

<b>Year group: 5</b>	<b>Subject Area: History</b>	<b>Unit: Local History</b>	<b>Subject Leader: A McLoughlin</b>	
<b>Prior linked knowledge</b>	<b>National curriculum objectives</b>		<b>Future linked knowledge</b>	
Knowing that Britain was divided into kingdoms and ruled by Anglo-Saxon kings	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	
<b>Notes</b>	<b>Cross-curricular links</b>		<b>Possible hooks/enrichment activities</b>	
Use of Local History Library@ETR (Sunderland Council) for a factsheet about Biscop and St. Peter's church (History Subject Leader has a copy) Links to be made with the Northern Saints in RE. This topic should be taught after the RE, so children have knowledge of Christianity and the saints	<b>RE:</b> Northern Saints <b>Art:</b> drawings of St. Peter's church <b>English:</b> Describing life in the monastery from the viewpoint of a monk		Visit to St Peter's Church with workshop about Benedict Biscop	
<b>Lesson Sequence</b>				
<b>The History of St. Peter's Church</b>				
<b>Lesson 1</b> <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.	<b>Lesson 2</b> <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.	<b>Lesson 3</b> <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.	<b>Lesson 4</b> <i>Why was a second monastery built at Jarrow?</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.	<b>Lesson 5</b> <i>What happened to Benedict Biscop and St. Peter's monastery?</i>  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.
<b>Key vocabulary</b>				
Born 628AD Biscop Baducing Rome Pilgrimage Monastery Roman Christianity	King Ecgrith Monkwearmouth Masons Glaziers	Saxon kingdom Self-sufficient Church services	Ceolfrith – Bishop of Jarrow Twinned monasteries	Patron Saint of Sunderland Died 12 <sup>th</sup> January 690 Altar Dedication to faith

**Key skills throughout unit**

- 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

<b>Year group: 5</b>		<b>Subject Area: History</b>		<b>Unit: Chronology (Stone Age to 1066) – The Romans</b>		<b>Subject Leader: A McLoughlin</b>	
<b>Prior linked knowledge</b>		<b>National curriculum objectives</b>			<b>Future linked knowledge</b>		
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)		
<b>Notes</b>		<b>Cross-curricular links</b>			<b>Possible hooks/enrichment activities</b>		
Possible class reader – Queen of Darkness		<b>Art:</b> making Roman mosaics <b>DT:</b> use of clay to make Roman artefacts <b>Geography:</b> use of an atlas or a map <b>English:</b> 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)		
<b>Lesson Sequence</b>							
<b>The Roman Empire and its impact on Britain</b>							
<b>Lesson 1</b> <i>Where are the Romans in the historical time line?</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.	<b>Lesson 2</b> <i>How did Britain become part of the Roman Empire?</i>  To know why the Romans wanted to invade. To compare the different invasion attempts and understand which was successful and why.	<b>Lesson 3</b> <i>What did the Romans build after they settled in Britain?</i>  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.	<b>Lesson 4</b> <i>What were houses like in Roman Britain?</i>  To know that Romans built houses and that evidence of these still exist today. To know identify the features of the different houses.	<b>Lesson 5</b> <i>Was there resistance to the Roman invasion of Britain? Who was Boudicca?</i>  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.	<b>Lesson 6</b> <i>Who was Julius Caesar?</i>  To know about the key events in the life of Julius Caesar. To know why he was important in the Roman Empire.	<b>Lesson 7</b> <i>What lasting impact did the Romans leave in Britain?</i>  To know that the Romans left a legacy in Britain and this impacts on modern Britain.	
<b>Key vocabulary</b>							
Chronological order Time line Empire	Invasion Empire Emperor	Landscape Society Roman roads	Roundhouse Villa Insulae	Britannia Iceni Tribe Queen Boudicca	General Senate Consul	Legacy Legal system Government	

	Tribes Gaul Britannia Julius Caesar Claudius	Aqueducts	Domus Mosaic Archaeologists	King Prasutagus Colchester St. Albans	Dictator Assassinate Julien calendar	Taxes Christian religion Road network
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**Key skills throughout unit**

- 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

<b>Year group: 5</b>	<b>Subject Area: History</b>	<b>Unit: Anglo Saxons and Vikings</b>	<b>Subject Leader: A McLoughlin</b>			
<b>Prior linked knowledge</b>	<b>National curriculum objectives</b>	<b>Future linked knowledge</b>				
Knowing that Britain was divided into kingdoms and then ruled by Rome following the Roman Invasion	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	Knowing that the rule of Britain changed over the centuries many times based on religion and which country was in power at that time				
<b>Notes</b>	<b>Cross-curricular links</b>	<b>Possible hooks/enrichment activities</b>				
	<b>English:</b> Writing stories with a setting of Anglo-Saxon and Viking times <b>Geography:</b> locating kingdoms and villages on maps. Knowing the origin of town and city place names	Visit to Palace Green at Durham for possible Anglo-Saxon/Viking workshop				
<b>Lesson Sequence</b>						
<b>Anglo-Saxon and Viking Invasion</b>						
<b>Lesson 1</b> <i>Why did the Romans withdraw from Britain in c. AD 410?</i>  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	<b>Lesson 2</b> <i>Who were the Anglo-Saxons and when did they invade?</i>  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	<b>Lesson 3</b> <i>How were the Anglo-Saxon settlements and villages organised?</i>  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.	<b>Lesson 4</b> <i>To know the significance of Anglo-Saxon place names?</i>  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.	<b>Lesson 5</b> <i>Who were the Vikings and when and why did they invade Britain?</i>  To know where the Vikings came from (Denmark, Norway and Sweden). To know why the Vikings invaded and how they achieved it.	<b>Lesson 6</b> <i>How did the Anglo-Saxons resist the invasion of the Vikings?</i>  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	<b>Lesson 7</b> <i>What were the Anglo-Saxon laws and how was justice given?</i>  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.

					formation of Danelaw.	
<b>Key vocabulary</b>						
Western Empire	Anglo-Saxons	Kingdom	Name origins	Vikings	King Alfred the Great	Justice
Eastern Empire	Invasion	Settlement	Towns	Denmark	Wessex	Law
Politicians	Kingdom	Villages	Cities	Norway Sweden	Battle of Ashdown 871	Tithing
Corruption	Angles	Village chief	Suffixes	Long ships	King Guthrun of the	Hue and cry
Tribes	Jutes	Water source	__ham	Raided	Vikings	Stoning, branding,
Emperor Diocletian	Saxons	Family houses	__forth	Pillaged	Chippenham	stocks, exile
Invasion	East Anglia		__ford	Monasteries	Battle of Edington 878	Wergild
Vandals	Mercia			Scotland	Treaty of Wedmore	Jury
Vangoths	Northumbria			York	Christian	Oath keepers
Germanic tribes	Wessex				Danelaw 886	
	Essex					
	Sussex					
	Kent					
<b>Key skills throughout unit</b>						
<ul style="list-style-type: none"> <li>• Use dates and historical language in their work</li> <li>• To place key events in chronological order</li> <li>• Appreciate that significant events in history have helped shape the country we have today</li> <li>• Explain how events from the past have shaped our lives</li> <li>• To understand and describe what life was like in the past</li> </ul>						