

## Year 5 – Vikings Vs Anglo-Saxons

### What it looked like last unit



## Ancient Greeks

You have studied Pre-historic Britain, the Ancient Egyptians, and an introduction to Early Civilisations. You then developed your knowledge of the Greeks with a more in-depth study.

### Vocabulary (definitions)

Chieftain – The leader of a village or small group of people

Danelaw – The area of England ruled by the Vikings

Freeman – A person who is not a slave and free to choose who he or she worked for

Longship – A Viking ship with a sail and oars, also called a dragon-ship

Monastery – The building where monks live

Pagan – A person who believed in many gods

Runes – The name given to the Viking alphabet

Thatched – A roof covered in straw

Trader – A person who sells goods

### What it looks like next unit



## The Shang Dynasty

You will have a prior knowledge of ancient civilisations of both the Egyptians and the Greeks. You will study another ancient civilization, the Shang in detail, using and assessing the suitability of sources and making comparisons.

### Sequence of Learning

Explore what Britain was like before the first Viking invasions.

Find out about the Viking invasions of Britain.

Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.

Find out why King Alfred was dubbed 'Alfred the Great'.

Explore what life was like for Vikings living in Britain.

Find out how and when England became a unified country.

Find out about the end of the Anglo-Saxon and Viking era in Britain.



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### Cultural Capital

The study of the Anglo-Saxons and the Vikings fight for power will build on and enhance your current knowledge of Britain's story, from the Stone Age to the Romans and Celts, and help you to understand the impact they have had on Britain today. You can make links and compare eras.

Who came after the Romans in the 5<sup>th</sup> Century?

What were the Dark Ages?

Who came in the Early Middle Ages 410 – 1066?

How did Britain change from tribe lands to whole countries – England, Wales, Scotland and Ireland?

How does this era differ from Roman rule?

How did this era come to an end and what impact has it had on Modern Britain?

What information do we have on this era and how true is it?

Why did the changes happen?

### Other Links

Year 3 Pre-historic Britain, Year 4 Invaders and Settlers: The Romans, Year 4 Anglo-Saxons, Picts and Scots, Year 6 Crime and Punishment through the ages, Year 6 the Tudors

### Skills

Chronological Awareness	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
<p>Can place current study on time line, in relation to other studies. Knows and sequences key events of time studied. Can use relevant terms and period labels. Can relate current studies to previous studies. Makes comparisons between different times on history. Can use words and phrases: vocabulary</p>	<p>Can study different aspects of life of different people – differences between men and women. Can examine causes and results of great events and the impact had on people. Can compare life in early and late times studied. Can compare an aspect in another period.</p>	<p>Can compare accounts of events from different sources. Fact or fiction. Can offer some reasons for different versions of events.</p>	<p>Is confident at identifying primary and secondary sources. Can use evidence to build up a picture of life in time studied. Can select relevant sections of information. Can confidently use library, e-learning, research. Independent project</p>	<p>Can fit events into a display sorted by a theme time. Can use appropriate terms, matching dates to people and events. Can record and communicate knowledge in different forms. Can work independently and in groups, showing initiative.</p>



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relating to specific periods.

Can study an ancient civilisation in detail – Shang Dynasty

### Schemas:

1 – Reliability of sources

2 – Invaders and Settlers (and their decline)

3 – Study of everyday life changing over time

4 – Chronology