



Belton Primary School

History

LKS2 Medium Term

Plan

## Two year rolling programme for History LKS2

We follow a two- year rolling programme for History which follows Collins Connected History. For Progression in skills please see separate document.

|         | Autumn  | Spring   | Summer   |
|---------|---|--|--|
| Cycle A | How did the lives of ancient Britons change during the Stone Age? | What is the secret of standing stones?   | How do artefacts help us understand the lives of people in Iron Age Britain? |
| Cycle B | How did the arrival of the Romans change Britain?                 | Who were the Anglo-Saxons and how do we know what was important to them?<br>(Breedon/ Belton - local history link) | What did the Vikings want and how did Alfred help to stop them getting it?   |

**Enquiry: How did life change for Ancient Britons during the Stone Age?**

| What the pupils will know   | Historical sources the pupils will interpret  | End Points of Learning |   |            |   |                           |   |                           |   |              |   |            |  |   |
|---|---|------------------------|---|------------|---|---------------------------|---|---------------------------|---|--------------|---|------------|--|---|
| <ul style="list-style-type: none"> <li>• How time is divided into ‘history’, ‘prehistory’ and ‘deep time’.</li> <li>• Why the Stone Age is part of ‘prehistory’.</li> <li>• The three periods and dates of the Stone Age in Britain.</li> <li>• How archaeologists use artefacts to understand life in Stone Age Britain.</li> <li>• Why most Ancient Britons were hunter gatherers.</li> <li>• The difference between Stone Age winter and summer camps.</li> <li>• Why in the New Stone Age Ancient Britons began to build permanent settlements.</li> <li>• How and why life for Ancient Britons changed from the Old to New Stone Age.</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> </ul> | <ul style="list-style-type: none"> <li>• Maps</li> <li>• Artistic representations and reconstructions</li> <li>• Cartoons</li> <li>• Posters</li> <li>• Photographs</li> <li>• Artefacts</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" data-bbox="928 642 1768 1089"> <tr> <td>Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p> | Selecting              | Choosing the information most suitable and relevant | Sequencing | Arranging events or artefacts in their correct time order | Comparing and contrasting | Finding similarities and differences in how people lived at different times | Reasoning and speculating | Forming ideas about something without firm evidence | Synthesising | Combining a range of ideas and facts from different sources | Explaining | Showing understanding of how or why something happened | <p><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li>• <b>Describe and explain</b> how time is divided up into ‘history’, ‘prehistory’ and ‘deep time’.</li> <li>• <b>Explain</b> why the Stone Age is part of ‘prehistory’ rather than considered ‘history’.</li> <li>• <b>Identify and describe</b> in chronological order the three periods and dates of the Stone Age in Britain.</li> <li>• <b>Describe and explain</b> how archaeologists use artefacts to understand life in Stone Age Britain.</li> <li>• <b>Explain</b> why most Ancient Britons in the Old Stone Age were hunter gatherers.</li> <li>• <b>Compare and contrast</b> the difference between Stone Age winter and summer camps.</li> <li>• <b>Explain</b> why in the New Stone Age Ancient Britons began to build permanent settlements.</li> <li>• <b>Understand</b> how and why life for Ancient Britons changed from the Old to New Stone Age.</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand</b> that almost all of the timeline of British history and prehistory is occupied by the period known as the Stone Age.</li> <li>• <b>Explain</b> what an anachronism is and understand how misconceptions of periods of time in the past such as the Stone Age can become accepted as fact.</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>• About people and events that occurred in ‘history’ and ‘prehistory’.</li> <li>• The importance of artefacts to historians as they attempt to describe and explain the past.</li> <li>• What an archaeologist is and how they go about investigating the past through the items that people have left behind.</li> </ul> |
| Selecting   | Choosing the information most suitable and relevant   |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Sequencing  | Arranging events or artefacts in their correct time order   |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Comparing and contrasting   | Finding similarities and differences in how people lived at different times   |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Reasoning and speculating   | Forming ideas about something without firm evidence   |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Synthesising  | Combining a range of ideas and facts from different sources   |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Explaining  | Showing understanding of how or why something happened  |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |

**Enquiry: *What is the secret of the standing stones?***

| What the pupils will know   | Historical sources the pupils will interpret   | End Points of Learning |   |            |   |                           |   |                           |   |              |   |            |  |  |
|---|--|------------------------|---|------------|---|---------------------------|---|---------------------------|---|--------------|---|------------|--|--|
| <ul style="list-style-type: none"> <li>The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.</li> <li>How bronze was made from smelting copper and tin.</li> <li>Some ways in which the invention of bronze changed the lives of people.</li> <li>Why metal workers who could smelt bronze had such high status in Bronze Age society.</li> <li>The significance of the artefacts buried with the ‘Amesbury Archer’.</li> <li>Why the ‘Amesbury Archer’ was given the richest burial known in Bronze Age Britain.</li> <li>What a monument is.</li> <li>Why Bronze Age people may have built so many stone circle monuments.</li> <li>The design, layout and possible purpose of the stone monuments at Merrivale.</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> </ul> | <ul style="list-style-type: none"> <li>Maps</li> <li>Modern artistic representations and reconstructions of people and places</li> <li>Photographs</li> <li>Artefacts</li> <li>Ancient and modern monuments</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" data-bbox="928 695 1843 1104"> <tr> <td>Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p> | Selecting              | Choosing the information most suitable and relevant | Sequencing | Arranging events or artefacts in their correct time order | Comparing and contrasting | Finding similarities and differences in how people lived at different times | Reasoning and speculating | Forming ideas about something without firm evidence | Synthesising | Combining a range of ideas and facts from different sources | Explaining | Showing understanding of how or why something happened | <p><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> that the Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.</li> <li><b>Describe and explain</b> how bronze was made from smelting copper and tin.</li> <li><b>Describe and explain</b> some ways in which the invention of bronze changed the lives of people.</li> <li><b>Understand</b> why metal workers who could smelt bronze had such high status in Bronze Age society.</li> <li><b>Explain</b> the significance of the artefacts buried with the ‘Amesbury Archer’.</li> <li><b>Explain</b> why the ‘Amesbury Archer’ was given the richest burial known in Bronze Age Britain.</li> <li><b>Describe and explain</b> what a monument is.</li> <li><b>Explain</b> why Bronze Age people may have built so many stone circle monuments.</li> <li><b>Describe and explain</b> the design, layout and possible purpose of the stone monuments at Merrivale</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> why metal workers may have travelled long distances from Central Europe to work in communities in Britain during the Bronze Age.</li> <li><b>Understand</b> the concept of a monument and how modern and ancient monuments serve the same purpose.</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>About how life changed for people in Britain during the Stone Age.</li> <li>How stone age people also left behind stone monuments.</li> <li>The importance of artefacts to historians as they attempt to describe and explain the past.</li> <li>What an archaeologist is and how they go about investigating the past through the items that people have left behind.</li> </ul> |
| Selecting   | Choosing the information most suitable and relevant  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Sequencing  | Arranging events or artefacts in their correct time order  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Comparing and contrasting   | Finding similarities and differences in how people lived at different times  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Reasoning and speculating   | Forming ideas about something without firm evidence  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Synthesising  | Combining a range of ideas and facts from different sources  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Explaining  | Showing understanding of how or why something happened   |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |

**Enquiry: *How do artefacts help us to understand the lives of people in Iron Age Britain?***

| What the pupils will know   | Historical sources the pupils will interpret   | End Points of Learning |   |            |   |                           |   |                           |   |              |   |            |  |  |
|---|--|------------------------|---|------------|---|---------------------------|---|---------------------------|---|--------------|---|------------|--|--|
| <ul style="list-style-type: none"> <li>• That the Iron Age followed the Bronze Age.</li> <li>• How iron was smelted and made into tools and weapons.</li> <li>• How iron was a much more useful metal than bronze.</li> <li>• What an Iron Age tribe was.</li> <li>• Why Iron Age Britain was often a violent time.</li> <li>• The purpose and features of Iron Age hill forts.</li> <li>• Why so many hill forts were built in Britain during the Iron Age.</li> <li>• The features of a typical Iron Age roundhouse.</li> <li>• The significance of artefacts discovered in roundhouses and hill forts.</li> <li>• What a votive offering is.</li> <li>• Why Iron Age tribes may have made so many votive offerings.</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> </ul> | <ul style="list-style-type: none"> <li>• Maps</li> <li>• Modern artistic representations and reconstructions of people and places</li> <li>• Photographs</li> <li>• Artefacts</li> <li>• Tabular and graphical data</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" data-bbox="893 642 1783 1052"> <tr> <td>Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p> | Selecting              | Choosing the information most suitable and relevant | Sequencing | Arranging events or artefacts in their correct time order | Comparing and contrasting | Finding similarities and differences in how people lived at different times | Reasoning and speculating | Forming ideas about something without firm evidence | Synthesising | Combining a range of ideas and facts from different sources | Explaining | Showing understanding of how or why something happened | <p><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li>• <b>Know</b> that the Iron Age followed the Bronze Age.</li> <li>• <b>Describe and explain</b> how iron was smelted and made into tools and weapons.</li> <li>• <b>Explain</b> why iron was a much more useful metal than bronze.</li> <li>• <b>Describe</b> what an Iron Age tribe was.</li> <li>• <b>Understand</b> why Iron Age Britain was often a violent time.</li> <li>• <b>Identify, describe and explain</b> the purpose and features of Iron Age hill forts.</li> <li>• <b>Explain</b> why so many hill forts were built in Britain during the Iron Age.</li> <li>• <b>Identify, describe and explain</b> the features of a typical Iron Age roundhouse.</li> <li>• <b>Understand</b> the significance of artefacts discovered in roundhouses and hill forts.</li> <li>• <b>Explain</b> what a votive offering is.</li> <li>• <b>Understand</b> why Iron Age tribes may have made so many votive offerings.</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand</b> that modern day cultures and societies also continue to make votive offerings of various kinds for different purposes.</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>• About how life changed for people in Britain during the Stone Age.</li> <li>• How life in the Bronze Age was different from the Stone Age.</li> <li>• The importance of artefacts to historians as they attempt to describe and explain the past.</li> <li>• What an archaeologist is and how they go about investigating the past through the items that people have left behind.</li> </ul> |
| Selecting   | Choosing the information most suitable and relevant  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Sequencing  | Arranging events or artefacts in their correct time order  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Comparing and contrasting   | Finding similarities and differences in how people lived at different times  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Reasoning and speculating   | Forming ideas about something without firm evidence  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Synthesising  | Combining a range of ideas and facts from different sources  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Explaining  | Showing understanding of how or why something happened   |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |

**Enquiry: How did the arrival of the Romans change Britain?**

| What the pupils will know  | Historical sources the pupils will interpret   | End Points of Learning |   |            |   |                           |   |                           |   |              |   |            |  |   |
|--|--|------------------------|---|------------|---|---------------------------|---|---------------------------|---|--------------|---|------------|--|---|
| <ul style="list-style-type: none"> <li>• What an empire is.</li> <li>• Modern day countries that were once part of the Roman Empire.</li> <li>• Why Claudius invaded Britain in AD 43.</li> <li>• Who Boudica was and why she was such a threat to the Roman settlement of Britain.</li> <li>• The lifestyle of many high status Romans living in Britain.</li> <li>• Why the Romans constructed Hadrian’s Wall in AD122.</li> <li>• How and why the Romans designed and built many towns in Britain.</li> <li>• What a gladiator was and why gladiatorial games were organised in Britain.</li> <li>• Why so much evidence remains today in Britain of the Roman occupation.</li> <li>• Why most Romans eventually left Britain and returned to Rome.</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain.</li> </ul> | <ul style="list-style-type: none"> <li>• Maps</li> <li>• Modern artistic representations and reconstructions of people and places</li> <li>• Photographs</li> <li>• Artefacts</li> <li>• Engravings</li> <li>• Written documents – speeches, journals, manuscripts</li> <li>• Statues and busts</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" data-bbox="893 716 1768 1163"> <tr> <td>Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p> | Selecting              | Choosing the information most suitable and relevant | Sequencing | Arranging events or artefacts in their correct time order | Comparing and contrasting | Finding similarities and differences in how people lived at different times | Reasoning and speculating | Forming ideas about something without firm evidence | Synthesising | Combining a range of ideas and facts from different sources | Explaining | Showing understanding of how or why something happened | <p><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> what an empire is.</li> <li>• <b>Identify and locate</b> those modern day countries that were once part of the Roman Empire.</li> <li>• <b>Understand</b> why Claudius invaded Britain in AD 43.</li> <li>• <b>Describe</b> who Boudica was and <b>explain</b> why she was such a threat to the Roman settlement of Britain.</li> <li>• <b>Identify and describe</b> the lifestyle of many high status Romans living in Britain.</li> <li>• <b>Explain</b> why the Romans constructed Hadrian’s Wall in AD122.</li> <li>• <b>Describe</b> how and why the Romans designed and built many towns in Britain.</li> <li>• <b>Explain</b> what a gladiator was and why gladiatorial games were organised in Britain.</li> <li>• <b>Understand</b> why so much evidence remains today in Britain of the Roman occupation.</li> <li>• <b>Explain</b> why most Romans eventually left Britain and returned to Rome.</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand</b> how the retreat of the Romans from Britain created opportunities for Anglo Saxon tribes from central Europe to gradually settle across the country.</li> <li>• <b>Explain</b> who the Celts were and those areas of Britain in which they lived during the Roman occupation.</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier in Key Stage 1 and some Lower Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>• About how life changed in Britain from the Stone Age to the Iron Age.</li> <li>• That during this time people moved into Britain from places all over Europe.</li> <li>• That during the Iron Age wars were fought between tribes for control of land and resources.</li> </ul> |
| Selecting  | Choosing the information most suitable and relevant  |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Sequencing   | Arranging events or artefacts in their correct time order  |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Comparing and contrasting  | Finding similarities and differences in how people lived at different times  |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Reasoning and speculating  | Forming ideas about something without firm evidence  |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Synthesising   | Combining a range of ideas and facts from different sources  |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |
| Explaining   | Showing understanding of how or why something happened   |                        |   |            |   |                           |   |                           |   |              |   |            |  |   |

**Enquiry: *Who were the Anglo Saxons and how do we know what was important to them?***

**What the pupils will know**

- What happened in Rome in AD 410 that convinced the Romans to leave Britain.
- Who the Anglo Saxons were and where they came from.
- Why the Anglo Saxons settled in England after the Romans began to leave.
- Why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.
- Why the Anglo Saxons were referred to as ‘pagan’.
- Why England began to convert to Christianity after the arrival of Constantine in AD 597.
- How ordinary people were affected by England’s conversion to Christianity.
- Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.

**National Curriculum Coverage**

Pupils should be taught about:

- Britain’s settlement by Anglo-Saxons and Scots.

**Historical sources the pupils will interpret**

- Maps
- Modern artistic representations and reconstructions of people, places and events.
- Photographs
- Artefacts
- Engravings
- Paintings
- Stained glass windows
- Written documents – speeches, journals, manuscripts

**Disciplinary thinking skills the pupils will use to understand what they know**

|                           |   |
|---------------------------|---|
| Selecting                 | Choosing the information most suitable and relevant                         |
| Sequencing                | Arranging events or artefacts in their correct time order                   |
| Comparing and contrasting | Finding similarities and differences in how people lived at different times |
| Reasoning and speculating | Forming ideas about something without firm evidence                         |
| Synthesising              | Combining a range of ideas and facts from different sources                 |
| Explaining                | Showing understanding of how or why something happened                      |

**SEND**

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

**End Points of Learning**

**Pupils making a good level of progress will:**

- **Explain** what happened in Rome in AD 410 that convinced the Romans to leave Britain.
- **Understand** who the Anglo Saxons were and where they came from.
- **Describe and explain** why the Anglo Saxons settled in England after the Romans began to leave.
- **Explain** why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.
- **Understand** why the Anglo Saxons were referred to as ‘pagan’.
- **Describe and explain** why England began to convert to Christianity after the arrival of Constantine in AD 597.
- **Explain and reach a judgement** regarding how ordinary people were affected by England’s conversion to Christianity.
- **Explain** why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.

**Pupils working at greater depth will also:**

**Understand** that there were many Anglo Saxons living in and working with the Romans long before most Romans left and returned to Rome.

**Prior Learning**

**Earlier in Key Stage 1 and some Lower Key Stage 2 pupils learned:**

- About what an empire is and why the Romans invaded and occupied Britain.
- That invasions and wars are almost always about gaining control of land and natural resources.
- That during the Iron Age wars were fought between tribes for control of land and resources.

**Enquiry: *What did the Vikings want and how did Alfred help to stop them getting it?***

| What the pupils will know   | Historical sources the pupils will interpret  | End Points of Learning |   |            |   |                           |   |                           |   |              |   |            |  |  |
|---|---|------------------------|---|------------|---|---------------------------|---|---------------------------|---|--------------|---|------------|--|--|
| <ul style="list-style-type: none"> <li>Who the so called ‘Vikings’ actually were and where their original homelands can be found today.</li> <li>The significance of the Viking attack on Lindisfarne in 793.</li> <li>How England in Anglo Saxon times was made up of several separate kingdoms.</li> <li>The motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</li> <li>The area of modern day Britain once occupied and settled by Norsemen.</li> <li>How Norse settlements compared with traditional Anglo Saxon homes.</li> <li>The difference between a myth and legend.</li> <li>How Anglo Saxons resisted invasion and occupation by Norsemen.</li> <li>Why King Alfred of Wessex has the title ‘Great’.</li> <li>Why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul> | <ul style="list-style-type: none"> <li>Maps</li> <li>Modern artistic representations and reconstructions of people, places and events.</li> <li>Photographs</li> <li>Artefacts</li> <li>Engravings</li> <li>Paintings</li> <li>Stained glass windows</li> <li>Written documents – speeches, journals, manuscripts</li> <li>Tabular and graphical data – climate graphs</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" data-bbox="943 829 1804 1276"> <tr> <td>Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p> | Selecting              | Choosing the information most suitable and relevant | Sequencing | Arranging events or artefacts in their correct time order | Comparing and contrasting | Finding similarities and differences in how people lived at different times | Reasoning and speculating | Forming ideas about something without firm evidence | Synthesising | Combining a range of ideas and facts from different sources | Explaining | Showing understanding of how or why something happened | <p><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li><b>Explain</b> who the so called ‘Vikings’ actually were and where their original homelands can be found today.</li> <li><b>Understand</b> the significance of the Viking attack on Lindisfarne in 793.</li> <li><b>Identify, locate and describe</b> how England in Anglo Saxon times was made up of several separate kingdoms.</li> <li><b>Explain</b> the motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</li> <li><b>Identify, locate and describe</b> the area of modern day Britain once occupied and settled by Norsemen.</li> <li><b>Explain</b> how Norse settlements compared with traditional Anglo Saxon homes.</li> <li><b>Explain</b> the difference between a myth and legend.</li> <li><b>Describe and explain</b> how Anglo Saxons resisted invasion and occupation by Norsemen.</li> <li><b>Reach a judgement</b> as to why King Alfred of Wessex has the title ‘Great’.</li> <li><b>Explain</b> why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> why it is disputed who the first king of all England actually was.</li> <li><b>Understand</b> that William of Normandy was also a descendant of the Vikings when he became the first Norman king of England.</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier in Key Stage 1 and some Lower Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>That invasions and wars such as those with the Romans are almost always about gaining control of land and natural resources.</li> <li>What the Romans wanted when they invaded and occupied England and absorbed it into its empire</li> </ul> |
| Selecting   | Choosing the information most suitable and relevant   |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Sequencing  | Arranging events or artefacts in their correct time order   |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Comparing and contrasting   | Finding similarities and differences in how people lived at different times   |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Reasoning and speculating   | Forming ideas about something without firm evidence   |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Synthesising  | Combining a range of ideas and facts from different sources   |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |
| Explaining  | Showing understanding of how or why something happened  |                        |   |            |   |                           |   |                           |   |              |   |            |  |  |