

Plan of Key Learning in History with assessment

Year 6 Date:	
Purpose of the unit/National Curriculum	To ask and answer questions about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	Were the Vikings or Anglo Saxons more successful in the struggle for the United Kingdom and why? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)
Books	
What do I already know that will help me learn about this?	Stone Age to Iron Age (Yr 3) Ancient Greece and ancient Egypt (Yr 4) Romans (yr5) Anglo Saxons (Yr 5)
How does this link to future learning?	Maya (Yr 6)
Key points for the start of the topic	*Always try to start your topic with an engaging 'hook' linked to inquiry skills. This could be a discussion about a photograph, a poem, a 'clue box,' an artefact. 'Inference grids' are good to use. Get children to generate questions or look for clues. Where does this fit <u>chronologically</u> with what the children already know? Use key historical terminology to place the new learning historically e.g. decade, century Link what the children already know to the new topic.
By the end of this learning the children will have used these historical skills (LO):	
Learning objectives linked to Chronology	Show their chronologically secure knowledge by: - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). - Analyse connections, trends and contrasts over time.
Learning objectives linked to Events, People and Changes	Show their knowledge and understanding of local, national and international history by: Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.
Learning objectives linked to Communication	- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. - Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
Learning objectives linked to Enquiry, Interpretation and Using Sources	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to understand how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)

By the end of this learning the children will know:																												
Weekly questions to build up the skills and knowledge over the topic	What was life like in Anglo Saxon times before the Vikings?																											
	Who were the Vikings and why did they initially raid Britain?																											
	Was Alfred so great?																											
	What further conquests and defeats did each side have?																											
	Why was the Battle of Hastings so significant?																											
	Were the Vikings or Anglo Saxons more successful in the struggle for the United Kingdom and why?																											
Key vocabulary	IDEAS: Vikings, Anglo-Saxons, conquer, invade, invasion, defeat, raid, King, rule, chronology, chronological, infer, inference, sources, primary source, secondary source, primary evidence, secondary evidence, settlements, conquest, Normans, artefact, tribe, religion, kingdom, century, BC/AD, invaders, raiders, monastery, society, Danegeld, Danelaw <i>Add your own here:</i>																											
Key knowledge	<table><tr><td>401-410AD</td><td>The Romans withdraw from Britain: Anglo Saxons migrants begin to settle</td></tr><tr><td>450AD</td><td>Anglo-Saxon invaders arrive in Britain</td></tr><tr><td>600AD</td><td>Anglo-Saxons gradually take over Britain</td></tr><tr><td>633AD</td><td>Lindisfarne monastery built</td></tr><tr><td>793AD</td><td>The Vikings attack and capture the city of York (Jorvik)</td></tr><tr><td>867-878AD</td><td>Series of Viking victories</td></tr><tr><td>871AD</td><td>Alfred the Great becomes King of Wessex</td></tr><tr><td>886AD</td><td>The Vikings and King Alfred divide England</td></tr><tr><td>954AD</td><td>Eric Bloodaxe, the last King of Jorvik, is thrown out of York</td></tr><tr><td>1014AD</td><td>King Canute (Cnut) of Denmark becomes King of England</td></tr><tr><td>1042AD</td><td>Edward the Confessor becomes king</td></tr><tr><td>1066AD</td><td>King Harold is killed in the Battle of Hastings William I (the Conqueror) crowned King of England</td></tr><tr><td>1100AD</td><td>End of the Viking age</td></tr></table>		401-410AD	The Romans withdraw from Britain: Anglo Saxons migrants begin to settle	450AD	Anglo-Saxon invaders arrive in Britain	600AD	Anglo-Saxons gradually take over Britain	633AD	Lindisfarne monastery built	793AD	The Vikings attack and capture the city of York (Jorvik)	867-878AD	Series of Viking victories	871AD	Alfred the Great becomes King of Wessex	886AD	The Vikings and King Alfred divide England	954AD	Eric Bloodaxe, the last King of Jorvik, is thrown out of York	1014AD	King Canute (Cnut) of Denmark becomes King of England	1042AD	Edward the Confessor becomes king	1066AD	King Harold is killed in the Battle of Hastings William I (the Conqueror) crowned King of England	1100AD	End of the Viking age
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