

High Bickington Church of England Primary Academy History: Raiders & Rulers



History

Vision

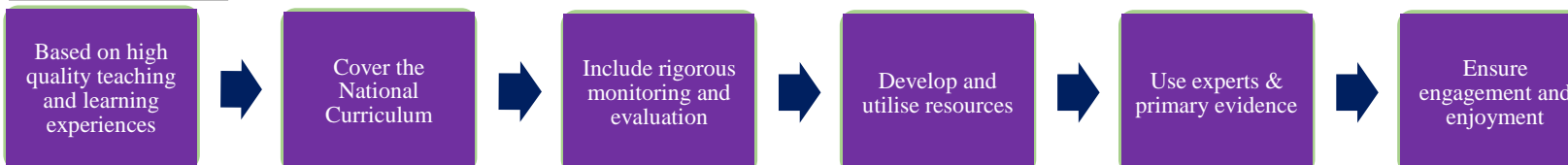
History plays a crucial role in helping students understand their own identity and sense of place in time. The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians). Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

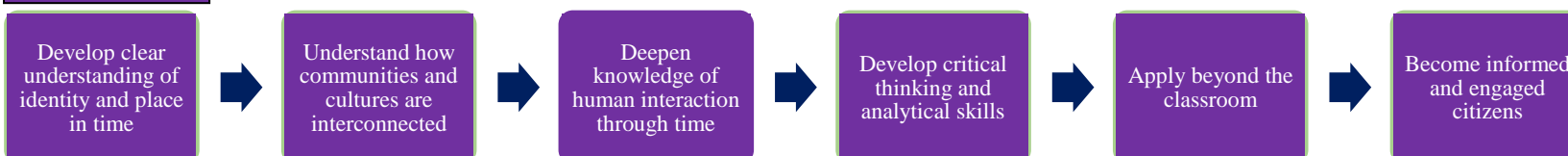


Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert
Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions Dedicated sessions reviewing the week's learning helping to make connections.

Format
 Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
 Students develop strong retention skills, articulate historical knowledge & concepts.

Chronology

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1,046 BC	1,100 BC - 146 BC
Period	Dinosaurs alive in pre-history	Stone Age	Ancient Egypt	Shang Dynasty	Ancient Greece
Event	230 million years ago -dinosaurs appear 66 million years ago – dinosaurs become extinct	3,100 BC - Skara Brae 2,500 BC - Stonehenge built	2,500 BC - Pyramids built	1600 BC - Shang begins 206 BC - Han expands the Silk Road	776 BC - Olympics 507BC - democracy in Athens
Lives	Mary Anning. Richard Owen. Jack Horner.	Cheddar Man. Amesbury Archer. Lindow Man.	King Narmer. Hatshepsut. Akhenaten. Tutankhamun. Rames II. Cleopatra VII.	Fu Hao. Qin Shi Huang. Confucius.	Socrates (470-399BC). Alexander the Great (356-323BC).
Encountered in	Y1/2	Y3/4	Y3/4	Y5/6	Y5/6

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	Roman Republic & Empire	Mayan Civilisation	Saxons	Vikings	Norman – Medieval Britain
Event	227BC - founding of Roman Empire 43BC - Emperor Claudius invades England & Wales 410 - Romans leave	300BC - Maya writing 250 - Mayan civilisation at peak 900 - Decline	500 - Battle of Mount Badon 537 - Battle of Camlann 878 - Battle of Edington 1066 - Battle of Hastings	793 - Raid on Lindisfarne 866 - Capture of York (York) 1066 - Battle of Stamford Bridge	1066 - Battle of Hastings
Lives	Augustus / Julius Caesar. Claudius. Boudicca.	K'inich Janaab' Pakal. Lady Six Sky.	King Alfred. St Bede. King Harold.	King Guthrum. Leif Erikson.	William of Normandy.
Encountered in	Y3/4	Y5/6	Y3/4	Y3/4	Y1/2

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	Medieval Britain	Tudors	Stuarts	Maafa - Atlantic Slave Trade	Industrial Revolution
Event	1348 - Black Death 1381 - Peasants' Revolt	1485 - Battle of Bosworth end of Wars of the Roses 1534 - Establishment of CofE 1547 - Henry VIII dies	1665 - Great Plague 1666 - Great Fire of London	1441 - Portugal begins slave trade 1883 - End of slavery in British Empire	c1760 - IR beginning
Lives	Richard II. Henry V. Richard III.	Henry VIII. Anne Boleyn. Thomas Cromwell.	King Charles II. Thomas Farrinor.	John Wesley. William Wilberforce. Olaudah Equiano.	George Stephenson IK Brunel.
Encountered in	Y5/6	Y5/6	Y1/2	Y5/6	Y5/6

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	Victorians	Heroic Age of Antarctic Exploration	World Wars	Modern Age
Event	1851 Great Exhibition 1870 Education Act	1914-17 - Imperial Transantarctic Expedition	Armistice 11.11.1914 WW2 1939-45	The Space Race 20.7.1969 Moon Landings
Lives	Samuel Wilderspin. Joseph Paxton. Prince Albert.	Sir Ernest Shackleton RF Scott	Winston S Churchill	Neil Armstrong
Encountered in	Y1/2 and Y5/6	Y1/2 and Y5/6	Y5/6	Y1/2 and Y5/6



Raiders and Rulers

Subject: History

Year: 3 and 4

Term: Spring 2

National Curriculum Aims

Key Objectives:

Lesson 1:

WALT: Explore what everyday life was like in Anglo-Saxon villages.

Lesson 2:

WALT: Understand who the Vikings were and where they came from.

Lesson 3:

WALT: Identify the countries from which the Vikings came and their routes of invasion.

Lesson 4:

WALT: Learn about the features of Viking longships and their importance in exploration and raids.

Lesson 5:

WALT: Explore the influences of the Vikings on Britain and compare Viking longhouses to Anglo-Saxon roundhouses.

Lesson 6:

WALT: Compare the Anglo-Saxons and Vikings by summarising their similarities and differences.

Key Elements

Key Elements:

Monarchy and leadership, significant people, chronology and historical Periods, exploration and Invasion, Empire and settlement, society and culture, cause and consequence

Key Questions

Key Questions:

Lesson 1: What was everyday life like in Anglo-Saxon times?

Key Question: How did Anglo-Saxon homes, daily life, and village organisation help them meet their basic needs?

Lesson 2: Who were the Vikings?

Key Question: Who were the Vikings, and why did they begin invading Britain?

Lesson 3: Where did the Vikings come from?

Key Question: How did the location and geography of Viking homelands influence their exploration and invasion routes?

Lesson 4: Where did the Vikings go? (Viking Exploration)

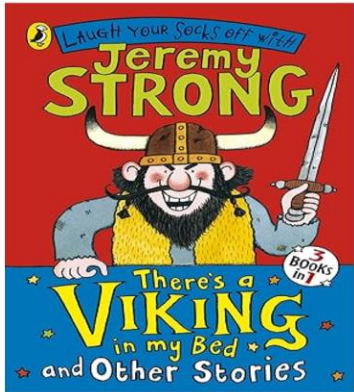

Key Question: How did the design of Viking longships make their exploration and raids successful?

Lesson 5: What did the Vikings do for Britain?

Key Question: How did the Vikings influence Britain's culture, language, and architecture, and what legacies remain today?

Lesson 6: How can we use what we now know to compare the Anglo-Saxons and Vikings?

Key Question: What were the similarities and differences between Anglo-Saxon and Viking societies, and did the Viking invasion bring progress to Britain?

Curriculum coherence	<p>Building Learning Power - Prior Learning: As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In Year 4, students build on their learning from Year 3, where they explored the Ancient Romans and their influence on Britain, and from Year 1/2, where they studied monarchy through topics like the Great Fire of London, Mary Anning, and Magnificent Monarchs. They also deepen their understanding of earlier civilizations, such as the Ancient Egyptians and the Stone and Iron Ages.</p> <p>Development of chronological understanding will be built on, as will students' ability to use and interpret primary sources of evidence, including artefacts, historical accounts, and maps. Their understanding of how historians interpret the past and construct narratives will also develop, allowing students to critically engage with how histories of different periods have been written.</p> <p>Building Futures - Future Learning through the project: As students progress into Years 5 and 6, their historical knowledge will continue to deepen, connecting prior learning to new and increasingly complex topics. In Year 5, students will revisit the Victorians, focusing on industrialisation, empire, education, and workers' rights, building on their earlier understanding of local Victorian history. They will explore a significant turning point in British history by studying the impact of the railways and investigate global conflicts through a unit on World War I and II. Their study of ancient history will expand to include the Shang Dynasty and the Ancient Greeks, further developing their understanding of early civilisations.</p> <p>In Year 6, students will undertake the Maafa project, exploring the transatlantic slave trade and its profound historical and human impact. They will also delve into Peasants, Pestilence, and Princes, examining the dramatic events of 14th-century Britain, such as the Black Death, medieval warfare, and life under feudalism. Their study of the Tudors in Off with Her Head will connect with earlier explorations of monarchy, as they uncover the intrigue, power, and peril of Tudor court life, culminating in a criminal investigation of Henry VIII's reign. Across both years, students will refine their ability to interpret historical evidence, debate moral and social issues, and construct critical and empathetic narratives of the past.</p>				
	<p>Vocabulary: Chronology, Raid, Artefact, Monastery, Scholar, Burh, conversion, settlement, invader</p>				
Key Text		<p>After falling overboard from his longboat, Sigurd the Viking finds himself in modern-day Flotby – a small English seaside town. Finding refuge in the aptly named Viking Hotel, Sigg's attempts to embrace modern ways end in disaster. His attempt at romance is no better off as even the course of true love doesn't run smoothly when Sigg's involved!</p>		<p>Imagine a vault so cavernous that it could contain all the world's greatest treasures and relics, from mummified remains of ancient monarchs to glistening swords brandished by legendary warriors. Who could be in charge of such a vault and how did he come into possession of such a unique collection? Who is...Professor Brownstone?</p>	
Development of Knowledge	Lesson	Content		Substantive knowledge	Disciplinary knowledge
	Lesson 1	<p>Stick in Widgit Symbol sheets</p> <p>What was everyday life like in Anglo-Saxon times? WALT: Explore what everyday life was like in Anglo-Saxon villages.</p> <p>Recap on Prior Learning</p> <ul style="list-style-type: none"> Recall what children already know about the Saxons and their arrival in Britain. Discuss previous learning on how people lived during the Roman period and compare briefly. 		<p>Substantive Knowledge</p> <p>Year 3: Children know that Anglo-Saxon houses were made of wood</p>	<p>Disciplinary Knowledge</p> <p>Children understand how historians use sources (e.g., archaeological sites,</p>

	<p>Elicitation Task</p> <ul style="list-style-type: none"> • Use of widgeon symbol sheet to get the children thinking about what they already know. • Show children images of Saxon homes and village life. Ask: "What do you think it would have been like to live in one of these homes?" • Encourage children to predict what kinds of jobs people did, what they ate, and how they stayed warm. • Children to make notes. <p>Main Activities</p> <p>WA and HNTPS:</p> <ul style="list-style-type: none"> • Visit to Escot Saxon Village (Practical Experience) <ul style="list-style-type: none"> ○ Activities include visiting a roundhouse, making bread, woodwork, and metalwork to give children a hands-on understanding of life in an Anglo-Saxon village. ○ Children should observe and make notes on aspects of daily life, housing, and craftsmanship. <p>HB and BA:</p> <ul style="list-style-type: none"> • Saxon Homes and Village Life (Classroom Activity) <ul style="list-style-type: none"> ○ Using photos and observations from their visit to Escot, children create an explanation text. ○ Annotate and add captions to the following key information: <ul style="list-style-type: none"> ▪ Anglo-Saxon houses were built with wood and had thatched roofs. ▪ Villages were made up of small groups of houses built around a larger hall. ▪ Each family house had one room with a hearth and fire for cooking, heating, and light. ▪ A metal cooking pot hung from a chain above the fire. <p>Adapting for Mixed Ages</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Provide sentence starters and key vocabulary (e.g., hearth, thatched roof). • Support with simplified observation sheets and labelled diagrams. <p>Year 4:</p> <ul style="list-style-type: none"> • Include more complex descriptions, asking children to compare life in Saxon villages to modern life. • Encourage them to explain why certain materials were used for building homes and how village life was organised. <p>Diving Deeper Challenge</p> <p>Investigate: What jobs did people have in Anglo-Saxon villages? How were responsibilities divided among men, women, and children?</p> <ul style="list-style-type: none"> • Year 3: Create a poster illustrating different jobs. • Year 4: Write a diary entry from the perspective of an Anglo-Saxon child, describing a day in the village. <p>United Nations Sustainable Development Goals (SDGs)</p>	<p>and had thatched roofs.</p> <p>Children know that families lived in one-room houses centered around a hearth.</p> <p>Children know that villages were organised around a larger communal hall.</p> <p>Year 4:</p> <p>Children understand that housing design reflected the needs and available materials of the time.</p> <p>Children can explain how Anglo-Saxon communities worked together to meet their needs.</p> <p>Children know that tasks were divided among community members, with specific roles for men, women, and children.</p>	<p>reconstructed villages) to infer what daily life was like in the past.</p> <p>Children understand how comparison between different periods of history (e.g., Roman and Saxon times) helps identify changes in living conditions and societal structures. Children learn to construct explanations based on visual and written sources.</p>
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	<p>Goal 4: Quality Education: Understanding historical ways of living promotes curiosity and critical thinking.</p> <p>Goal 12: Responsible Consumption and Production: Explore how Anglo-Saxon communities relied on local materials and sustainable practices for building, farming, and crafting.</p> <p>Global Schools Link Activity</p> <p>Connecting with India:</p> <ul style="list-style-type: none"> • Compare village life in Anglo-Saxon Britain with rural village life in India today. • Activity Suggestion: Partner schools in India could share photos or stories about rural homes and village life, highlighting similarities and differences in housing, daily routines, and community roles. • Extension: Create a collaborative booklet comparing life in Anglo-Saxon Britain with rural India. <p>Conclusion</p> <ul style="list-style-type: none"> • Discuss the Big Question: How did the design of Saxon homes and villages help people meet their basic needs? • Reflect on how understanding past ways of living can teach us about sustainable living practices today. <p>Practical Resources</p> <ul style="list-style-type: none"> • Observation sheets and annotated diagrams • Photos and videos from the Escot visit • Writing templates for explanation texts or diary entries • Examples of Anglo-Saxon crafts and materials 		
Lesson 2	<p>Lesson 2: Who were the Vikings? <i>WALT: Understand who the Vikings were and where they came from.</i></p> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> • Recap key learning from Lesson 1, focusing on the Anglo-Saxon way of life. • Ask: "How do you think life would have changed when the Vikings arrived?" <p>Main Activity</p> <p>Group Research Project:</p> <ul style="list-style-type: none"> • Work in pairs or small groups to research information about the first Viking invasions of Britain. • Focus questions: "Who were the Vikings? Where did they come from?" • Compile key facts, images, and information to create a simple slideshow using Google Slides or similar. <p>Key points to include:</p> <ul style="list-style-type: none"> • Who the Vikings were • Where they came from • When and why the first Viking invasions of Britain began (e.g., AD 789 off the coast of Wessex) <p>Online resources:</p> <ul style="list-style-type: none"> • BBC Bitesize 	<p>Substantive Knowledge</p> <p>Year 3: Children know that the Vikings were explorers and invaders from Scandinavia.</p> <p>Children understand that the first recorded Viking invasion of Britain occurred around AD 789.</p> <p>Year 4: Children know that the Vikings travelled by sea in longships to raid and trade.</p> <p>Children understand that Viking settlements</p>	<p>Disciplinary Knowledge</p> <p>Children learn to gather and organise information from multiple sources.</p> <p>Children understand how to use maps to trace historical movements and settlements.</p> <p>Children practise creating explanations through oral presentations based on their research.</p>

	<ul style="list-style-type: none"> • National Geographic Kids <p>SEND Adaptation:</p> <ul style="list-style-type: none"> • Provide a template slideshow with starter images and guiding questions. • Support children by selecting relevant information and providing key vocabulary. <p>Diving Deeper Challenge</p> <p>Spoken Presentation:</p> <ul style="list-style-type: none"> • Using the slideshow they have prepared, children deliver a short presentation to the class, explaining their research. • Encourage them to explain the significance of the Viking arrival and what impact it had on Britain. <p>United Nations Sustainable Development Goals (SDGs)</p> <p>Goal 4: Quality Education: Developing research and presentation skills. Goal 11: Sustainable Cities and Communities: Compare Viking settlements in Britain to modern communities and discuss their long-lasting impact.</p> <p>Global Schools Link Activity</p> <p>Connecting with India:</p> <ul style="list-style-type: none"> • Discuss the importance of trade and cultural exchange throughout history. Compare Viking trade routes and settlements in Britain to key trading regions in India during the same period. • Activity Suggestion: Students can map Viking routes and Indian trade routes and create a comparison of goods traded. <p>Conclusion</p> <ul style="list-style-type: none"> • Discuss the Big Question: Why did the Vikings come to Britain, and what legacy did they leave? <p>Practical Resources</p> <ul style="list-style-type: none"> • Laptops or tablets for research • Pre-prepared slideshow templates for SEND • Maps of Viking routes and settlements • Visual aids, including timelines and artefact images 	<p>had a lasting impact on British culture and geography.</p>	
Lesson 3	<p>Lesson 3: Where did the Vikings come from?</p> <p><i>WALT: Identify the countries from which the Vikings came and their routes of invasion.</i></p> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> • Recap the key facts from Lesson 2, discussing who the Vikings were and their arrival in Britain. • Ask: "Where do you think the Vikings started their journeys to Britain?" <p>Main Activity</p>	<p>Substantive Knowledge Year 3</p> <p>Children know that the Vikings came from Scandinavia, including Norway, Sweden, and Denmark.</p> <p>Children understand that the Vikings raided</p>	<p>Disciplinary Knowledge</p> <p>Children learn to use maps to identify geographic locations and routes of invasion.</p> <p>Children understand how to interpret historical evidence</p>

	<p>Mapping Viking Origins and Invasions:</p> <ul style="list-style-type: none"> • Use maps of Europe to identify the countries from which the Viking raiders came (Norway, Sweden, Denmark). • Highlight that the Vikings raided as far as Russia and discovered Iceland. • Children draw a sketch map of Europe and label the relevant countries. • Indicate Viking routes of invasion and key locations, including Wessex and Jorvik (York). <p>SEND Adaptation:</p> <ul style="list-style-type: none"> • Provide a pre-labelled map with key countries highlighted. • Children can focus on tracing routes and adding key labels. <p>Diving Deeper Challenge</p> <p>Discover the Importance of Jorvik (York):</p> <ul style="list-style-type: none"> • Research the capture of York by the Vikings in AD 866 and how it became known as Viking Jorvik. • Write a short paragraph explaining why York was significant to the Vikings and its impact on Britain. <p>United Nations Sustainable Development Goals (SDGs)</p> <p>Goal 4: Quality Education: Understanding how geography influences settlement and trade. Goal 16: Peace, Justice, and Strong Institutions: Discuss how Viking control of key locations like York affected local governance.</p> <p>Global Schools Link Activity</p> <p>Connecting with India:</p> <ul style="list-style-type: none"> • Explore how geography influenced trade and expansion for both the Vikings and Indian traders. • Activity Suggestion: Compare the Viking expansion routes with ancient Indian maritime trade routes. <p>Conclusion</p> <ul style="list-style-type: none"> • Reflect on how geography and strategic locations played a role in Viking success. • Discuss the importance of understanding migration and settlement patterns in history. <p>Practical Resources</p> <ul style="list-style-type: none"> • Blank sketch maps of Europe • Atlases or online maps • Pre-labelled maps for SEND • Visual aids showing Viking ships and trade routes 	<p>parts of Europe, including Britain and Russia.</p> <p>Year 4: Children can explain the strategic reasons behind Viking invasions of Britain.</p> <p>Children know that York (Jorvik) became a key Viking settlement.</p>	<p>related to migration and settlement. Children practise constructing explanations about the impact of geography on historical events.</p>
Lesson 4	<p>Lesson 4: Where did the Vikings go? (Viking Exploration)</p> <p><i>WALT: Learn about the features of Viking longships and their importance in exploration and raids.</i></p> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> • Recap the key learning from Lesson 3, focusing on where the Vikings came from and how they travelled. 	<p>Substantive Knowledge</p> <p>Year 3: Children know the key features of Viking</p>	<p>Disciplinary Knowledge</p> <p>Children learn how to analyse historical designs and their purposes.</p>

	<ul style="list-style-type: none"> • Ask: "Why do you think the design of Viking longships helped them explore and invade successfully?" <p>Main Activity Exploring Viking Longships:</p> <ul style="list-style-type: none"> • Children examine images and diagrams of Viking longships, identifying key features such as the dragon-headed prow, sails, oars, and shallow hull design. • Complete an annotated diagram, labelling the key features and explaining their purpose (e.g., shallow hull for navigating rivers). • Discuss how the longships made exploration possible and what advantages they provided. <p>SEND Adaptation:</p> <ul style="list-style-type: none"> • Provide a labelled diagram with key vocabulary and simplified explanations for children to complete the annotations. • Use a word bank to support writing. <p>Diving Deeper Challenge Comparison of Boats:</p> <ul style="list-style-type: none"> • Children complete a table comparing the features of Viking longships, the Indian Dhow (traditional Asian sailing vessel), and modern sailboats. • Draw conclusions about how boats have changed over time and hypothesise about possible reasons for these changes (e.g., trade, materials, technology). <p>United Nations Sustainable Development Goals (SDGs) Goal 4: Quality Education: Develop an understanding of technological advances in transportation. Goal 9: Industry, Innovation, and Infrastructure: Reflect on how innovations in boat design impacted trade, exploration, and settlement.</p> <p>Global Schools Link Activity Connecting with India:</p> <ul style="list-style-type: none"> • Explore the role of maritime trade in both Viking and Indian history. • Activity Suggestion: Partner schools in India can share information about the traditional Indian Dhow, including images and historical context. • Children can work together to identify similarities and differences between long-distance maritime exploration in both cultures. <p>Conclusion</p> <ul style="list-style-type: none"> • Discuss the Big Question: How did the design of Viking longships help shape their exploration and success? • Reflect on how boat design has evolved and why this is important. 	<p>longships and their functions. Children understand how the longship's design allowed for speed and flexibility in both rivers and open seas.</p> <p>Year 4: Children can explain the advantages of Viking longships over other types of vessels. Children know that longships enabled the Vikings to explore, raid, and trade over large distances</p>	<p>Children understand how technological advancements in transportation influenced exploration and trade.</p> <p>Children practise comparing and contrasting features of different vessels through research and diagram annotations.</p>
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	<p>Practical Resources</p> <ul style="list-style-type: none"> Annotated diagrams of Viking longships Word banks and labelled templates for SEND Tables for comparison activity Visual aids showing different types of historical and modern boats 		
	<p>Lesson 5</p> <p>Lesson 5: What did the Vikings do for Britain? <i>WALT: Explore the influences of the Vikings on Britain and compare Viking longhouses to Anglo-Saxon roundhouses.</i></p> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> Recap the key learning from Lesson 4, focusing on Viking exploration and their use of longships. Ask: "What lasting impact do you think the Vikings left in Britain after their explorations?" <p>Main Activity (30 mins) Exploring Viking Influence:</p> <ul style="list-style-type: none"> Discuss Viking contributions to Britain, including etymology (words with kn_ spellings), place names ending in -by, and the city of York becoming Viking Jorvik. Introduce Viking longhouses and compare their features to Anglo-Saxon roundhouses using images and descriptions. Discuss similarities and differences (e.g., materials, shape, purpose). <p>House Advert Activity:</p> <ul style="list-style-type: none"> Children create a "For Sale" advert for a Viking longhouse, describing its features, amenities, and location. Provide examples of modern house brochures as references. <p>SEND Adaptation:</p> <ul style="list-style-type: none"> Provide sentence stems and pre-selected vocabulary to support writing the house advert. Provide a visual checklist of key features for children to include. <p>Diving Deeper Challenge Comparison Paragraph:</p> <ul style="list-style-type: none"> Children write a paragraph comparing the similarities and differences between Viking longhouses and Anglo-Saxon roundhouses. They draw conclusions about which house design they think was better and why. <p>United Nations Sustainable Development Goals (SDGs) Goal 4: Quality Education: Develop analytical skills by comparing historical architecture. Goal 11: Sustainable Cities and Communities: Discuss how architectural design reflects the needs and culture of communities.</p>	<p>Substantive Knowledge</p> <p>Year 3: Children know that the Vikings influenced British place names and language.</p> <p>Children understand the key features of Viking longhouses.</p> <p>Year 4: Children can compare Viking longhouses to Anglo-Saxon roundhouses.</p> <p>Children know how architecture reflected the needs of Viking and Anglo-Saxon communities.</p>	<p>Disciplinary Knowledge</p> <p>Children learn to analyse architectural features and infer their purpose.</p> <p>Children understand how cultural exchange and migration influence language and place names.</p> <p>Children practise constructing explanations and comparisons through writing and discussion.</p>

		<p>Global Schools Link Activity Connecting with India:</p> <ul style="list-style-type: none"> • Compare Viking longhouses and Anglo-Saxon roundhouses to the Ghateshwara Mahadeva Temple in India, built between the 9th and 10th century AD. • Activity Suggestion: Children explore architectural similarities and differences between European and Indian structures. <ul style="list-style-type: none"> ○ Resource Link: Baroli Temples <p>Conclusion</p> <ul style="list-style-type: none"> • Reflect on how the Vikings influenced Britain’s language, architecture, and place names. • Discuss how architecture and culture evolve based on people’s needs and environment. <p>Practical Resources</p> <ul style="list-style-type: none"> • Images of Viking longhouses and Anglo-Saxon roundhouses • Modern house brochures for reference • Sentence stems and vocabulary banks for SEND • Comparison tables for architecture 		
	<p>Lesson 6</p>	<p>Lesson 6: How can we use what we now know to compare the Anglo-Saxons and Vikings? <i>WALT: Compare the Anglo-Saxons and Vikings by summarising their similarities and differences.</i></p> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> • Recap key learning from previous lessons, including significant facts about both the Anglo-Saxons and Vikings. • Ask: "What were some of the key differences between the Anglo-Saxons and Vikings?" <p>Main Activity Quiz Activity to Review Key Knowledge:</p> <ul style="list-style-type: none"> • Use the following quiz questions to review important topics: <ol style="list-style-type: none"> 1. Chronology: When did the Anglo-Saxon period begin? What key event marked the end of Roman rule? 2. Artefacts: What can we learn about Anglo-Saxon life from artefacts found? 3. Significant People: Who was St Bede, and what did he do? Why is Alfred remembered as "the Great"? 4. Daily Life: Name two jobs that Anglo-Saxons might do in their village. 5. Historical Interpretation: Was King Arthur real or mythical? Give one reason to support your opinion. 6. Viking Invasion: How did the Vikings invade Britain? Name three features of a Viking longship or longhouse and explain why they were important. 	<p>Substantive Knowledge</p> <p>Year 3: Children know that both the Anglo-Saxons and Vikings influenced Britain’s culture, language, and place names.</p> <p>Children can list similarities and differences in daily life, housing, and exploration.</p> <p>Year 4: Children understand how the Anglo-Saxon and Viking periods contributed to Britain’s development.</p>	<p>Disciplinary Knowledge</p> <p>Children learn to synthesise information from multiple sources to create a comparison.</p> <p>Children practise constructing arguments supported by evidence.</p> <p>Children understand how to analyse continuity and change across historical periods.</p>

		<p>Mind Map Creation:</p> <ul style="list-style-type: none"> • Children create a mind map to summarise similarities and differences between the Anglo-Saxons and Vikings. • Key categories include housing, daily life, exploration, military tactics, and cultural influence. <p>SEND Adaptation:</p> <ul style="list-style-type: none"> • Provide key facts for children to place on their mind map, with the task of deciding whether each fact is a similarity or specific to either the Anglo-Saxons or Vikings. • Include visual aids and pre-labelled sections to support organisation. <p>Diving Deeper Challenge</p> <p>Written Reflection:</p> <ul style="list-style-type: none"> • Children consider the question: "Did the Viking Invasion bring progress to Britain?" • Write a paragraph exploring both sides of the argument, drawing on evidence from Anglo-Saxon and Viking history. • Encourage children to refer to earlier periods of history, such as the Roman Empire, to assess whether the Anglo-Saxons or Vikings brought progress compared to Roman Britain. <p>United Nations Sustainable Development Goals (SDGs)</p> <p>Goal 4: Quality Education: Develop critical thinking and reasoning through comparative analysis.</p> <p>Goal 11: Sustainable Cities and Communities: Reflect on how cultural exchange, conflict, and migration influence community development.</p> <p>Global Schools Link Activity</p> <p>Connecting with India:</p> <ul style="list-style-type: none"> • Compare the lasting impact of the Anglo-Saxons and Vikings on Britain to the historical development of ancient Indian societies during the same period. • Activity Suggestion: Children can explore how architectural, cultural, and military contributions shaped communities in Britain and India. <p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> • Discuss the Big Question: How did the Anglo-Saxons and Vikings shape Britain's history? • Reflect on the importance of analysing different perspectives to understand historical events. <p>Practical Resources</p> <ul style="list-style-type: none"> • Quiz questions and answer sheets • Mind map templates with key categories • Visual aids (images of artefacts, maps, and diagrams) • Sentence stems and pre-selected facts for SEND 	<p>Children can describe key historical figures and their significance.</p>	
Assess & Review	7	Speak Like an Expert Session:	•	•



hierarchy



longship



Europe



captured



blacksmiths



Viking



Invasion



longhouse



Jorvik



myths



Wessex



raiders



gotthard



Valhalla



legends

Invasion – The Chronology (Teachers Version)				
Time	Period	Event	Lives	Development of Knowledge
AD 410	Anglo-Saxon Migration	Romans leave Britain, Saxons begin settling	Anglo-Saxon settlers, warriors, and farmers	Understanding how migration shaped early medieval Britain
AD 450-600	Early Anglo-Saxon Settlements	Establishment of Saxon villages	Farmers, craftsmen, women, and children in rural villages	Learning about daily life, homes, and society
AD 789	Viking Raids Begin	First recorded Viking raid off Wessex coast	Viking warriors and traders	Understanding why the Vikings came to Britain
AD 793	Lindisfarne Raid	Famous Viking attack on a monastery	Monks and Viking raiders	Analysing the impact of Viking raids on religious communities
AD 866	Capture of York	Vikings establish Jorvik (York)	Viking settlers and traders	Understanding Viking settlements and their governance
AD 954	Last Viking King of York defeated	England unites under Anglo-Saxon rule	King Eadred and Viking rulers	Learning about political shifts in Anglo-Saxon and Viking history
AD 1000	Viking Exploration	Leif Erikson reaches North America	Viking explorers and settlers	Comparing Viking exploration with other global explorations
AD 1066	Norman Conquest	Battle of Hastings ends Viking and Anglo-Saxon rule	King Harold, William the Conqueror	Understanding the end of the Viking Age and its legacy

Invasion – The Chronology (Children’s Version)				
Time	Period	Event	Lives	Development of Knowledge
AD 410	Anglo-Saxon Migration	The Romans leave Britain, and the Anglo-Saxons start arriving.	Anglo-Saxon farmers, warriors, and families	Learning about why the Anglo-Saxons came to Britain.
AD 450-600	Early Anglo-Saxon Settlements	Anglo-Saxons build villages and start farming	Farmers, craftsmen, women, and children	Understanding what daily life was like in Anglo-Saxon times
AD 789	Viking Raids Begin	The first Viking ships attack Britain.	Viking warriors and traders	Learning why the Vikings came to Britain and what they wanted
AD 793	Lindisfarne Raid	Vikings attack a famous monastery and take treasure.	Monks and Viking raiders	Finding out how the Vikings changed life in Britain
AD 866	Capture of York	Vikings take over the city of York and call it Jorvik.	Viking settlers and traders	Understanding how the Vikings settled in Britain.
AD 954	Last Viking King of York defeated	The English king wins back control of York.	King Eadred and Viking rulers	Learning how England became one kingdom again.
AD 1000	Viking Exploration	Vikings travel far and even reach North America!	Viking explorers and settlers	Finding out how the Vikings were great explorers.
AD 1066	Norman Conquest	The Battle of Hastings ends Anglo-Saxon and Viking rule.	King Harold, William the Conqueror	Learning about how a new group, the Normans, took control of Britain.

Lesson Structure			
Lesson	Content	Substantive Knowledge	Disciplinary Knowledge
1	What was everyday life like in Anglo-Saxon times?	Saxon homes, village life, family roles	Using archaeological evidence to infer daily life
2	Who were the Vikings?	Viking origins, first invasions	Using maps to trace Viking movement, researching historical sources
3	Where did the Vikings come from?	Viking homelands, routes of invasion	Interpreting historical sources on Viking expansion
4	Where did the Vikings go?	Viking exploration, longships	Analysing ship designs for trade and exploration
5	What did the Vikings do for Britain?	Viking influence on British culture and language	Understanding cultural influence through place names, artefacts, and architecture
6	How can we compare the Anglo-Saxons and Vikings?	Comparing housing, warfare, and settlement	Constructing arguments using historical evidence
7	Speak Like an Expert Session	Consolidating learning through discussion	Presenting and debating historical interpretations

Global Schools Link Activity:

- Compare Anglo-Saxon village life with modern rural India.
- Explore Viking and Indian trade routes.
- Compare Viking and Indian ship designs.
- Discuss how historical migration influenced modern societies.

Invasion - Significant Individuals

Lesson	Content	Potential Link	Background Information on the Significant Individual
2	Who Were the Vikings?	This could introduce Ragnar Lothbrok , a legendary Viking warrior who is said to have led early raids.	<p>Ragnar Lothbrok (Legendary Viking Warrior, 9th Century) Ragnar is one of the most famous Viking warriors, although much of his story is a mix of legend and history.</p> <ul style="list-style-type: none"> • He was said to have led raids across England and France. • His sons played a big role in the Viking invasions of Britain
3	Where Did the Vikings Come From?	This would be the best place to introduce Ivar the Boneless , who led the Great Heathen Army and took control of York in AD 866.	<p>Ivar the Boneless (Leader of the Great Heathen Army, AD 865)</p> <ul style="list-style-type: none"> • One of Ragnar's sons, Ivar was a Viking leader who invaded England. • He led the Great Heathen Army, a large Viking force that captured York (Jorvik) in AD 866. • He was known for his intelligence and battle tactics.
4	Where Did the Vikings Go?	<p>This lesson on Viking exploration could cover Leif Erikson, the Viking who reached North America around AD 1000.</p> <ul style="list-style-type: none"> • When discussing Leif Erikson's journey to Vinland, introduce Freydís Eiríksdóttir as his fierce and fearless sister, who also traveled to Vinland. • Mention that she led her own expedition and was described as brave and strong-willed, even fighting off enemies. • This helps challenge stereotypes by showing that Viking women could also be leaders and warriors. • You could include a Diving Deeper Challenge: • Year 3: Draw a picture of Freydís Eiríksdóttir and describe what made her a strong Viking leader. • Year 4: Write a diary entry from Freydís' perspective about her journey to Vinland. 	<p>Leif Erikson (Viking Explorer, AD 1000)</p> <ul style="list-style-type: none"> • Leif was one of the first Europeans to reach North America, around AD 1000. • He sailed from Greenland and discovered a land he called Vinland (now believed to be Canada). • He is an important figure for understanding Viking exploration. <p>Who Was Freydís Eiríksdóttir? (Saga character)</p> <ul style="list-style-type: none"> • She was the daughter of Erik the Red and sister of Leif Erikson, the famous Viking explorer. • She is known from the Vinland Sagas, which describe the Viking voyages to North America (Vinland) around AD 1000. • In one account, she fought off Native American warriors while pregnant, grabbing a sword and scaring them away by slamming it against her chest. • She is remembered as a strong, fearless Viking woman who played a role in Viking exploration.
5	What Did the Vikings Do for Britain?	King Guthrum , who made peace with Alfred the Great and ruled part of England.	<p>King Guthrum (Viking King of East Anglia, Late 9th Century)</p> <ul style="list-style-type: none"> • Guthrum was a Viking leader who fought against Alfred the Great. • After losing battles to Alfred, he agreed to convert to Christianity and settled in England. • This helped create a peaceful agreement between the Anglo-Saxons and the Vikings.
6	How Can We Compare the Anglo-Saxons and Vikings?	This could introduce Erik Bloodaxe , the last Viking king of York, as a way to show how Viking rule in Britain came to an end.	<p>Erik Bloodaxe (Last Viking King of York, AD 947-954)</p> <ul style="list-style-type: none"> • Erik was a Viking ruler of York (Jorvik) and fought to keep control of the area. • He was one of the last Viking rulers in Britain before the Anglo-Saxons took back York.

Global Links – Lesson 4 – Traditional Indian Dhow.



Global Links – Lesson 5 - Ghateshwara Mahadeva Temple



