**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.   1. Understand that history can present people as stereotypes. 2. Know where the Vikings came from and why. Viking raids and invasion. 3. Deepen their understanding of the concept of civilisation by exploring the advanced ways of living and working in Viking times. | | | **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:** | | | | | | | **Links across the History curriculum** | |
| **Settlements** | * Lesson 3 – what can we learn about Viking settlement? | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **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? | | | | | | |