

Y5 History	TERM 1A		TERM 1B		TERM 2		TERM 3A		TERM 3B	
			Barnes: from past to present				Journeys: Anglo-Saxons		Viking day (workshop)	
			<p>Key knowledge</p> <p>To know many new inventions were powered by coal rather than water, e.g. James Watt’s steam engine. Coal removed reliance on a water source allowing factories to be built anywhere, often in cities.</p> <p>To know agricultural machinery meant fewer farm workers were required. A number of people moved from rural environments and cities expanded.</p> <p>To know previously rural environments, such as Barnes, became urban.</p> <p>To know much of this early expansion happened in the Victorian era (1837—1901).</p> <p>To know as part of the Industrial Revolution, railway lines were built across the country, including through Barnes. Long journeys became accessible to the majority of the population.</p> <p>To know the architectural features of Victorian or Edwardian buildings include: terraced houses, sash and bay windows, Flemish brick bonding, painted street signs, slate roofs, arched doorways.</p> <p>To know during this period the lightbulb and vaccines were invented.</p> <p>To know Isambard Kingdom Brunel (1806—1859) was a civil engineer whose inventions and designs were important to the Industrial Revolution.</p> <p>To know maps have developed over time.</p> <p>To know the Industrial Revolution (1760—1870) was a period of fast-paced and significant change to how and where people worked.</p> <p>To know new inventions and changes in technology meant that more people worked in factories and urban areas.</p>	<p>Key skills</p> <p>To be able to infer changes over time from historical maps.</p> <p>To be able to understand how and why historical changes to a local area happen and note connections and trends over time (link Y1 local area).</p> <p>To be able to use historical vocabulary accurately in spoken and written work.</p> <p>To be able to devise historically valid questions (about change to the local area, the causes of these changes and the significance of various factors).</p> <p>To be able to understand how to use a range of sources including maps, books, architecture and photographs.</p> <p>To be able to sequence events and understand the chronological context of events (including cause and concurrence).</p> <p>To be able to understand that some periods of history have greater or faster-paced changes and some have more continuity.</p> <p>To be able to understand the beliefs, attitudes and experiences of people and how and why these might differ depending on a number of factors.</p> <p>To be able to understand the impact of change on an individual, regional, national and global level.</p> <p>To be able to identify connections and contrasts (e.g. migration, culture, wealth, society) and build on prior knowledge.</p> <p>To be able to develop a fuller understanding of how historians investigate the past.</p>			<p>Key knowledge</p> <p>To know the Anglo-Saxons were in Britain between 410 AD (when the Romans left Britain unguarded) and 1066 AD (when the Normans defeated the Anglo-Saxons at the Battle of Hastings).</p> <p>To know most Anglo-Saxons were pagans, believing in lots of different gods, until the Pope sent Augustine as a missionary. Slowly, the country became Christian.</p> <p>To know a burial site at Sutton Hoo provides information about life in Anglo-Saxon times.</p> <p>To know 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. These people were from three tribes: the Angles, the Saxons, and the Jutes.</p> <p>To know that Britain has a long history of immigration and that this has influenced Britain in many ways.</p> <p>To know some sources suggest the Saxon warriors were invited to come to England to help keep out invaders from Scotland and Ireland.</p> <p>To know another reason for coming may have been because their land often flooded and it was difficult to grow crops so they were looking for new places to settle down and farm.</p> <p>To know the British forests had all that the Anglo-Saxons needed to build their houses. They were small wooden huts with straw roofs, and one room in which the whole family lived.</p> <p>To know Anglo-Saxons enjoyed huge feasts. They ate bread, meats such as pork and lamb, vegetables such as carrots and parsnips, and drank milk and beer.</p>	<p>Key skills</p> <p>To be able to place the Anglo-Saxons on a chronological timeline of Britain and understand the chronological context.</p> <p>To be able to devise historically valid questions about history.</p> <p>To be able to construct an informed response to questions, selecting relevant historical information.</p> <p>To be able to use historical vocabulary accurately verbally and in writing.</p> <p>To be able to understand the movement of people overtime (link Y3 pre-history, Y3 Romans, Y4 ancient Greeks, Y4 WWII).</p> <p>To be able to use a range of primary and secondary sources to research daily life in Anglo-Saxon times, considering reliability and perspective.</p> <p>To be able to understand how historians investigate the past, including the role of archaeology and artefacts.</p> <p>To be able to expand our understanding of substantive and disciplinary concepts, identify connections and contrasts (e.g. invasion, migration, continuity and change, short- and long-term impact).</p> <p>To be able to build a picture of a time period using a range of sources.</p> <p>To be able to identify similarities and differences between the lives of people in the same time period and across time periods and give some reasons for this.</p> <p>To be able to accurately sequence events.</p> <p>To be able to understand the experiences and beliefs of those in the past.</p>	<p>Key knowledge</p> <p>To know the Vikings came from Scandinavia.</p> <p>To know they were in Britain between 707 AD and 1050 AD. They came for better land, more land and for treasures.</p> <p>To know initially, they settled in northern Scotland and eastern England, also establishing the city of Dublin in Ireland.</p> <p>To know the Vikings had advanced sailing and navigational skills.</p> <p>To know they were pagans, worshipping many gods. The main Viking gods were Thor, Frey and Odin.</p> <p>To know the Vikings spoke Norse and had their own alphabet system made up of symbols called Runes.</p>	<p>Key skills</p> <p>To be able to devise historically valid questions about history.</p> <p>To be able to construct an informed response to questions, selecting relevant historical information.</p> <p>To be able to place the Vikings on a chronological timeline of Britain.</p> <p>To be able to use historical vocabulary accurately verbally and in writing.</p> <p>To be able to understand the similarities and differences between Viking settlements and modern British cities.</p>
			<p>Enquiry/question/outcome/activity/genre of unit/text</p> <p>When was the area around the school built? How has it changed since 1745? What caused the change?</p>				<p>Enquiry/question/outcome/activity/genre of unit/text</p> <p>Who were the Anglo-Saxons and where did they come from? When were they in Britain? Why did they come to Britain? How did they live? How do we know about the Anglo-Saxons? What do artefacts tell us about the Anglo-Saxons? What can we learn from Sutton Hoo?</p>		<p>Enquiry/question/outcome/activity/genre of unit/text</p> <p>Who were the Vikings and where did they come from? When were the Vikings in Britain? Why did they travel and where did they settle? How did people live in Viking Britain?</p>	
			<p>Key vocabulary (tier 2)</p> <p>access journey cause lightbulb city local</p>	<p>Key vocabulary (tier 3)</p> <p>agriculture industry arched James Watt architectural large scale</p>			<p>Key vocabulary (tier 2)</p> <p>Britain sail bury Scotland connection scots</p>	<p>Key vocabulary (tier 3)</p> <p>Aesir navigate Angles Norman Anglo-Saxon Norse</p>	<p>Key vocabulary (tier 2)</p> <p>Britain raid bury reliable connection religion</p>	<p>Key vocabulary (tier 3)</p> <p>Aesir longship archaeology Norse artefact Odin</p>

			consequence country countryside culture design difference economy expand factory farming impact industry invention	machine population pace period politics railway revolution rural similarity society source technology urban	architecture area bay coal Edwardian engine era Flemish industrial Industrial Revolution	slate Spinning Jenny steam terrace vaccine Victorian			conquer contrast culture farming god immigrate invade invader Ireland migrate primary reliable religion	secondary settlement similarity skill source subjective symbol trade tribe unreliable	archaeology artefact Augustine burial site Christian Dublin Frey Hastings Jorvik Jutes longhouse longship missionary	Odin pagan paganism Picts pope raid rune Saxons Scandinavian Sutton Hoo Thor Viking	conquer contrast culture difference farming god immigrate invade invader Ireland migrate navigate primary	sail Scotland secondary settlement similarity skill source subjective symbol trade treasure tribe unreliable	burial site Dublin Frey Jorvik Jutes longhouse	rune Thor Viking
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