Year 5 Long Term Plan 2025/26 Angle Covers and Vising struggle for the Vising struggle for the Vising days of Bonin				
	Anglo Saxons settlement	Remembrance	Anglo Saxon and Viking struggle for the	Kingdom of Benin
	Did the settlement by the	(1 week)	Kingdom of England	Provide contrast with a period of British
Land	Anglo-Saxons make England a		1) Does describing the Vikings as vicious	history circa 900CE (Anglo-Saxon period)
Comments of the second of the	better or worse place to live?		raiders portray them accurately?	
BENNING OF			2) How did the Saxons reclaim control of	
	Automo 1	A.::t.:::::::: 2	England?	Summar 4
	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	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 anually. 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

How and when did Anglo Saxon England begin? What happened during the Saxon period? What was life like during AS England? (Own research). Why was fine ports a significant king? Was life better in Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Roman Britain? I howe that the Boson Anglo Saxon times than Britain and the Britain Anglo Saxon times that any and Roman Roman had ended by all control of Britain of the Britain Anglo Saxon times that any and Roman Roman had ended by all control of Britain Anglo Saxon times the Pick in the north. I howe that the Boson were invoted to Roman by violation to hep defend against the Pick in the north. I know that the arrived of the Angles, Saxon, Jutes and found the Angles, Saxon, Jutes and Saxon King and the Angles, Saxon, Jutes and Saxon King Angles And Angles, Saxon, Jutes and Saxon King		NC – Britain's settlement by Anglo-Saxons and	NC – Anglo Saxon and Viking struggle for the Kingdom of England u	NC – study of a Non-European society that provides contrast
What was the like during AS regulard? What was life like during AS regulard? Why was ting Offa a significant king? Why was ting Offa a significant king? What if he better in Angle Saxon times than Roman Britain? ECX How did the Saxons manage to reclaim control of England? How do we know about the Kingdom of Benin? How was the Offa as significant king? What the better in Angle Saxon times than Roman Britain? How that the Roman Empire declined in the later AF century and Roman Britain had ended by 410AD. I know that the Saxons were invited to Britain by Vortigen to help defend against the PLICs in the rand. I know that the Saxons were invited to Britain by Vortigen to help defend against the PLICs in the rand. I know that the arrival of the Angles, Saxons, subral and Soxt from ADSO Signified to champer from the furfied Roman Empire to disparate langdoms with one ward and wide for common stills. I know that the Angles, Saxons, subral and Soxt from ADSO Signified to champer from the furfied Roman Empire to disparate langdoms with ownered and wide for common stills. I know that the Angles, Saxons, subral and Soxt from ADSO Signified to champer from the furfied Roman Empire to disparate langdoms with ownered and wide for common stills. I know that the Angles, Saxons, subral and Soxt from ADSO Signified to champer from the furfied Roman Empire to disparate langdoms with ownered and wide for common stills. I know that the Angles, Saxons, subral and Soxt from ADSO Signified to champer from the furfied Roman Empire to disparate langdoms with ownered and wide for common stills. I know that the Angles, Saxons, and Jules formed 7 kingdoms which we call the ReplacaChy. I know that the Angles, Saxons and Jules formed 7 kingdoms which we call the ReplacaChy. I know that the Angles, Saxons and Jules formed 7 kingdoms which we call the ReplacaChy. I know that the Angles, Saxons and Jules formed 7 kingdom was propel (Royalty, Kings) were buried who believed would accompany th		Scots.	to the time of Edward the Confessor	with British History – cAD900 - 1300 Benin (West Africa).
Does Affred deserve to be called 'Great'. Was life better in Anglo Saxon times than Roman Britain? EQ2 How did the Saxons England.		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	accurately? 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	
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Saxon King who ruled over most of England South of the Humber. Danelaw.			Heathen Army, arrived in Britain and rather than raid, this time their	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.
I know that Harald Hardrada was the final Viking contender for the		Saxon King who ruled over most of England South		
The Anglo-Saxons were pagan originally but would later convert to Christianity – after this the process of burial would significantly change. English throne and he was killed by the AngloSaxon King of England, Harold Godwinson, at the Battle of Stamford Bridge 1066.		would later convert to Christianity – after this the		

Key knowledge to support planning	The Roman Empire declined in the late 4 th century and Roman Britain had ended by 410AD. During this time, Romano Britain had experienced frequent small raids from the Picts in the north, Scots in the West (Ireland) and from the Germanic countries – the Roman army had always successfully defended Britain from any significant invasion. This changed after the Roman army was recalled to Italy leaving Britain to its own defences. In 425AD the Saxons were invited to Britain by 'Vortigen' to help defend against the Picts in the north. Legendary Hengist and Horsa, two Saxon warlords agreed to come and help in exchange for land in Kent. Horsa was killed in battle, Vortigen fled and Hengist became a Saxon king of Kent. Settlement of the Saxons had begun. 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. The Angles, Saxons and Jutes formed 7 kingdoms which we call the Heptarchy and these increased/decreased in power over time. 5 of those kingdoms became very powerful – Northumbria, Mercia and Wessex in particular. The Anglo Saxon period is known as the Dark Ages as there are not a lot of written sources available as not many people were writing. The main written sources are provided by two monks Bede and Gildas (who were not favourable towards these settlers). The Anglo-Saxons were pagan originally but would later convert to Christianity – after this the process of burial would significantly change.		In the 8th century, Vikings from Nordic countries began to make raids on northern England. The start of the Viking era in Britain is usually dated from the raid on the Holy Island of Lindisfarne and the attacking of its monastery in AD 793. There are many sources of evidence for the history of the Saxons and Vikings, including written records, archaeology and landscape. There are records including the works of the Venerable Bede, the Anglo-Saxon Chronicles and others. Most of the written records are written by people with Anglo-Saxon sympathies, and so historians have to be careful about conclusions drawn about events in the past. The Vikings is the name given to various groups of people who hailed from Norway, Sweden and Denmark. They were not a unified people. They did have some common skills, including ship building, navigation and trading as well as the skills for raiding and pillaging. They have a reputation for being brave sailors and fearless navigators. During the Dark Ages they traded and settled across Europe to Baghdad and Constantinople, visited North Africa and the Iberian coasts and navigated rivers like the Don and Dnieper, far in the Ukraine. They also established settlements in the Faroe Islands, Iceland, Greenland and even for a time in North America.	The Benin Kingdom, located in present-day Nigeria, was a powerful and influential society known for its remarkable artistry and trade. The kingdom thrived from the 13th century until its decline in the 19th century. One of its most impressive achievements was the creation of intricate bronze and brass sculptures, including detailed plaques that depicted important historical events and figures. The artisans of Benin were highly skilled, using lost-wax casting techniques to produce stunning works of art that showcased their creativity and craftsmanship. As a trading society, the Benin Kingdom was vital in the exchange of goods such as ivory, pepper, and textiles. Its strategic location along trade routes facilitated relationships with European merchants, particularly the British. However, these interactions were not always positive. While trade brought wealth, it eventually led to conflict and the British invasion in the late 19th century. The structure of the government in the Benin Kingdom was organised under the Oba, who was the supreme ruler. The Oba was supported by a council of chiefs, each responsible for different aspects of administration, including trade, warfare, and justice. This hierarchical system maintained order and ensured prosperity for the kingdom, although its downfall marked a significant turn in its history.
Skills and Disciplinary concepts. Themes	Power (Monarchy) / Movement of people / Society (structure, religion)	CHRONOLOGICAL UNDERSTANDING	CHRONOLOGICAL UNDERSTANDING Source work (chronology) Source work (cause and consequence) Source work (knowledge and understanding) Source work (enquiry) Development of historically valid questions Power (Monarchy) / Movement of people / Society (religion, trade), Achievements and Legacy	Chronology –sequencing, scaling, concurrence Source work –extracting, interpreting, drawing conclusions, evaluating Enquiry –creating and answering questions, creating and pursuing lines of enquiry Significance Power (Empire, Monarchy) / Society (Structure/Religion/Trade) / Achievements and Legacy

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.
pe?	Resources	Timeline constructed in class Maps (link to Geography) Mylearning.org MrTDoesPrimaryHistorry		Timeline constructed in class Maps (link to Geography) Mylearning.org MrTDoesPrimaryHistorry 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 ② A time line showing 1500 AD to present day ② Books in the classroom
What does this look like at Bramhope?	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					

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