

	<u>Anglo Saxons settlement</u> Did the settlement by the Anglo-Saxons make England a better or worse place to live?	Remembrance (1 week)	Anglo Saxon and Viking struggle for the Kingdom of England 1) Does describing the Vikings as vicious raiders portray them accurately? 2) How did the Saxons reclaim control of England?	Kingdom of Benin Provide contrast with a period of British history circa 900CE (Anglo-Saxon period)
	Autumn 1	Autumn 2	Autumn 2	Summer 1
Key Vocabulary	Conflict, invasion, raid, settlement, Kingdoms, mythology, warriors, navigate, exploration, trade, monarchy, migration		Conflict, invasion, raid, settlement, Edward the Confessor, Kingdoms, mythology, warriors, navigate, exploration, trade, monarchy.	Civilization, Ogiso, OBA, Kingdom, brass casting, bronze, Manilla.
Previous Knowledge	Nursery – Concept of Kings and Queens Reception - Concept of Kings and Queens in fairytales KS1 – Monarchy – Queen Victoria/Queen Elizabeth, King William 1 (Normans – castles). invasion KS2 – Learning about the Romans introduced the idea of monarchy, hereditary rulers. Learning about the Iron Age and Romans introduced the concept of fortifications, invasions, settlement, The children have also learnt about migration and how it has been an important part of British history since the Stone Age.	Nursery – understand that we celebrate some events annually. Reception - understanding that poppies are used to remember people who died in the war. KS1 – understand the story of the poppy and how it came to be a symbol of remembrance. Understand the difference between celebrate and commemorate	Nursery – n/a Reception - n/a KS1 - have a basic understanding about what a period in history is. Have basic understanding of BC/AD centred around knowledge that Christ was born 2000 years ago. They understand the term invasion from learning about Castles and why defences were built. KS2 – learning about the Iron Age taught the children the need for fortified defences. They build on this when looking at the Roman invasion and the need to build walls such as Hadrian’s Wall. Religion was central to the Anglo-Saxons and comparisons can be made with the conversion of Roman/Greek society to forms of Christianity. Egyptian and Greek temples were off limits but AS churches were open to all. Society – compare use of the word ‘Kingdom’ to compare with Egypt. Egyptian kingdoms measure time, AS Kingdoms measure space. Women had more rights than they did under the Romans or Greeks. Agriculture – dependence on farming (all civilizations) but especially AS and Egyptians). Trade - AS and Egyptians favoured travel by river to trade. AS traded into Europe inc Scandinavia, Egyptians to Rome/Greece.	Nursery – Concept of Kings and Queens in fairytales. Reception - Concept of Kings and Queens in fairytales KS1 – Monarchy – Queen Victoria/Queen Elizabeth, King William 1 (Normans – castles). invasion KS2 – Learning about the Romans and Egyptians in Year 3 introduced the idea of monarchy and hereditary rulers. Learning about the Iron Age and Romans also introduced the concept of fortifications, invasions, settlement. Children have also learnt about a concurrent period of history (Anglo-Saxons which enables a comparison with the Kingdom of Benin). Religion was central to the Anglo-Saxons and comparisons can be made with the conversion of Roman/Greek society to forms of Christianity. Egyptian and Greek temples were off limits but AS churches were open to all. Society – compare use of the word ‘Kingdom’ to compare with Egypt. Egyptian kingdoms measure time, AS Kingdoms measure space. Women had more rights than they did under the Romans or Greeks. Agriculture – dependence on farming (all civilizations) but especially AS and Egyptians). Trade - AS and Egyptians favoured travel by river to trade. AS traded into Europe inc Scandinavia, Egyptians to Rome/Greece. Children have: used chronological conventions, e.g. BC, AD; learnt about aspects of life in other periods and societies; identified different representations of the past; used artefacts to find out about the past

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NC Objectives and lesson sequence	<p>NC – Britain's settlement by Anglo-Saxons and Scots.</p> <p>How and when did Anglo Saxon England begin? What happened during the Saxon period? What was life like during AS England? (Sources of evidence) What was life like during AS England? (Interpretations). What was life like during AS England? (Own research). Why was King Offa a significant king? Was life better in Anglo Saxon times than Roman Britain?</p>		<p>NC – Anglo Saxon and Viking struggle for the Kingdom of England up to the time of Edward the Confessor</p> <p>EQ1 Does describing the Vikings as vicious raiders portray them accurately?</p> <p>When did the Vikings first arrive in England? How did the Saxons first react to the raids on Lindisfarne and what does this tell us about Viking society and culture? Are there any other aspects of their culture which give a different perspective?</p> <p>EQ2 How did the Saxons manage to reclaim control of England?</p> <p>Does Alfred deserve to be called ‘Great’? Beginning to reclaim the Danelaw. The end of Saxon England.</p>	<p>NC – study of a Non-European society that provides contrast with British History – cAD900 - 1300 Benin (West Africa).</p> <p>Possible sequence (or HA scheme of work in files)</p> <p>Where is Benin and how long ago was it?</p> <p>How do we know about the Kingdom of Benin?</p> <p>How can the brasses be interpreted?</p> <p>What types of evidence can we use to study Benin?</p> <p>What have we found out about life in the Kingdom of Benin?</p>
	<p>I know that the Roman Empire declined in the late 4th century and Roman Britain had ended by 410AD.</p> <p>I know that the Saxons were invited to Britain by Vortigen to help defend against the Picts in the north.</p> <p>I know that the arrival of the Angles, Saxons, Jutes and Scots from AD450 signalled a change from the ‘unified’ Roman Empire to disparate kingdoms who warred and vied for control of Britain for the next 600 or so years.</p> <p>I know that the Angles, Saxons and Jutes formed 7 kingdoms which we call the Heptarchy.</p> <p>I know that artefacts such as those discovered at Sutton Hoo show that people (Royalty, Kings) were buried with objects of value and daily life which they believed would accompany them into the afterlife.</p> <p>I know that King Offa was a significant Anglo Saxon King who ruled over most of England South of the Humber.</p> <p>The Anglo-Saxons were pagan originally but would later convert to Christianity – after this the process of burial would significantly change.</p>		<p>I know that in the 8th century, Vikings from Nordic countries began to make raids on northern England.</p> <p>I know that the start of the Viking era in Britain is usually dated from the raid on the Holy Island and monastery of Lindisfarne in AD 793.</p> <p>I know that there are many sources of evidence for the history of the Saxons and Vikings but most of the written records are written by people with Anglo-Saxon sympathies.</p> <p>I know that Vikings have a reputation for being brave sailors and fearless navigators.</p> <p>I know that Vikings were not a unified people but they did have some common skills.</p> <p>I know that The Vikings is the name given to various groups of people who hailed from Norway, Sweden and Denmark.</p> <p>I know that the Viking era was a period of mass migration.</p> <p>I know that in 865 AD, a great Viking army, often called the Great Heathen Army, arrived in Britain and rather than raid, this time their intentions were to settle.</p> <p>I know that the area of England under Viking control was called the Danelaw.</p> <p>I know that Harald Hardrada was the final Viking contender for the English throne and he was killed by the AngloSaxon King of England, Harold Godwinson, at the Battle of Stamford Bridge 1066.</p>	<p>I know that the Benin Kingdom was founded in the 11th century and ended in the 19th century.</p> <p>I know that the Benin Kingdom is in Africa and was located in what is now modern day Nigeria.</p> <p>I know that the Benin Kingdom was a powerful and advanced society known for its rich culture.</p> <p>I know that the kingdom was ruled by the Oba.</p> <p>I know that the kingdom was powerful in trade, especially in ivory and pepper.</p> <p>I know that the Benin people were skilled in using bronze and brass for their sculptures.</p> <p>I know that Europeans were fascinated by the wealth of the Benin kingdom and wanted to trade with them.</p> <p>I know that the kingdom came to an end in 1897 when the British sent troops to end the Oba’s rule by force and in response to a previous attack on the British officials.</p>

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Diversity		Abbot Hadrian of St. Peter and St. Paul's monastery in Canterbury is described by Bede as being from Amazigh. That is in Libya. St. John style crosses originate in Coptic Egypt, Nubia and Ethiopia. They can be found in Anglo-Saxon religious texts. Anglo-Saxon artefacts excavated at Dar es Salaam and Kisiju, Coastal Tanzania. England and Merovingian Gaul had imports that originated from Africa and India. Examples: cowrie shell, elephant ivory.	Role of the Commonwealth Role of women in the war Different coloured poppies.	Aefelflad was a powerful Anglo-Saxon queen. Lady of the Mercians. King Offa’s Queen Cynethryth was featured on the minted coins (the only AS queen to have this privilege).	Oba ‘Queen Mother’ (powerful figure)
Local		Yorkshire Hoard discovered near Leeds. - 7 th -10thC	Local war memorial	Yorkshire Hoard discovered near Leeds. - 7 th -10thC Place names	n/a
Misconceptions		The Anglo Saxons were not a homogenous group – they did not call themselves Anglo Saxons – they were Angles, Saxons and Jutes (separate tribes).		Vikings wore horns on their helmets. Vikings were not all savage barbarians. Being a Viking was like a career choice – not all Nordic people were classed as Viking.	Many people mistakenly believe that the Benin kingdom was primitive and lacked sophistication which was far from the truth. Some people think the kingdom was isolated however, the Benin kingdom engaged in trade with various countries, exchanging goods like pepper and textiles.
What does this look like at Bramhope?	Resources	Timeline constructed in class Maps (link to Geography) Mylearning.org MrTDoesPrimaryHistory		Timeline constructed in class Maps (link to Geography) Mylearning.org MrTDoesPrimaryHistory https://royalarmouries.org/education/learning-resources/vikings	Timeline constructed in class MrTDoesPrimaryHistory HA scheme of work British Museum – Benin Bronzes Maps of the world, West Africa, Nigeria and modern Benin, globe ☐ A time line showing 1500 AD to present day ☐ Books in the classroom
	Activities		Make a poppy of different colours and be able to explain the meaning. DT Project – poppy pom poms Create a memorial to a fallen soldier on the Bramhope Memorial.	Human time lines in the classroom Drama to recreate: Viking raids on Lindisfarne Conversion to christianity (Viking king Guthrum) Agreeing the Danelaw (Alfred and Guthrum) End of Anglo Saxon / Viking period (Harolds and William)	Time lines. Drama activity to recreate the power of the Oba and the structure of government. Exploring Benin artefacts (historical sources) - what do they reveal?
	Enrichment			Anglo Saxon/Viking workshop – historic workshops Vikings Raiders and Traders workshop – Royal Armouries Danelaw (Murton Park)	Drama workshop (One Day Creative)
	Cross Curricular links/Texts	Beowulf		Viking Boy The `1000 year old boy.	Art – bronzes (Sculpture)
Outdoor Learning					

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Assessments	<p>POP tasks – What do we mean by Government? What is an Empire?</p>		<p>POP tasks – What do we mean by Government? What is an Empire?</p>	<p>POP tasks – What is an Empire? What is a civilization?</p>
	<p>Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrency)</p>		<p>Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrency)</p>	<p>Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrency)</p>
	<p>Source Analysis, Interpretation and Evaluation – children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Greater Depth -identify limitations of sources, evaluate the accuracy and bias of sources with limited support.</p>		<p>Source Analysis, Interpretation and Evaluation –children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Greater Depth -identify limitations of sources, evaluate the accuracy and bias of sources with limited support.</p>	<p>Source Analysis, Interpretation and Evaluation –children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Greater Depth -identify limitations of sources, evaluate the accuracy and bias of sources with limited support.</p>
	<p>Historical Enquiry –create and pursue a line of enquiry, create their own enquiries to pursue with support Greater Depth –begins to make decisions over which sources to use, justify their source selection.</p>		<p>Historical Enquiry –create and pursue a line of enquiry, create their own enquiries to pursue with support Greater Depth –begins to make decisions over which sources to use, justify their source selection.</p>	<p>Historical Enquiry –create and pursue a line of enquiry, create their own enquiries to pursue with support Greater Depth –begins to make decisions over which sources to use, justify their source selection.</p>