



Enquiry Question		
How did they decide who was the rightful ruler of England at the end of the Viking era?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>Emperor Claudius conquered Britain in 43 CE/AD. They invaded because they wanted the precious metals from England. The Roman Army was strong because they were well organised and well equipped (Romans, Y3)</p> <p>The Romans left Britain in 410 CE/AD because Britain no longer had a strong Roman army to defend it from attack. The Anglo- Saxons were made up of three tribes: Angles, Saxons and Jutes that came from Germany and Scandinavia (Anglo-Saxons, Y4)</p>	<p>The first viking invasion was in 793 CE/AD. The first vikings arrived from Scandinavia on 'longboats' landing first on Holy Island. The Vikings came to find treasure and better land to grow crops. At this time Anglo- Saxons inhabited England. Alfred the Great became a Saxon king in 871 CE/AD at the age of 21 and defended his kingdom against the Vikings. He created the Danelaw giving land to the Vikings to colonise in return for living peacefully. Alfred built forts and walled towns known as 'burhs'. Alfred the Great introduced written laws and taxation to make the kingdom more stable, just and fair. Alfred also built more warships to guard the coast creating a Royal Navy. When Edward the Confessor died in 1066 CE/AD there were three strong candidates to take his place. Earl Harold, Duke William of Normandy and Edgar Aetheling. The viking era ended when the Normans invaded in 1066 CE/AD. William the Conqueror was the leader of the Normans and became the King of England. The previous seven Anglo-Saxon kingdoms were united and became England that we know today.</p>
Disciplinary Knowledge		
Chronology	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).	Use dates and terms accurately in describing events and describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural).
Evidence & Interpretation	Suggest more than one suitable source for historical enquiry.	Use sources of evidence to form conclusions about the past understanding that no single source gives the full answer to questions. Analyse a wide range of evidence in order to justify claims about the past.
Cause & Consequence	Suggest the causes and consequences of change.	Describe the causes of invasion in Britain and what the consequences were.
Change & Continuity	Explain the concept of change over time and represent this with evidence.	Identify and analyse change and continuity using terms such as social, religious, political, cultural and technological.
Similarity & Difference	Describe the social, ethnic, cultural and religious diversity of the past.	Use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.
Historical Significance	Discuss the importance of people and events in time and the significant impact they had on society.	Describe the characteristic features of the past, including the ideas, beliefs and attitudes and experiences of men, women and children.

Big Idea Knowledge

- > **Community:** The Viking invaders eventually settled becoming part of the local communities, bringing new ideas and language.
- > **Human Rights:** The Vikings did not respect human rights when they invaded England.
- > **Stewardship:** The Vikings were experts at using natural resources and made sure that nothing was wasted.
- > **Resilience:** There are many viking quotes that embody strength, courage, and resilience.
- > **Health:** The Vikings used a variety of herbs and honey to fight infections and carried out surgery.
- > **Wonder:** The Vikings believed that they shared their world with a whole range of gods and mystical creatures.
- > **Technology:** Norse longship technology made them highly efficient during battles.
- > **Equality:** Viking law was characterized by a strong sense of fairness and equality.

Vocabulary

Danegeld, Danelaw, hostile, invade, invasion, kingdoms, King Alfred, legion, longship, longhouse, migration, monk, monastery, native, rebellion, rebel, runes, Scandinavia, territories, settlement, status, tribe, BCE/CE, BC/AD, reliability, consequences, causes, change, evidence, social, ethnic, cultural, significant, period, inhabited, defended, colonise

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

What was Britain like before the Vikings invaded?

Where did the first Viking invasions happen and why?

What impact did Viking invasions have on the people living there?

What was the difference between the Anglo-Saxon and Viking rulers?

What was life like for the Viking people and how did it compare to Anglo-Saxon life?

How did they decide who was the rightful ruler of England at the end of the Viking era?

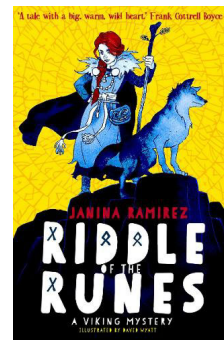
Mastery Key

- > Can explain how and why England became a unified country at the end of the Viking era?

Gateway Key

- ❖ Can name 3 differences between the Anglo-Saxons and the Vikings.

Recommended Reads





Enquiry Question		
How do changes in Post-war Britain illustrate British Values?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>When the British needed workers for their colonies they looked to other nations (The Slave Trade, Y4)</p> <p>The Victorian period was a period of rapid change and social reform which improved health, women's rights, slavery and the acceptance of other religions. (Victorians, Y5)</p> <p>In ancient Athens, citizens would gather together on a hill and decide the city's laws and who should be on its ruling council. This was 'democracy' (Greeks, Y5)</p> <p>The previous seven Anglo-Saxon kingdoms were united and became England that we know today (Vikings, Y6)</p>	<p>Britain faced many problems at the end of WW2. They had little money left, there was poor health, a shortage of food, housing and workers. Winston Churchill was replaced as prime minister in 1945 CE/AD by Clement Atlee. The NHS was established in 1948 CE/AD. It was founded by Nye Bevan. This meant that people received free healthcare for the first time. The welfare state: benefits, council housing and pensions were also introduced. Due to a shortage of workers, people from other countries such as Jamaica were invited to come and work and came to Britain on board ships such as the Empire Windrush. British people treated them badly and they were discriminated against. There are 5 British Values which were written to make the country a fair and safe place to live.</p>
Disciplinary Knowledge		
Chronology	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).	Use dates and terms accurately in describing events and describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural).
Evidence & Interpretation	Suggest more than one suitable source for historical enquiry.	Use sources of evidence to form conclusions about the past understanding that no single source gives the full answer to questions. Analyse a range of evidence in order to justify claims about the past.
Cause & Consequence	Suggest the causes and consequences of change.	Describe the social causes of change in Post-war Britain and their consequences.
Change & Continuity	Explain the concept of change over time and represent this with evidence.	Identify and analyse change and continuity using terms such as social, religious, political, cultural and technological.
Similarity & Difference	Describe the social, ethnic, cultural and religious diversity of the past.	Use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.
Historical Significance	Discuss the importance of people and events in time and the significant impact they had on society.	Describe the characteristic features of the past, including the ideas, beliefs and attitudes and experiences of men, women and children.

Big Idea Knowledge

- **Community:** Huge social and cultural changes took place in Post-war Britain which improved the lives of many.
- **Human Rights:** The European Convention on Human Rights in 1950 and signed by 47 countries.
- **Stewardship:** Scientists began to be concerned about Global Warming in the 1950s.
- **Resilience:** British people had to show great resilience during Post War Britain as there were food shortages and many had lost their family members and their homes.
- **Health:** The NHS was set up in the 1950s and this greatly improved the health of everyone.
- **Wonder:** Many people travelled thousands of miles from Commonwealth countries to come to Britain.
- **Technology:** There were many technological changes during Post-war Britain including the Internet and communication.
- **Equality:** The welfare state increased the quality of life of the poor and reduced the gap between rich and poor. But not all groups of people in Britain have been treated equally. Windrush immigrants in particular were treated badly by British people. In 1965 the first Race Relations act was introduced.

Vocabulary

World War 2, poverty, destruction, NHS, funding, healthcare, welfare state, Empire Windrush, immigration, prejudice, British Values, democracy, respect, tolerance, Rule of law, individual liberty, cause, consequence, poor health, established, benefits, pensions, shortages, discrimination

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

What impact did WWII have on Britain?

How was the NHS established?

Why was the welfare state introduced?

How did immigration impact Britain at the time?

What are British Values?

How do changes in Post-war Britain illustrate British Values?

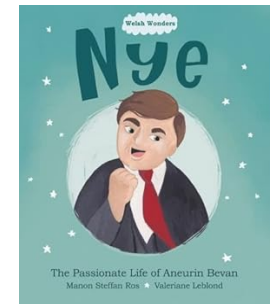
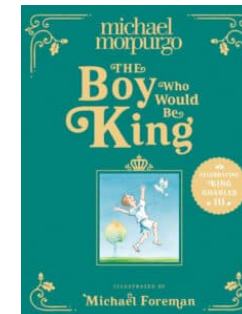
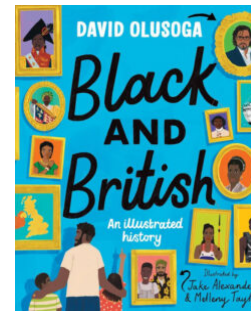
Mastery Key

- Can understand and explain how changes in Post-war Britain illustrate British Values.

Gateway Key

- ❖ Can name the 5 British Values.

Recommended Reads





Enquiry Question		How resilient were the Mayan people?
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>Much of the English language today is based on the Greek alphabet and language. (Ancient Greeks, Y5)</p> <p>The Ancient Egyptians invented a writing system called hieroglyphs (Ancient Egyptians, Y5)</p> <p>The seven modern wonders of the world (Ancient Egyptians Y5, Ancient Greeks Y5, Romans Y3)</p> <p>The Tudor period was one of great exploration, an activity that could provide both increased trade and new colonies. Explorers often helped themselves to valuables that did not belong to them when they discovered new places. Other European countries such as Spain and Portugal also colonised countries. (Tudor Exploration, Y4)</p>	<p>The Mayan period began in 2000 BCE/BC. The Mayans in central America in countries now known as Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama.</p> <p>Chichen Itza is the most well known Mayan city today and is one of the seven modern wonders of the world. The Mayan built pyramid temples. They were a sophisticated and religious civilization. They worshipped nature gods, including those of the Sun, the Moon, rain, and corn and offered blood and human sacrifice.</p> <p>The Mayans developed a writing and a number system. They made books from wood or the bark of trees. Maize and Cacao beans had particular significance to the Mayans for their nutritional value and healing qualities. John Lloyd and Fred Stevenson discovered many Mayan relics in the Victorian period which helped us to know more about the Mayan people. Historians have been able to decipher their writing system. The Mayan period ended in 900 CE/AD due to invasion by the Spanish.</p>
Disciplinary Knowledge		
Chronology	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).	Use dates and terms accurately in describing events and describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural).
Evidence & Interpretation	Suggest more than one suitable source for historical enquiry.	Use sources of evidence to form conclusions about the past understanding that no single source gives the full answer to questions. Analyse a wide range of evidence in order to justify claims about the past.
Cause & Consequence	Suggest the causes and consequences of change.	Describe the causes of events and their consequences in Ancient Maya.
Change & Continuity	Explain the concept of change over time and represent this with evidence.	Identify and analyse change and continuity using terms such as social, religious, political, cultural and technological.
Similarity & Difference	Describe the social, ethnic, cultural and religious diversity of the past.	Use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.
Historical Significance	Discuss the importance of people and events in time and the significant impact they had on society.	Describe the characteristic features of the past, including the ideas, beliefs and attitudes and experiences of men, women and children.

Big Idea Knowledge

- **Community:** Mayan civilisation was organised into city states with no central government.
- **Human Rights:** The Spanish conquest resulted in centuries of cruelty towards the Mayan people, causing their population to get smaller.
- **Stewardship:** The innovative practices of the Mayans demonstrate a deep knowledge of sustainability and ecological balance.
- **Resilience:** Mayan culture has demonstrated remarkable resilience over the centuries. Despite historical challenges such as colonization and globalization, Mayan communities have maintained and adapted their traditions, achieving cultural continuity.
- **Health:** Mayan medicine was a complex blend of mind, body, religion, ritual and science.
- **Wonder:** Chichen Itza is one of the seven wonders of the world.
- **Technology:** The Mayans developed sophisticated methods for managing water resources. These techniques allowed them to adapt to the diverse climates of their regions, ensuring food security for their growing populations.
- **Equality:** Men and Women had different roles in Mayan society and there was also wealth inequality.

Vocabulary

Mesoamerica, sacrifice, bloodletting, ritual, Xibalba, upperworld, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque Hieroglyphs, syllabogram, codices, Cacao, period, BCE/BC, CE/AD seven wonders of the world, temples, religious, civilisation, worship, gods/goddesses, significant, discovery, relics, artefacts, decipher, invasion

Teaching Sequence

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Learning Questions

Who were the Mayans - where and when did they live?

What went on at the temple of the jaguar at Chichen Itza and how do we know?

What did the Mayan writing system consist of and what are codices?

How did the Mayans make sure they had food for everyone and how did this impact the land?

Why did the Mayan civilisation come to an end?

How resilient were the Mayan people?

Mastery Key

- Can explain at least three different ways that the Mayan people demonstrated resilience.

Gateway Key

- ❖ Can explain at least three things that were significant about the Mayan civilisation.

Recommended Reads

