**Year 5 HISTORY Curriculum – Spring Term**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | |
| 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 | |
| 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 | |
| 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 | |
| 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 | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** | * Lesson 3 – what can we learn about Viking settlement? | | | | | | | |
| **Invasion** | * Lesson 2 – how did the Vikings try to take over the country? | | | | | | | |
| **Democracy** | * Lesson 4 – Viking law and government | | | | | | | |
| **Evidence** | * Lesson 1 – why do the Vikings have a bad reputation? * Lesson 5 – how should we remember the Vikings? | | | | | | | |