



The BIG Picture

In this unit children will be introduced to the idea that people from other societies and other parts of the world have been coming to Britain for a long time. This unit builds upon the theme of invasion from the Year 4 Romans unit. Children will learn about some of the tensions involved in invasion and settlement alongside identifying different ways of life. Children will learn about the lasting legacy of the Saxons and Scots including their contribution to the development of institutions, culture and ways of life in the country. This unit links to the children's learning about the founding of Runcorn by a Saxon woman named Ethelfleda (Y2).

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children will understand that Britain has been invaded before and that these invasions have had a lasting impact upon our country (Y4 – Romans).

Children will know some of the views held by previous invaders and inhabitants of England. (Y4 – Romans).

Runcorn was founded in Anglo Saxon times by Ethelfleda (Year 2)

Key vocabulary & understanding:

Archaeologist, Anglo Saxon, Scot, kingdom, Mercia, shire, legacy, Wessex, churl

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

-changes in Britain from the Stone Age to the Iron Age.

-the Roman Empire and its impact on Britain

-Britain's settlement by Anglo-Saxons and Scots

-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

-a local history study

-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

-the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

-Ancient Greece – a study of Greek life and achievements and their influence on the western world

-a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Specific unit objectives

- To know when and where the Anglo Saxons lived, where they came from and the places they invaded.
- To be able to explain why the Romans and Celts had different views to the Anglo Saxons and the Scots.
- To know what life was like for an Anglo-Saxon and the kingdoms of the time.
- Identify what Anglo Saxon means and why it refers to this group of people.
- To identify the lasting legacies of the Anglo Saxon period.
- To begin to demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and that of the wider world.
- To understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.
- To deepen understanding of trends/themes overtime.
- To debate and discuss different opinions about historical causes and effects.
- To be aware of different views about people and events studied and can give some reasons why different versions exist.

Key Questions

What happened to Britain when the Romans left?

Where did the Angles, Saxons, Jutes, Frisians come from?

Where else did they go? Where did they settle?

When was the Saxon era?

Why did they come to Britain and move away from where they were born?

What kind of people were they?

What challenges did they face in establishing a settlement?

What are the lasting legacies of the Anglo Saxons?

Key Knowledge

Know how Britain changed between the end of the Roman occupation and 1066.

Know about how Anglo Saxons attempted to bring about law and order into the country.

Know that during the Anglo Saxon period Britain was divided into many kingdoms creating some of our country boundaries today.

Key Texts

Anglo- Saxon Invaders and settlers - Peter D. Riley

Smashing Saxons – Terry Deary

Empire's End – A Roman Story –

Leila Rasheed

Queen of Darkness – Tony

Bradman

Beowulf – Michael Morpurgo

Anglo Saxon Boy – Tony Bradman

A selection of non-fiction books

to use as sources.



The BIG Picture

In this unit children will be reminded that people from other societies and other parts of the world have been coming to Britain for a long time. This unit builds upon the theme of invasion from the Year 4 Romans unit and Year 5 Anglo Saxons unit. Children will learn about some of the tensions involved in invasion and settlement alongside identifying different ways of life. Children will learn about the lasting legacy of the Vikings including their contribution to the development of institutions, culture and ways of life in the country. Viking settlers came from a range of places and sometimes travelled long distances. The Viking and Saxon struggle lasted for several centuries. In 787 AD, the first three Viking ships landed on the Dorset coast from Denmark. As well as being excellent sailors, the Vikings were ferocious fighters. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland. This work builds upon the children's Year 2 of the founding and defending of Runcorn by Saxon woman Ethelfleda.

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In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

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Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children will understand that Britain has been invaded before and that these invasions have had a lasting impact upon our country (Y4 – Romans, Y5 – Anglo Saxons).

Children will know some of the views held by previous invaders and inhabitants of England. (Y4 – Romans, Y5 – Anglo Saxons).

Runcorn was founded in Anglo Saxon times by Ethelfleda (Year 2)

Key vocabulary & understanding:

Archaeologist, raid, vicious, long house, berserkers, longship, Odin, Scandinavia, Danelaw, Jorvik, conflict, invasion.

Key Knowledge

Know where the Vikings originated from.

Know that the Vikings and Anglo Saxons were often in conflict.

Know why the Vikings frequently won battles with the Anglo Saxons.

Know what the Vikings did once they arrived in Britain.

Key Texts

Vicious Vikings – Terry Deary
Viking Boy – Tony Bradman
Viking Tales – Jeannie Hall
Viking Voyages – Jack Tite
You Wouldn't Want To Be A Viking Explorer – Andrew Langley

The Dragons Hoard – Lari Don and Cate James
Viking Invasion (I Was There) – Stuart Hill

A selection of non-fiction books to use as sources.
Odd and the Frost Giants – Neil Gaiman
Arthur and the Golden Rope – Joe Todd-Stanton

Specific unit objectives

- To identify how the Vikings came to power.
- To understand why the Vikings were so successful against the Saxons initially.
- Recognise who was responsible for the decline of the Viking reign and became the first Anglo-Saxon King of England.
- To know what happened in the Battle of Brunanburh (937AD) and its importance in the Anglo-Saxon and Viking struggle for power.
- To identify what 'Viking' means and why it refers to this group of people.
- To identify the legacy of the Vikings in our lives today.
- To deepen their understanding that historical knowledge comes from a range of sources, consider different viewpoints or think about possible bias.
- To understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.
- To deepen understanding of trends/themes overtime.
- To begin to demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.

Key Questions

How well did the Anglo Saxon and Vikings get on with each other?

How much fear did the Viking raids cause?

With so much rivalry between Saxons and Vikings – who was more successful?

Was there much difference in the lives led by Saxons and Vikings?

How important was religion to the Saxons and Vikings?

What was it like around this area in Saxon and Viking times?

What are the lasting legacies of the Viking and Anglo Saxon periods?

How far can we trust surviving evidence about the Saxons and Vikings?



The BIG Picture

The children will be learning about the History of the bridges that connect the towns of Runcorn and Widnes. This work builds upon the children's learning about how Runcorn began with Ethelfleda in Year 2. They will deepen their understanding of the bridges that exist today and the bridges that were there previously, linking to their Year 1 learning about what Runcorn was like when their parents and grandparents were alive. The children will explore the History of how the River Mersey has been used, building upon their river knowledge from the Year 4 Rivers unit, and link this to a study of Liverpool. The children will create a timeline of key events, identifying the most important events and correctly placing them in chronological order. They will investigate the changes in Liverpool, including human changes (buildings) and developments in transport and living standards. The children will review and evaluate the key factors in Liverpool's change and development. The children will learn about how people were treated differently in the past because of their race building upon the learning of significant individuals in Years 1 and 2.

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children will understand that sometimes people have been treated differently because of their race or gender (Y1 – Emily Davidson and Rosa Parks, Y2 – Mary Seacole)

Children will know that Liverpool is on the River Mersey. (Y4 – Geography, Rivers).

Key vocabulary & understanding:

Silver Jubilee Bridge, Mersey Gateway Bridge, Transporter Bridge, Ethelfleda Railway Bridge, Runcorn, Widnes, Liverpool, slavery, Liver building, Beatles, Cilla Black, Titanic, Ken Dodd.

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Specific unit objectives

- To understand that the River Mersey has been used for trade for many years.
- To understand how Widnes and Runcorn were built around the Mersey.
- To understand the timeline of bridges across the Mersey.
- To recognise and describe key features of the Ethelfleda, Transporter, Silver Jubilee and Mersey Gateway Bridges.
- To explore the key events in Liverpool's past.
- To explore Liverpool landmarks and buildings and their dates of construction.
- To discuss changes and developments in transport and the impact those changes had on life in Liverpool.
- To understand and describe the lives of individuals from Liverpool's past.
- To know what the slave trade was and how it impacted Liverpool.
- To understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.
- To devise and ask their own historical questions.

Key Questions

What is the Mersey used for?

Why do we have bridges across the Mersey?

How are Runcorn and Widnes connected? How has this changed?

Who are significant individuals from Liverpool?

What were the key events that have happened in Liverpool?

How has Liverpool changed?

How has transport changed in Liverpool?

What impact did the changes have on people's lives?

How was Liverpool involved in the slave trade?

Key Knowledge

Know about the bridges that connect Runcorn and Widnes.

Know why the River Mersey is important and how it is used.

Know some key events and people from Liverpool's history.

Key Texts

Children's History of Liverpool – Curtis Watt

A selection of non-fiction books to use as sources.

Liverpool, the story of a city. Liverpool University Press, Tulloch, Alexander. The story of Liverpool. The History Press, 2012