



## Yaxham Church of England VA Primary School

### History Curriculum Plan - Invaders and Settlers

At Yaxham we want our children to think critically about history and share their ideas effectively as well as reflect, debate, discuss and evaluate the past. We want our children to feel a sense of curiosity when learning history and we provide them with the resources they need to facilitate their exploration of the past. We want our children to recall relevant facts, be able to discuss chronology, and explain experiences of others taking into account how this has an impact on how we live today.

We create enthusiastic learners who have developed the ability to empathise with historical content, as well as gain knowledge of key historical facts. We have divided our subject knowledge into three main threads - pioneers, kingship and invaders. Within each of these threads, we ensure each child has a wealth of knowledge from a variety of significant periods in time. Key skills are interwoven between these threads, progressing through year groups and building on prior skills. Learning takes place as part of a topic, with greater emphasis on history during particular terms.

We assess how the achievement of our aims through attainment, improved standards, attitudes to learning and tailored assessment.

*Through loving God and loving others,  
we flourish, learn & grow.*



Invaders					
Year Group	National Curriculum Objectives	Substantive Concepts	Skills	Knowledge	Key Vocabulary
R	<p><b>Understanding the World</b> <b>Past and Present</b></p> <p><b>People, Culture and Communities</b></p> <p>Normans - Norwich Castle</p>	<p>Castles.</p> <p>Knights.</p> <p>Norwich.</p>	<p><b>Historical Interpretation</b> A - Observe photographs and artefacts B - Have opportunities to explore fact and fiction C - Begin to learn about a past event</p> <p><b>Historical Investigations</b> A - Show an interest in artefacts, photographs and non-fiction texts from the past B - Answer how and why questions C - Ask simple questions about the past</p> <p><b>Chronological Understanding</b> A - Sorting pictures into past and present B - Talk about past and present events in own lives and lives of family members C - Use words and phrases such as: old, new, before and after D - Begin to understand what a timeline is</p>	<p>The Normans began the building of Norwich Castle in 1067. Norwich Castle was designed to be a royal palace. The Normans built Motte and Bailey castles from wood and earth. Norman Knights rode on horseback. Norman Knights wore special clothing called chain mail to protect themselves. Norman Knights would begin as a page, and then become a squire before becoming a Knight.</p>	<p>Normans, Norwich, castle, palace, motte, bailey, wood, earth, knight, horse, horseback, chain mail, page, squire</p>
YR 1	<p><b>Significant historical events, people and places in their own locality</b></p> <p>Norman life - Norwich Castle</p>	<p>Norwich Castle.</p> <p>Battle of Hastings.</p> <p>Castle structures.</p>	<p><b>Historical Interpretation</b> A - Observe pictures, photographs and artefacts to find out about the past B - Know the difference between fact and fiction C - Learn about two versions of a past event</p> <p><b>Historical Investigations</b> A - Observe evidence and say how it can be used to find out about the past B - Answer how and why questions in response to own experiences, stories or events C - Begin to use evidence to ask simple questions about the past</p> <p><b>Chronological Understanding</b> A - Sequence artefacts and events that are close together in time B - Describe memories and changes that have happened in own lives C - Use words and phrases such as: old, new, earliest, latest, past, present, future D - Begin to place 1 or 2 events on a timeline</p>	<p>After a King called Edward the Confessor died, no one knew who would rule next. Both Harold Godwinson and William of Normandy wanted to be King of England. William, Duke of Normandy won the Battle of Hastings and Harold Godwinson died. The story of the Battle of Hastings was in 1066. In 1067 the building of Norwich Castle began. Norwich Castle was designed to be a royal palace rather than a fortification. However, no Norman kings ever lived in it. The only time Henry I is known to have stayed at Norwich Castle was for Christmas 1121. They built a wooden fort, surrounded by deep defensive dry ditches.</p>	<p>Edward the Confessor, Normandy, Normans, Battle of Hastings, 1066, 1067, Norwich Castle, fort</p>
YR 2	<p><b>Significant historical events, people and places in their own locality</b></p> <p>Norman life - Norwich Castle</p>	<p>Norwich Prison.</p> <p>Norwich Museum.</p>	<p><b>Historical Interpretation</b> A - Observe and use pictures, photographs and artefacts to find out about the past B - Start to use stories or accounts to distinguish between fact and fiction C - Begin to compare two versions of a past event</p> <p><b>Historical Investigations</b> A - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations B - Ask and answer questions using sources to show understanding of key events C - Select evidence and say how it can be used to find out about the past</p> <p><b>Chronological Understanding</b> A - Sequence pictures from different periods B - Describe and sequence memories and changes that have happened in own lives C - Use words and phrases such as: earliest, latest, past, present, future, century, new, old, oldest, modern, before, after to show the passing of time D - Order dates from earliest to latest on simple timelines</p>	<p>Once the land the fort was on had settled, work was begun on the stone keep. Norwich Castle keep was built using limestone shipped from Caen in France at a cost of over three times the original value of the stone. From the 14th century the keep was used as a county gaol (prison). The prison was quickly seen as outdated and difficult to patrol and so it was demolished. In 1883 the county gaol moved to Mousehold Heath in Norwich and work began on converting the building into a museum. In 1894 Norwich Castle opened as a museum.</p>	<p>Fort, keep, limestone, France, gaol, prison, demolished, museum</p>
R	<p><b>Events beyond living memory that are significant nationally or globally</b></p> <p>Settlers</p>	<p>What settlement means.</p> <p>James Cook settled in Australia.</p> <p>James Cook was an explorer.</p>	<p><b>Historical Interpretation</b> A - Observe photographs and artefacts B - Have opportunities to explore fact and fiction C - Begin to learn about a past event</p> <p><b>Historical Investigations</b> A - Show an interest in artefacts, photographs and non-fiction texts from the past</p>	<p>A settler is someone who moves around to live in a new country. James Cook was born in 1728. James Cook was born in England. James Cook sailed on a ship in the Navy and discovered Australia. Australia is a country on the other side of the world.</p>	<p>James Cook, settler, sailed, sailor, Navy, Australia, country, continent</p>

			<p>B - Answer how and why questions C - Ask simple questions about the past</p> <p><b>Chronological Understanding</b> A - Sorting pictures into past and present C - Use words and phrases such as: old, new, before and after D - Begin to understand what a timeline is</p>		
YR 1	<p><b>Events beyond living memory that are significant nationally or globally</b> Settlers</p>	<p>Settlers. James Cook's discoveries.</p>	<p><b>Historical Interpretation</b> A - Observe pictures, photographs and artefacts to find out about the past B - Know the difference between fact and fiction C - Learn about two versions of a past event</p> <p><b>Historical Investigations</b> A - Observe evidence and say how it can be used to find out about the past B - Answer how and why questions in response to own experiences, stories or events C - Begin to use evidence to ask simple questions about the past</p> <p><b>Chronological Understanding</b> A - Sequence artefacts and events that are close together in time C - Use words and phrases such as: old, new, earliest, latest, past, present, future D - Begin to place 1 or 2 events on a timeline</p>	<p>James Cook became a sailor at 18. In 1755 he joined the Navy. In 1770 he became a captain of a voyage to the southern hemisphere and his ship was called Endeavour. He discovered a new land called Australia. He came home in 1771. James Cook met Aborigines in Australia. Aborigines are people who have been in a country from the earliest times. He also discovered the Great Barrier Reef. He studied plants and animals when he arrived at Botany Bay and said the land was part of the British Empire. He mapped the main islands of New Zealand.</p>	<p>James Cook, settler, sailor, Navy, captain, voyage, Southern Hemisphere, Endeavour, Australia, Aborigines, Great Barrier Reef, Botany Bay, British Empire, New Zealand</p>
Yr 2	<p><b>Events beyond living memory that are significant nationally or globally</b> Settlers</p>	<p>Settlers. James Cook's voyages. Making comparisons between settlers.</p>	<p><b>Historical Interpretation</b> A - Observe and use pictures, photographs and artefacts to find out about the past B - Start to use stories or accounts to distinguish between fact and fiction C - Begin to compare two versions of a past event</p> <p><b>Historical Investigations</b> A - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations B - Ask and answer questions using sources to show understanding of key events C - Select evidence and say how it can be used to find out about the past</p> <p><b>Chronological Understanding</b> A - Sequence pictures from different periods C - Use words and phrases such as: earliest, latest, past, present, future, century, new, old, oldest, modern, before, after to show the passing of time D - Order dates from earliest to latest on simple timelines</p>	<p>In the Navy James Cook became a master of map making. His voyage on Endeavour was to sail to Tahiti but before he went on this voyage he was given secret instructions to explore a new land (Australia). In 1772 he sailed to the South Pole. In 1776 he set out to find a route connecting North America to Asia. He never did find a route connecting North America to Asia. Whilst he was trying, he landed in Hawaii. He came into conflict with the Hawaiians and was killed. In Tahiti, Cook built a small fort and an observatory to observe the stars and planets. However because he didn't have good enough instruments, there was no way for him to accurately measure it. Cook wrote journals and when they were published, he became a hero for his discoveries of the animals and plants. James Cook took his goat on his first 2 voyages and when he returned home, he put her on his farm just outside London. There have been lots of other famous settlers - Christopher Columbus, Sacagawea and Pocahontas.</p>	<p>James Cook, voyage, map making, Endeavour, Tahiti, South Pole, North America, Asia, Hawaii, fort, observatory, journals, publish, discovery, Christopher Columbus, Pocahontas, Sacagawea</p>
YR 3	<p><b>Non-European society that provides contrasts with British history</b> Early Islamic civilization Study of Baghdad AD 900</p>	<p>Early civilization began in Mesopotamia. Baghdad was a city built a long time ago. Many people came to Baghdad from around the world to trade, teach and learn.</p>	<p><b>Historical Interpretation</b> A - Begin to identify and explain that there are different types of evidence and sources that can be used to help represent the past</p> <p><b>Historical Investigations</b> A - Use a range of sources to find out about the past B - Regularly address and sometimes devise own questions to find answers about the past C - Gather information about one aspect of life in the past</p> <p><b>Chronological Understanding</b> A - Sequence some events, artefacts or historical figures on a timeline using dates C - Begin to use dates to describe historical events D - Explore that a timeline can be divided into BC and AD</p>	<p>In the continent of Asia, there are two important rivers named the Tigris and the Euphrates. In the past, like the Nile, these rivers would flood, giving the gift of rich soil. The good soil and the water supply meant that the people who lived beside or between the rivers could farm, grow plenty of food and build their homes. This warm and pleasant region was called Mesopotamia, meaning the place between two rivers. The region is known as the 'cradle of civilisation' because many early societies developed here. The system of writing that developed in Mesopotamia was one of the first the world had ever seen. The writing system was made up of a series of wedge-shaped marks which would have been made by a stylus in soft clay. The word cuneiform means 'wedge-shaped', from the Latin 'cuneus' meaning wedge and 'forma' meaning shape. Baghdad was one of the great centres of trade and learning in the Muslim world. It became the capital of a great Islamic empire. It was built in the 8th century by a powerful Caliph called al-Mansur. It was built by the Abbasid family. They built Baghdad as they wanted to have a powerful new Capital away from the supporters of the Umayyad family who had ruled the Muslims for a long time. The City was built as a circle and is known as 'the round city'. Baghdad's location meant it could trade with China, the Middle East, Greece and the Mediterranean. Baghdad produced its own industries producing textiles, leather, paper and other goods. In Baghdad, people of many nationalities and religions mixed together. It became a world centre for literature, art and learning. The round city grew rapidly, it was built in sections, the army in one quarter, the palace and the great mosque in another, and the workers in another. In the 9th century the city covered about 25 square miles and about half a million people lived there. It became the world centre of education and culture. Baghdad became a city of museums, hospitals, libraries, and mosques. Baghdad was built in a circular shape. At the centre of this round city was the Mosque and a palace, in the surrounding areas were government buildings and accommodation for guards. Outside the city walls were markets and homes. Four avenues of trees spanned out from the centre of the city stretching to each of the four city gates. This enabled people to access the city from whichever direction they were travelling in.</p>	<p>Asia, Tigris, Euphrates, Mesopotamia, region, civilization, cuneiform, trade, Muslim, Islamic, round city</p>

				<p>The ancient city of Baghdad was a round city. In the centre of the city there was a Mosque and a palace. Around the outside of the city were markets and homes.</p> <p>Baghdad's location near a river made paper production easier and lowered the cost of producing books. A Chinese method of making paper from flax and hemp also arrived in the region around this time adding to the availability of paper for book making. Libraries and book shops sprung up all over the city. Translation of important texts was a vitally important activity and many people worked on translating texts from Greek, Aramaic, Persian and Sanskrit into Arabic. Acting as a library, translation centre and school, the House of Wisdom brought together scholars from many countries.</p> <p>Language, ideas and cultures were shared which led to Baghdad's development as a truly cosmopolitan city. Not only did people bring together knowledge, but they also built on this knowledge and made scientific and mathematical discoveries of their own. In AD 900, Baghdad had the largest collection of books in the world.</p>	
YR 4	<p><b>Non-European society that provides contrasts with British history</b></p> <p>Early Islamic civilization</p> <p>Study of Baghdad AD 900</p>	<p>Mongol attack.</p> <p>How the Mongol's destroyed Baghdad.</p>	<p><b>Historical Interpretation</b></p> <p>A- Identify and explain that there are different types of evidence and sources that can be used to help represent the past</p> <p><b>Historical Investigations</b></p> <p>A - Gather more detail from sources, such as maps, to build up a clearer picture of the past</p> <p>B - Regularly address and devise increasingly relevant questions to find answers about the past</p> <p>C - Begin to undertake a given aspect of a topic and know which information to include</p> <p><b>Chronological Understanding</b></p> <p>A - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>C - Accurately use dates to describe historical events</p> <p>D - Understand that a timeline can be divided into BC and AD</p>	<p>The Mongols (originally from Mongolia) were a tribe of nomads who rode on horseback across central and northern Asia. One army of Mongols, led by Hulagu Khan, set a target of conquering Syria, Persia and Egypt. To do this they needed to destroy the Abbasid Caliphate who ruled Baghdad.</p> <p>Over several hundred years before this point, Baghdad had been in decline. Other centres of learning had sprung up around the world and the city was no longer the cultural centre that it was before.</p> <p>In 1258 the Mongols entered Baghdad and complete destruction ensued. Baghdad's Mosque, hospitals, libraries and palace were completely destroyed. Thousands of books are said to have been thrown into the Tigris River, making the river run black with ink.</p> <p>Over 200,000 people were killed during this time. Entire regions were depopulated and were left uninhabitable as means of irrigation and growing crops were ruined.</p> <p>The Caliphate was destroyed and Baghdad's golden age had come to a violent end.</p>	<p>Mongol. Mongolia. Asia, Hulagu Khan, Syria, Persia, Egypt, Baghdad, mosque, hospital, palace, Tigris River, Caliphate</p>
YR 3	<p><b>Roman Empire and its impact on Britain</b></p>	<p>The Roman Empire.</p> <p>Hadrian's Wall.</p> <p>Roman army.</p> <p>Customs Romans brought to England.</p>	<p><b>Historical Interpretation</b></p> <p>A - Begin to identify and explain that there are different types of evidence and sources that can be used to help represent the past</p> <p><b>Historical Investigations</b></p> <p>A - Use a range of sources to find out about the past</p> <p>B - Regularly address and sometimes devise own questions to find answers about the past</p> <p>C - Gather information about one aspect of life in the past</p> <p><b>Chronological Understanding</b></p> <p>A - Sequence some events, artefacts or historical figures on a timeline using dates</p> <p>C - Begin to use dates to describe historical events</p> <p>D - Explore that a timeline can be divided into BC and AD</p>	<p>The Romans were an ancient civilisation -The Romans used their technology and large army to explore and rule their empire. The Roman Empire stretched across three continents, from the border between England and Scotland, all the way to modern day Iran. This enormous territory was governed without the use of cars, planes or mobile phones. They did it because of their army. The Roman army was the largest and best organised fighting force in the world. Every last detail from their equipment, to their battle formations, to their leadership was carefully considered and copied across the Roman Empire. A Roman soldier was called a legionary. They all had the same armour and weapons equipment, perfect for marching and fighting across Europe, North Africa and the Middle East.</p> <p>Each legionary carried spare clothes, cooking equipment and food. Every time they set up camp, the army would build a small wooden fort so each legionary would carry some wooden stakes and tools, so the fort could be taken down in the morning and reassembled in the evening.</p> <p>The Roman army had a very clear organisation, so that everyone knew who was in charge. A legion was made up of around 5,000 legionaries, and there were around 30 legions in the entire Roman army. A legion was then divided into ten cohorts, and each cohort was divided into six centuries. A century was the essential unit of the Roman army, made up of around 100 legionaries and led by a centurion. The Roman army had very effective tactics for marching into battle. A century could turn itself into a human tank. The legionaries would form a square, with the men on the outside holding out their shields, and the men on the inside holding their shields above their heads. This formation was called a 'testudo', meaning 'tortoise' in Latin, as it had a similar protective shell.</p> <p>The Roman army recruited soldiers not just from Rome, but from all over their Empire.</p> <p>When the Romans came to Britain they brought their way of life with them. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.</p> <p>The Romans built new towns. These were often protected by walls and there was everything a citizen of Roman Britain would need inside - houses, shops, meeting spaces, workshops, temples and bathhouses.</p> <p>They also built grand country houses called 'villas'. These had many rooms with beautifully painted walls, mosaic floors and central heating.</p> <p>Most of Roman Britain was a wild place, with forests and mountains where few people lived.</p> <p>People mainly lived in small villages of wooden houses with thatched roofs, much as they had before the Romans arrived. However, some wealthy Romans lived in villas and palaces. Villas were large farms with a big house for the owners.</p> <p>Most of the Roman villas found by archaeologists are in the south of England.</p> <p>Men were in charge of the family in Roman Britain. Mothers were thought to be less important than fathers.</p> <p>Life for women in Roman times was often hard. Women were expected to run the home, cook meals and raise children.</p> <p>Many girls were married at the age of 14. Marriages were often arranged between families.</p> <p>Many women died young (in their 30s), because childbirth could be dangerous and diseases were common.</p> <p>The area that we now call Scotland was called Caledonia during Roman times. The Romans called some of the people living in Caledonia 'Pict' which comes from the word Picti meaning painted people in Latin. Some historians think that the Pict people may have painted or tattooed their faces and bodies. Once the Romans had control of the South of Britain, they tried to invade the rest of the island. The Pict people fought back against the Roman invasion. The Romans and the Picts had a large battle at a place called Mons Graupius in approximately 83AD. The Roman General Agricola led the Roman soldiers into battle and many Picts were killed. Only a small number of Roman soldiers died. The Romans won because they had a well</p>	<p>Roman, empire, army, legionary, armour, cohort, centuries, testudo, custom, citizen, villa, mosaic, pict, soldier, army, Hadrians Wall</p>

				organised army. The Pict people did not give up and kept on fighting the Romans. Despite winning the Battle of Mons Graupius, the Romans decided to stop trying to invade Scotland. They thought that Scotland was too cold and difficult to conquer. Instead they decided to build a wall all the way across Britain and leave the north of the island alone. The wall was called Hadrian's Wall and was named after the Roman Emperor Hadrian. It stretched from one coast to the other and had lots of Roman forts along it. Roman soldiers would guard the wall at all times. Hadrian's Wall was the edge of the Roman Empire.	
<b>YR 4</b>	<b>Roman Empire and its impact on Britain</b>	The collapse of the Roman Empire.  How the Romans shaped the Britain we know today.	<p><b>Historical Interpretation</b> A - Identify and explain that there are different types of evidence and sources that can be used to help represent the past</p> <p><b>Historical Investigations</b> A - Gather more detail from sources, such as maps, to build up a clearer picture of the past B - Regularly address and devise increasingly relevant questions to find answers about the past C - Begin to undertake a given aspect of a topic and know which information to include</p> <p><b>Chronological Understanding</b> A - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart C - Accurately use dates to describe historical events D - Understand that a timeline can be divided into BC and AD</p>	<p>In AD410, the Roman Emperor Honorius sent a goodbye letter to the people of Britain. He wrote, "fight bravely and defend your lives...you are on your own now". The city of Rome was under attack and the empire was falling apart, so the Romans had to leave to take care of matters back home.</p> <p>After they left, the country fell into chaos. Native tribes and foreign invaders battled each other for power. Many of the Roman towns in Britain crumbled away as people went back to living in the countryside.</p> <p>But even after they were gone, the Romans left their mark all over the country. They gave us new towns, plants, animals, a new religion and ways of reading and counting. Even the word 'Britain' came from the Romans.</p> <p>Britain had no proper roads before the Romans - there were just muddy tracks. So the Romans built new roads all across the landscape - over 16,000km (10,000 miles) in fact!</p> <p>The Romans knew that the shortest distance from one place to another is a straight line. So they made all their roads as straight as possible to get around quickly.</p> <p>They built their roads on foundations of clay, chalk and gravel. They laid bigger flat stones on top. Roman roads bulged in the middle and had ditches either side, to help the rainwater drain off.</p> <p>Some Roman roads have been converted into motorways and main roads we use today. You can still find a few places where the original Roman road is still visible, too.</p> <p>Before the Romans came, the native Britons were pagans. They believed in lots of different gods and spirits.</p> <p>The Romans were pagans too, but they didn't believe in the same gods as the Britons. They let the Britons worship their own gods, as long as they were respectful of the Roman ones too.</p> <p>Christianity arrived in Britain during the second century. At first only a few people became Christian. When Christianity started to get popular, the Romans banned it. Christians refused to worship the Roman emperor and anyone who was caught following the new religion could be whipped or even executed.</p> <p>By the beginning of the 4th century, more and more people were following Christianity. In AD313 the Emperor Constantine declared that Christians were free to worship in peace. By 391, Christianity was the official Roman religion, but pagan beliefs were still popular in Britain.</p> <p>Before the Romans came, very few people could read or write in Britain. Instead, information was usually passed from person to person by word of mouth.</p> <p>The Romans wrote down their history, their literature and their laws. Their language was called Latin, and it wasn't long before some people in Britain started to use it too. However, it only really caught on in the new Roman towns - most people living in the countryside stuck to their old Celtic language.</p> <p>We've still got lots of words and phrases today that come from Latin. Words like 'exit', which means 'he or she goes out', and 'pedestrian', which means 'going on foot'.</p> <p>Our coins are based on a Roman design and some of the lettering is in Latin. Written around the edge of some £1 coins is the phrase 'decus et tutamen' which means 'glory and protection'.</p> <p>The Romans introduced the idea of living in big towns and cities. Roman towns were laid out in a grid. Streets criss-crossed the town to form blocks called 'insulae'. In the middle was the 'forum', a big market square where people came to trade.</p> <p>After the Romans, the next group of people to settle in Britain were the Anglo-Saxons. They were farmers, not townspeople. They abandoned many of the Roman towns and set up new kingdoms, but some Roman towns continued to exist and still exist today.</p> <p>If a place-name has 'chester', 'caster' or 'cester' in it, it's almost certainly Roman (for example, Gloucester, Doncaster and Manchester). The word 'chester' comes from the Latin word 'castrum' which means 'a fort'.</p> <p>London was a Roman city too, although they called it 'Londinium'. When the Romans invaded, they built a fort beside the River Thames. This was where traders came from all over the empire to bring their goods to Britain. It grew and grew, until it was the most important city in Roman Britain. The Romans were good at building roads and bridges, but not so keen on machines. They had enslaved people to do the heavy work and nasty jobs.</p> <p>Although they didn't invent the arch, the Romans were the first people to build arches into big buildings and aqueducts. Romans used aqueducts to supply towns with water from springs, rivers or lakes. Aqueducts were like a bridge with a stone channel to carry water on top.</p> <p>The Romans liked to keep clean. Towns and forts had underground drains to take away dirty water and sewage. The drain pipes were flushed with water from the baths, so they didn't get too smelly. Fresh water and sewers are important. Without them, people risk catching diseases.</p> <p>The Romans were most famous for their roads. To make sure soldiers and supplies could move from town to town quickly, the Romans made their roads as straight as possible.</p>	Trive, invader, Roman, pagan, worship, christianity, emperor, literature, law, latin, language, coin, glory, protection, town, city, trade, fort, road, bridge, aqueducts
<b>YR 5</b>	<b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>	Beginning of the Viking Age.	<p><b>Historical Interpretation</b> A - Find and analyse a wide range of evidence to offer some clear reasons for different interpretations of events B - Know that people in the past represent events or ideas in a way that may be to persuade others C - Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p>	<p>The Viking age in European history was from about AD700 to 1100. During this period many Vikings left Scandinavia and travelled by longboat to other countries, like Britain and Ireland. When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground. The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors. There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a longhouse. The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters</p>	Viking, Britain, Ireland, Scandinavia, North Sea, London, England, Norse, Kingdom, army

			<p><b>Historical Investigations</b></p> <p>A - Begin to use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>B - Recognise when using primary and secondary sources of information to investigate the past</p> <p>C - Begin to undertake own research</p> <p><b>Chronological Understanding</b></p> <p>A - Explore how some historical events/periods occurred concurrently in different locations</p> <p>B - Describe and compare memories and changes that have happened in own lives compared to those of the past</p> <p>C - Begin to use dates and terms to describe historical events</p> <p>D - Order a number of significant events, movements and dates on a timeline</p>	<p>In AD865 an army of Vikings sailed across the North Sea. This time they wanted to conquer land rather than just raid it. Over several years the army battled through northern England and in 10 years almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. After years of fighting the Vikings, Alfred made a peace agreement. But even after this agreement, fighting went on for many more years. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the north west. The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east.</p> <p>The Danelaw covered an area east of their line joining London and Chester. Everything to the east belonged to the Vikings. Viking families came to settle on these lands. Good farmland was scarce in the Vikings' own countries, and they were looking for a better life. The most important city in Danelaw was the city of York, or 'Jorvik' (pronounced 'your-vick'), as the Vikings knew it. Over 10,000 people lived there and it was an important place to trade goods. Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in -by, -thorpe or -ay were almost certainly Viking towns.</p>	
YR 6	<b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>	<p>Normans as builders.</p> <p>The Battle of Hastings.</p>	<p><b>Historical Interpretation</b></p> <p>A - Begin to evaluate the usefulness of different sources</p> <p>B - Show an awareness of the concept of propaganda</p> <p>C - Consider different ways of checking the accuracy of interpretations of the past</p> <p><b>Historical Investigations</b></p> <p>A - Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>B - Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>C - Investigate own lines of enquiry by posing historically valid questions to answer</p> <p><b>Chronological Understanding</b></p> <p>A - Understand how some historical events/periods occurred concurrently in different locations</p> <p>B - Describe, compare and sequence memories and changes that have happened in own lives compared to those of the past</p> <p>C - Accurately use dates and terms to describe historical events</p> <p>D - Order an increasing number of significant events, movements and dates on a timeline, using dates accurately</p>	<p>The Normans were people who lived in Normandy in Northern France. They were originally Vikings from Scandinavia. The name Normandy comes from the French normand, meaning Norsemen and Normans.</p> <p>The English king, Edward the Confessor, died on 5 January 1066. Harold was chosen by the Witan (the King's Council) to succeed him.</p> <p>William of Normandy was a distant cousin of Edward the Confessor and wanted to be the next king. He claimed that both Edward and Harold had promised him the throne.</p> <p>The Battle of Hastings was on 14<sup>th</sup> October 1066. Harold set up his defence at the top of a hill. This gave him an advantage over William, as the Normans would have to fight up a hill wearing heavy chain mail armour.</p> <p>The Normans ran uphill whilst the English hurled axes and other objects down at them. Then, the Saxons made their fatal mistake. William's army pretended to run away. Many of Harold's men broke their shield wall to chase after them but as they did William and his army turned back and because they were a stronger army won the battle.</p> <p>The Bayeux Tapestry is a cartoon-type picture story. The tapestry tells the story of the Battle of Hastings.</p> <p>The Normans were great builders. After winning the Battle of Hastings, William set about building a string of castles in strategic areas across the country. Two of his best-known castles are the Tower of London (originally built of wood for speed of erection) and Windsor Castle. Originally, the castles were wooden towers on earthen 'mottes' (mounds) with a bailey (defensive area) surrounded by earth ramparts. Later, they rebuilt them in stone. By the end of William's reign, over 80 castles had been built throughout his kingdom, as a permanent reminder of the new Norman feudal order.</p>	<p>Norman, Normandy, Edward, King, throne, Battle of Hastings, William, Bayeux Tapestry, Harold, Tower of London, Windsor Castle, kingdom</p>
YR 5	<b>Britain's settlement by Anglo-Saxons and Scots</b>	<p>Arrival of Anglo-Saxons.</p> <p>Kingdom.</p> <p>Law and Religion.</p>	<p><b>Historical Interpretation</b></p> <p>A - Find and analyse a wide range of evidence to offer some clear reasons for different interpretations of events</p> <p>B - Know that people in the past represent events or ideas in a way that may be to persuade others</p> <p>C - Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p><b>Historical Investigations</b></p> <p>A - Begin to use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>B - Recognise when using primary and secondary sources of information to investigate the past</p> <p>C - Begin to undertake own research</p> <p><b>Chronological Understanding</b></p> <p>A - Explore how some historical events/periods occurred concurrently in different locations</p> <p>B - Describe and compare memories and changes that have happened in own lives compared to those of the past</p> <p>C - Begin to use dates and terms to describe historical events</p> <p>D - Order a number of significant events, movements and dates on a timeline</p>	<p>In AD793 the Vikings famously attacked a monastery at Lindisfarne in Northumbria, north-east England The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, clothes and tools too – all very tempting to a Viking raider. After the Romans left Britain, it became more open to invasion.</p> <p>The Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now Northern Germany, Denmark and the Netherlands.</p> <p>The kings of Anglo-Saxon Britain ruled their own kingdom and the people in it. They also controlled their own army. Kings constantly fought to control other kingdoms and defend their land. When the Anglo-Saxons first settled there were 7 kingdoms. However, by 878AD there was only 1 kingdom left: Wessex, ruled by king Alfred the Great. The other kingdoms had been overrun by the Vikings</p> <p>There were many famous Anglo-Saxon kings, but the most famous of all was Alfred, one of the only kings in British history to be called 'Great'. He fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly.</p> <p>Alfred made good laws and believed education was important. He had books translated from Latin into English, so people could read them. He also told monks to begin writing the Anglo-Saxon Chronicle. A famous story tells how, while sheltering in a cowherd's hut, the king got a telling-off from the cowherd's wife. Why? He accidentally let her cakes (or bread) burn on the fire when he forgot to watch them.</p> <p>The Roman army left Britain in about AD 410. When they had gone, there was no strong army to defend Britain and tribes called the Angles, Saxons and Jutes (the Anglo-Saxons) invaded. By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support.</p> <p>The Picts and Scots were powerful fighters so the British king asked his two brothers to come over from modern day Denmark to help keep the Picts and Scots out. Hengest and Horsa were happy to help and successfully avoided any invasions. Hengest and Horsa brought over more warriors and began to settle in Britain, pushing the British out. Other tribes also invaded Britain including the Angles and Saxons, known as the Anglo-Saxons. In about 600 AD, many of the British people</p>	<p>Viking, pagan, Christian, monk, Anglo-Saxon, King, Kingdom, Alfred, Roman, army, Britain, Saxon, Jute, Angle, tribe, invasion, Pict, Scot, Hengest, Horsa</p>

				<p>were taken as slaves or were forced to escape.          Many areas, towns and villages in Britain are named after the Anglo-Saxons who first settled here.          The early AngloSaxons were Pagans. They would worship gods during festivals and make sacrifices of objects and animals.          They were also very superstitious and believed in good and bad omens, lucky charms, spells and magic. They would perform many rituals that they believed would protect them in this life and the next.          In 597 AD, a Roman monk was sent to tell the AngloSaxons about Christianity. Over the next 100 years, the rest of Britain converted to Christianity too.          They left their homelands in northern Germany, Denmark and northern Holland and rowed across the North Sea in wooden boats.          They ruled in England for about 500 years. They never went home.</p>	
YR 6	Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxon legacies.	<p><b>Historical Interpretation</b>          A - Begin to evaluate the usefulness of different sources          B - Show an awareness of the concept of propaganda          C - Consider different ways of checking the accuracy of interpretations of the past</p> <p><b>Historical Investigations</b>          A - Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites          B - Select relevant sections of information to address historically valid questions and construct detailed, informed responses          C - Investigate own lines of enquiry by posing historically valid questions to answer</p> <p><b>Chronological Understanding</b>          A - Understand how some historical events/periods occurred concurrently in different locations          B - Describe, compare and sequence memories and changes that have happened in own lives compared to those of the past          C - Accurately use dates and terms to describe historical events          D - Order an increasing number of significant events, movements and dates on a timeline, using dates accurately</p>	<p>Many people living in Britain today have Anglo Saxon ancestors. The name England even comes from the Saxon word 'Angle-Land'.          By about 600, England was divided into small Anglo-Saxon kingdoms each ruled by a king.          The Heptarchy is a collective name applied to the Anglo –Saxon kingdoms as seven of them - Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex. The Anglo-Saxon kingdoms eventually unified into the Kingdom of England.          Anglo-Saxons name for towns was burh. The word 'burh' still appears in place names in Britain - Peterborough and Scarborough are two examples.          Villages were often named after the Chieftain; they often have the letters 'ing' or 'folk' e.g. Reading was named after the chief Redda.          They were hunters and farmers and made things from leather and cloth. The Anglo-Saxons enjoyed horse racing, hunting, feasting and music-making. They played dice and board games such as draughts and chess.          The Anglo-Saxons were pagans when they came to Britain, but, as time passed, they gradually converted to Christianity. The Pope in Rome sent a monk called Augustine to England to persuade the Anglo-Saxons to become Christians. Pagan temples were converted into Christian ones and pagan celebrations made into Christian ones.          Days of the Week - Certain days of the week are named after early Saxon gods e.g. Wodnesdæg (Woden's day - the day of the god Woden, Frigedæg (Freyja's day - the day of the goddess Freyja wife to Woden)</p>	<p>Ancestor, Saxon, King, Kingdom, burh, Chieftain, Britain, Rome, Christianity, Pagan, Pope</p>
YR 6+	To be able to clearly articulate how settlers helped shape the nation.				