

Our Intent is: To support our children’s knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School History

**Clougha Class
Summer 2
Year A**

N.C. LINKS:

Pupils should be taught about:
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Etymology - Old English *cyningdom*; see **king** (n.) + **-dom**. (domain)

Vocabulary:



Alfred the Great – Famous People, Famous Lives

Subject Specific

Chronological Understanding

Knowledge and Interpretation

Historical Enquiry

Key Concept: MONARCHY

Alfred the Great

Key Questions: Why was King Alfred known as ‘King Alfred the Great’? Who were the Vikings?

King Alfred the Great, throne, ruled, Anglo-Saxon, Vikings, Kingdom, defend, attack, Wessex, territory, alliances, Danelaw, fort, settlement,

BCE, Before Common Era, CE Common Era, AD, Anno Dominates, order, timeline, ancient

Influence, important figures, influence, artefacts, legacy, effects

Archaeologists, understand, past, sources, period, research, first hand evidence, historian, second hand evidence, similarities,

Unit Overview:

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<p>To know that despite overwhelming odds he successfully defended his Kingdom Wessex against the Vikings. Who were the Vikings and where is Wessex? To know about wide ranging reforms, including defence measure, reform of the law and of coinage.</p>	<p>leader, fighter, Britain, chronology, chronological order, timeline, village, town, raid, English, Latin, migrated, invade, longship, outlawed, pagans, pillaged, coinage, wergild.</p>			<p>differences, century</p>
<p>Chronological Context:</p> <p>The Anglo Saxon Period AD 410-1066</p> <p>Alfred the Great – (Born AD 849 – died AD 899)</p> <p>King of Wessex (AD 871 – 899)</p> <p>The Vikings – AD 793 - 1066</p>		<p>Building on Prior learning KS1: Explain Queen Elizabeth’s life and achievements</p> <p>Order events in history linked to her life and achievements and understand how these fit into the chronology of history and the Royal Family.</p>	<p>Building on Prior learning:</p> <ul style="list-style-type: none"> • Children will learn about the Roman Empire and when they invaded and settled in Britain. • The Roman Invasion of Britain and Julius Caesar as a leader. • They will find out about the different tribal leaders which led England. 	

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Understand the significant of her achievements.

- The story of Boudicca and her rebellion against the Romans.

Key Skills (Disciplinary)

Chronology

- Use some dates and historical terms when ordering events and objects.
- Explore trends and changes over time.
- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Events, people and changes

- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.

Interpretation, Enquiry and Using Sources

- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise how sources of evidence are used to make historical claims.
- Identify historically significant people and events in different situations

Communication

- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.
- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.

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Sequence of Lessons:

1. LO – To use historical sources to ask enquiry questions.
2. LO – To explain when and where the Vikings came from and why they invaded Britain.
3. LO – To understand about the significance of an Anglo-Saxon King.
4. LO – To identify and explain key aspects of Viking life.
5. LO – To explain how the legal system worked in Anglo-Saxon and Viking Britain.
6. LO – To explain how King Alfred helped shape Britain.

Enhancements:

Heritage Learning – People from the past outreach sessions (The Saxons and The Vikings).

End of Unit Outcome: Create a cartoon biography about King Alfred the Great. Include detail about his life and how he succeeded taking on the Vikings.

Oral Assessment:

Why was King Alfred known as 'King Alfred the Great'?

Who were the Vikings?

Can you explain when and where the Vikings came from and why they invaded Britain?

What is the significance of an Anglo-Saxon King?

Can you talk about key aspects of Viking life?

How does the legal system worked in Anglo-Saxon and Viking Britain?

How did King Alfred help shape Britain?