

Year group: 5	Subject Area: History	Unit 1: Chronology (Stone Age to 1066) – The Romans	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
To know what Britain was like before the Romans invaded To know how different aspects of the Iron Age might have affected the success of the Roman invasion	The Roman Empire and its impact on Britain	To know that the inventions introduced by the Romans had an impact on other historical era(use of roads, water systems)
Notes	Cross-curricular links	Possible hooks/enrichment activities
Class novel - Queen of Darkness	Geography: use of an atlas or a map English: reading and retelling of Roman stories. Historical fiction book, e.g. Queen of the Darkness	Roman Day Use of artefacts - children to predict who uses the artefacts and what they were used for. Visit to local Roman sites (Arbeia or Segedunum)

Lesson Sequence

The Roman Empire and its impact on Britain

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<i>Where are the Romans in the historical time line?</i>	<i>How did Britain become part of the Roman Empire?</i>	<i>What did the Romans build after they settled in Britain?</i>	<i>What were houses like in Roman Britain?</i>	<i>Was there resistance to the Roman invasion of Britain? Who was Boudicca?</i>	<i>Who was Julius Caesar?</i>	<i>What lasting impact did the Romans leave in Britain?</i>
Identify where the Romans come on a timeline. To know where the Roman empire came from. To compare two contrasting stories about the founding of Rome.	To know why the Romans wanted to invade. To compare the different invasion attempts and understand which was successful and why.	To know that the landscape of Britain was changed by what the Romans built. To know that Roman designed buildings and structures made a more efficient society.	To know that Romans built houses and that evidence of these still exist today. To know identify the features of the different houses.	To know that many Britons didn't want to be ruled by the Romans. To know who Boudicca was and her rebellion against the Romans.	To know about the key events in the life of Julius Caesar. To know why he was important in the Roman Empire.	To know that the Romans left a legacy in Britain and this impacts on modern Britain.

Key vocabulary						
Chronological order Time line Empire	Invasion Empire Emperor Tribes Gaul Britannia Julius Caesar Claudius	Landscape Society Roman roads Aqueducts	Roundhouse Villa Insulae Domus Mosaic Archaeologists	Britannia Iceni Tribe Queen Boudicca King Prasutagus Colchester St. Albans	General Senate Consul Dictator Assassinate Julien calendar	Legacy Legal system Government Taxes Christian religion Road network
Key skills throughout unit						
<ul style="list-style-type: none"> • Use dates and historical language in their work • Place events in chronological order on a timeline • Test out a hypothesis to answer a question • Appreciate that significant events in history have helped shape the country we have today • Research two versions of an event and say how they differ • Explain how events from the past have helped shape our lives • Make comparisons between historical periods ; explaining things have changed and things which have stayed the same • Appreciate that some ancient civilisations showed greater advancement than people who lived centuries after them Use dates and historical language in their work 						

Year group: 5	Subject Area: History	Unit 2: Anglo-Saxons and Vikings	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
Knowing that Britain was divided into kingdoms and then ruled by Rome following the Roman Invasion	<ul style="list-style-type: none"> 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 	Knowing that the rule of Britain changed over the centuries many times based on religion and which country was in power at that time
Notes	Cross-curricular links	Possible hooks/enrichment activities
	<p>English: Writing stories with a setting of Anglo-Saxon and Viking times</p> <p>Geography: locating kingdoms and villages on maps. Knowing the origin of town and city place names</p>	Visit to Palace Green at Durham for possible Anglo-Saxon/Viking workshop

Lesson Sequence

Anglo-Saxon and Viking Invasion

<p>Lesson 1 <i>Why did the Romans withdraw from Britain in c. AD 410?</i></p> <p>Identify why the Roman Empire ended in Britain. To know that the Roman Empire was split into two separate empires: Western and Eastern. To know why Roman soldiers retreated from Britain</p>	<p>Lesson 2 <i>Who were the Anglo-Saxons and when did they invade?</i></p> <p>To know that Anglo-Saxons are formed from three tribes who emigrated to Britain: Angles, Saxons and the Jutes. To know which countries they came from and when. To know that by CE600, there were 7 kingdoms: East Anglia, Mercia, Northumbria, Wessex, Kent, Sussex and Essex. Each was ruled by a king</p>	<p>Lesson 3 <i>How were the Anglo-Saxon settlements and villages organised?</i></p> <p>To know that the Anglo-Saxons lived differently compared to the Romans – in villages not busy towns. To know the types of houses the Anglo-Saxons lived in and how the villages was organised.</p>	<p>Lesson 4 <i>To know the significance of Anglo-Saxon place names?</i></p> <p>To know that names of the 7 kingdoms have certain meanings and where they come from. To know that many towns and cities today have names that came from Anglo-Saxon times.</p>	<p>Lesson 5 <i>What were the Anglo-Saxon laws and how was justice given?</i></p> <p>To know that each kingdom and king had their own laws. To know that villages were divided into tithings. To know about the Wergild system of payment to victims. To know the names of the punishments given to criminals.</p>	<p>Lesson 6 <i>Who were the Vikings and when and why did they invade Britain?</i></p> <p>To know where the Vikings came from (Denmark, Norway and Sweden). To know why the Vikings invaded and how they achieved it.</p>	<p>Lesson 7 <i>How did the Anglo-Saxons resist the invasion of the Vikings?</i></p> <p>To know that only the Kingdom of Wessex was the only one to survive Viking invasion. To know that King Alfred was the King of Wessex. To know that Alfred beat the Vikings at the Battle of Ashdown. To know that the Viking King Guthrun captured Chippenham and this led to the Battle of Edington in 878 and he was defeated. To know what the Treaty of Wedmore is and the formation of Danelaw resist the invasion of</p>
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						<i>the Vikings?</i>
Key vocabulary						
Western Empire Eastern Empire Politicians Corruption Tribes Emperor Diocletian Invasion Vandals Vangoths Germanic tribes	Anglo-Saxons Invasion Kingdom Angles Jutes Saxons East Anglia Mercia Northumbria Wessex Essex Sussex Kent	Kingdom Settlement Villages Village chief Water source Family houses	Name origins Towns Cities Suffixes __ham __forth __ford	Justice Law Tithing Hue and cry Stoning, branding, stocks, exile Wergild Jury Oath keepers	Vikings Denmark Norway Sweden Long ships Raided Pillaged Monasteries Scotland York	King Alfred the Great Wessex Battle of Ashdown 871 King Guthrun of the Vikings Chippenham Battle of Edington 878 Treaty of Wedmore Christian Danelaw 886
Key skills throughout unit						
<ul style="list-style-type: none"> • Use dates and historical language in their work • Test out a hypothesis to answer a question • Appreciate that significant events in history have helped shape the country we have today • Research two versions of an event and say how they differ • Explain how events from the past have helped shape our lives • Make comparisons between historical periods ; explaining things have changed and things which have stayed the same • Appreciate that some ancient civilisations showed greater advancement than people who lived centuries after them 						

Year group: 5	Subject Area: History	Unit 3: Local History	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives	Future linked knowledge	
Knowing that Britain was divided into kingdoms and ruled by Anglo-Saxon kings	<ul style="list-style-type: none"> A local history study linked to periods of time studied under chronology or a local study that could extend beyond 1066 	Knowing about the changes which took place within Christianity	
Notes	Cross-curricular links	Possible hooks/enrichment activities	
Use of Local History Library@ETR (Sunderland Council) for a factsheet about Biscop and St. Peter's church (History Subject Leader has a copy)	Art: drawings of St. Peter's church English: Describing life in the monastery from the viewpoint of a monk	Visit to St Peter's Church with workshop about Benedict Biscop at Sunderland Museum	
Lesson Sequence			
Benedict Biscop and St. Peter's Church			
Lesson 1 <i>Who was Benedict Biscop?</i> Know who Benedict Biscop was and about his life. Know why he is an important figure both in Christianity and locally.	Lesson 2 <i>Why did Benedict Biscop build St. Peter's monastery?</i> Know why the monastery was built and where it is found. Know the way the monastery was built and what it looked like.	Lesson 3 <i>What was life like for a monk at St. Peter's monastery?</i> Know what life was like for a monk. Know what their daily routine would have been like? Know that St. Bede (Northern Saint) lived at the monastery.	Lesson 4 <i>Why was a second monastery built at Jarrow?</i> <i>What happened to Benedict Biscop and St. Peter's monastery?</i> Know that a second monastery was built at Jarrow due to the success of St. Peter's. Know that the two monasteries are classed as twin monasteries. Know what Benedict Biscop did in his later life, how he died and where he is buried. Know that Benedict was made a patron saint of Sunderland. Know what remains of the original monastery and how it is used today. * This will be taught both in class and when visiting St. Peter's Church
Key vocabulary			
Born 628AD Biscop Baducing Rome Pilgrimage	King Ecgrith Monkwearmouth Masons Glaziers	Saxon kingdom Self-sufficient Church services	Ceolfrith – Bishop of Jarrow Twinned monasteries Patron Saint of Sunderland Died 12 th January 690

Monastery Roman Christianity			Altar Dedication to faith
Key skills throughout unit			
<ul style="list-style-type: none">• Use dates and historical language in their work• To place key events in chronological order• To understand and describe what life was like in the past• Describe a key event from Sunderland's history using a range of evidence from different sources			