

Pioneer Federation
Medium term plan
Cycle 2, Term 6
History

Subject: Raiders or settlers: how should we remember the Vikings?			
Key Concept/ Theme: Invasion and Conflict			
Prior Learning links:			
1/2 Cy 2 6 What were the key events of the Battle of Hastings?			
3/4 CY 2 4 How did the arrival of the Romans change Britain? Why did the empire fall?			
Vocabulary: Danegeld, Anglo-Saxon, exile, invade, kingdom, longship, outlawed, pillaged, raid, wergild, pagans			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
1.	<p>What were the dark ages?</p> <p>Reconnect- Look at timeline of previous topics studied. Discuss and Predict where the Vikings will be.</p> <p>LO: <i>Let's learn</i> what Britain was like before the first Viking invasions.</p> <p>Activity: Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.</p> <ul style="list-style-type: none"> • Can children explain how the Anglo-Saxons came to Britain? • Do children know why this period is often referred to as the Dark Ages? • Can children give an overview of what life was like in the 8th century before the Viking invasions? 		
2.	<p>What do we know about the Viking invasions?</p> <p>Reconnection: What was life like before the Vikings?</p> <p>LO: Let's learn about the Viking invasions of Britain.</p> <p>Activity:</p>		

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	<p>Children will recap the seven Anglo-Saxons kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.</p> <ul style="list-style-type: none">• Do children know when the Vikings first invaded Britain?• Can children offer reasons for why the Vikings invaded?• Can children recognise and describe the different perspectives of the invasions?
3	<p>How did the Vikings settle in Britain?</p> <p>Reconnection: Viking Invasion and impact</p> <p>LO: Let's learn about the Viking settlement of Britain and how this affected the Anglo-Saxons.</p> <p>Activity: Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.</p> <ul style="list-style-type: none">• Do children know that the Vikings settled in Britain after the first raids in the 8th century?• Can children use a variety of sources to gather information?• Can children describe how the Vikings gained control of the northeast of England?
4	<p>Why was Alfred 'Great'?</p> <p>Reconnection: Viking settlement</p> <p>LO: Let's learn about King Alfred and his impact on Britain</p> <p>Activity: To find out why King Alfred was dubbed 'Alfred the Great'. Children will recap the agreement between Anglo-Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.</p> <ul style="list-style-type: none">• Can children describe the role King Alfred played in making England a unified country?• Can children suggest reasons why he was dubbed 'Great'?• Can children use a variety of sources of information to find out the life of King Alfred?

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5	<p>What was life like for the Vikings and Anglo-Saxons? Reconnect; Alfred the Great</p> <p>Let's learn what life was like for Vikings living in Britain</p> <p>Activity: Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.</p> <ul style="list-style-type: none">• Can children describe what life was like for Vikings in Britain?• Can children identify differences between Viking and Anglo-Saxon life?• Can children identify similarities between Viking and Anglo-Saxon life?
6	<p>Who were the important figures and what role did they play? Reconnection: What was life like in Viking times? Let's learn how and when England became a unified country.</p> <p>Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.</p> <ul style="list-style-type: none">• Do children know that by 1016, England was a unified country under the control of a single king?• Can children name the key historical figures and describe their role in events?• Can children discuss causes and effects of historical events?
7	<p>What happened to the Vikings?</p> <p>Reconnect; Who were the important figures? Let's learn about the end of the Anglo-Saxon and Viking era in Britain.</p> <p>Activity: Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.</p> <ul style="list-style-type: none">• Do children know why the Battle of Hastings took place?• Can children describe the main events surrounding the Norman conquest?• Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain? <p>End of unit quiz & reflect on gaps from the unit:</p>
End Points:	

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To know the timeline of Viking existence.

To know what the struggle between the Anglo-Saxons and Vikings was.

To know what settlements the Vikings and Anglo-Saxons built.

To know how artefacts build a picture of the past

To know how interpretations can change over time

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**