**Year 5 HISTORY Curriculum – Spring Term**

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| **Theme: Vikings** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.This could include:* Viking raids and invasion
* resistance by Alfred the Great and Athelstan, first king of England
* further Viking invasions and Danegeld
* Anglo-Saxon laws and justice
* Edward the Confessor and his death in 1066
 | **Keyword** | Definition  | **Keyword** | Definition  | **Geography** – where did the Vikings come from and where did they settle.**Art/DT –** making Viking longboats or shields**English** – Description, Non-chronological reports, Myths. |
| Raiders | someone who enters a place illegally | Democracy | ‘rule by the people’ – people elect a government and have a say in how the government is run |
| Settlers | a person who arrives in a new place in order to live there and use the land | Danegeld | protection money paid by Saxons to bribe Vikings not to attack their lands |
| Invaders | an army or country that uses force to enter and take control of another country | Pagan | person who believes in more than one god |
| Resistance | a force which acts to stop the progress of something or make it slower | Runes | Viking writing |
| Monasteries | a building in which monks live and worship | Saga | long story about Viking heroes, spoken at first but later written down |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| Children are introduced to the concept of civilisation through their study of the Ancient Egyptians and the Roman Empire. They understand that a civilisation is a society with a strong cultural identity and a clear system of governance, infrastructure and beliefs. They have used timelines to understand the distant past and the term ‘ancient.’ | Children will deepen their knowledge of chronology by studying the Ancient Greeks in Year 6. Adding to their knowledge of governance and democracy.  |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. What image do we have of the Vikings? Why have they got such a bad reputation?
 | * Understand that history can present people as stereotypes.
* Know where the Vikings came from and why.
 | * Chronological understanding
* Use a range of primary and secondary sources to find out about the past.
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| 1. How did the Vikings try to take over the country and how close did they get?
 | * Recognising that lack of farmland pushed them towards raiding.
* Understand the importance of the Danelaw as an area of Viking settlement.
 | * Investigation
* Critical thinking skills
* Knowledge & understanding of events
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| 1. What can we learn about Viking settlement from a study of place-name endings?
 | * Can locate places with different Viking endings on modern maps.
* Detect patterns of using suffixes, and some will use prefixes too.
 | * Knowledge of people and changes in the past
* Investigation
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| 1. Vikings – law breakers or law makers?
 | * Know that some Vikings came to Britain to live peacefully.
* Understand that Vikings had laws although they were not written
 | * Knowledge & understanding of events in the past
* Interpretation
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| 1. Raiders or settlers: how should we remember the Vikings?
 | * To understand that some Vikings wished to settle in Britain, and some wanted to raid what Britain had.
* Know some reasons why Vikings attacked monasteries.
 | * Critical thinking skills
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| **Themes and links** |
| **Historical themes** | **Where these are covered:** |
| **Settlements** | * Lesson 3 – what can we learn about Viking settlement?
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| **Invasion** | * Lesson 2 – how did the Vikings try to take over the country?
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| **Democracy** | * Lesson 4 – Viking law and government
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| **Evidence** | * Lesson 1 – why do the Vikings have a bad reputation?
* Lesson 5 – how should we remember the Vikings?
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