


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

Pendle Class Summer 1 & 2 Year B		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 - <u>The word "rune" comes from Old Norse and means "Secret knowledge and wisdom"</u>		Vocabulary:			
 So You Think You've Got It Bad By Chae Strathie and Marisa Morea		Subject Specific	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Key Concept: CIVILIZATION <u>Heysham Village, a Viking Settlement</u> Key Question: Can you still identify aspects of Viking life in a Viking settlement?		Saga Runes Longhouse Odin Frigg Danegeld Danelaw Wergild Battle of Hastings	BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe events, dates, century, ancient, decade,	Summarise events, describe, period, compare. Contrast, change, significant events, consequences	Artefact, understand, present, past, argument, debate, reasoned point, evidence, different experiences,
Unit Overview: To know that Heysham village was originally an Anglo Viking settlement. To identify and explain what archaeological findings support this belief.					

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<p>Chronological Context:</p> <p>789 - Vikings begin their attacks on England. 840 - Viking settlers found the city of Dublin in Ireland. 872 - Harald I gains control of Norway. 900 - The Vikings raid along the Mediterranean coast. 995 - Olav I conquers Norway and proclaims it a Christian kingdom. 1013- The Danes conquer England; Æthelred flees to Normandy. 1016- Olav II regains Norway from the Danes. 1066 William duke of Normandy defeats the Saxon king - Harold at the Battle of Hastings.</p>	<p>King Alfred the Great King Edward the Confessor</p>	<p>timeline, chronology. Chronological order, long ago, millennium</p>	<p>primary sources, secondary sources, points of view</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Understand when and where the Vikings came from and understand why they raided Britain. • Understand the significance of Anglo-Saxon kings during the Viking period. • Know about key aspects of Viking life. • Understand how the legal system worked in Viking Britain. • Field study a Viking settlement in our local area. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Know why, where and when the Anglo Saxons and Scots invaded Britain. • Know how Anglo-Saxons have influenced Britain. • To describe Anglo-Saxon villages and jobs. • To analyse and describe Anglo-Saxon artefacts. • To understand the religious beliefs and practices of the early Anglo-Saxon people. • 		

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Key Skills (Disciplinary)

Chronology

- Use dates and appropriate historical terms to sequence events and periods of time.
- Identify where people, places and periods of time fit into a chronological framework.
- Describe links and contrasts within and across different periods of time including short-term and long-term time scales.
- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

Events, People and Changes

- Describe key aspects of a non-European society such as the early Islamic civilisation.

Interpretation, Enquiry and Using Sources

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.
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Sequence of Lessons:

1. To explain when and where the Vikings came from and understand why they raided Britain.
2. To compare the significance of Anglo-Saxon kings during the Viking period.
3. To identify and explain key aspects of Viking life.
4. To explain how the legal system worked in Viking Britain.
5. To investigate a Viking settlement in our local area.

Enhancements:

Visit to Heysham village.

End of Unit Outcome:

Identify aspects of Viking life in a settlement village.

Oral Assessment:

Can you still identify aspects of Viking life in a Viking settlement?

When and where did the Vikings come from and why did they raid Britain?

What was the significance of Anglo-Saxon kings during the Viking period?

Can you describe key aspects of Viking life?

How the legal system work in Viking Britain?

Are there any Viking settlements in our local area?