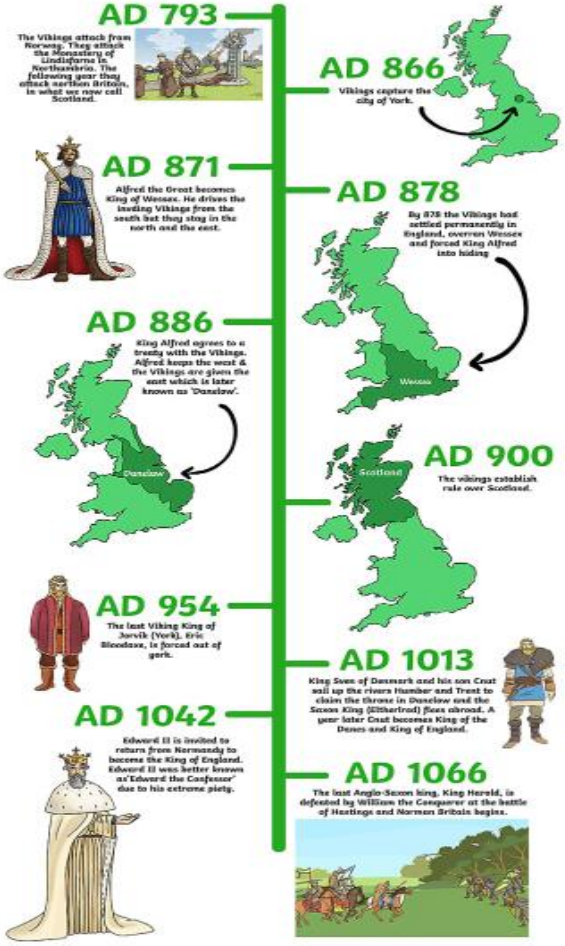



Viking Settlements

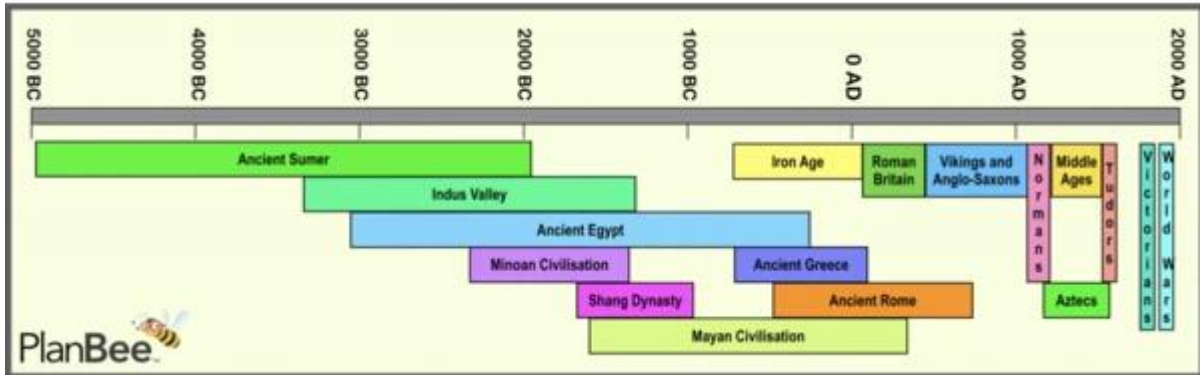



Scandinavia in relation to the U.K

**Timeline**: Timeline to be displayed in classroom and updated with new learning following each lesson.




Specific Viking Timeline




Wider Overview