

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History	Year: UKS2 Year A
NC/PoS: the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none"><li>• Children understand the concept of invasion, kings &amp; leaders</li><li>• Children understand invasion happens over time</li><li>• Children understand Britain had been apart of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders)</li><li>• Children know where Scandinavian countries are – LKS2 geography Europe unit</li><li>• Children know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language</li><li>• Children know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome</li></ul>	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none"><li>• Children know the Angles, Saxons and Jutes began to settle in Britain after the Romans had left.</li><li>• Children know The Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain.</li><li>• Children know the Angles and Saxons continuously fought over land in England and it was divided into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). This lasted for approximately four hundred years.</li><li>• Children know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place.</li><li>• Children know the Vikings began to invade Britain through raids (Lindisfarne, Jarrow and Iona) and this was followed by a larger invasion.</li><li>• Children know there were many Anglo, Saxon and Viking kingdoms in Britain during this time.</li><li>• Children can make comparisons between the Anglo- Saxon and Vikings (Settlements, language, religion and culture).</li><li>• Children know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings known as Danelaw and his descendants were successful in unifying England until the reign of Aethelred the Unready.</li><li>• Children know this period is significant because Kingdom of England was formed during the 9th and 10<sup>th</sup> centuries.</li><li>• Children know Danegeld was a tax collected by the Anglo-Saxon kings to give to the Vikings to stop their raids.</li><li>• Children know this period ends with the Norman invasion.</li></ul>	
Key Vocabulary tribe, empire, settlement, raids, resistance, conquest, migration, territory, reign, treaty Substantive concepts – invasion, conquest, kings, migration, governance, trade, paganism	
Enquiry question: <b>Who won what in the struggle for Britain?</b>	
Session 1: Chronological knowledge - Review prior learning and place chronology of units already learnt. Consolidate chronology of invasion/ migration to Britain Chronology- order key events on a timeline. When did they invade? Vocab: chronology, invade, invasion, migrate, migration, settlers, settlements	
Session 2: <b>Who were the Anglo-Saxons?</b>	

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Investigate who invaded after the Roman lefts Britain including the Scots  
Map work – where did the Angles, the Saxons and the Jutes come from and where they travelled to.

Look at where they settled in Britain

Look at sources such as Gildas the Wise and Bede.

Look at themes of trade, clothing, political systems, religion, rule of law

Vocab: invade, invasion, migrate, migration, settlers, settlements, kingdom, trade

### Session 3: **Who were the Vikings?**

Map work – where did the Vikings come from and where they travelled to.

Look at where they settled in Britain.

Look at themes of trade, clothing, political systems, religion, rule of law

Read stories of Viking raids, e.g. Lindisfarne. It is important to note these raids were a part of a wider movement across Europe.

Similarity and difference – How were the Anglo- Saxon and Vikings similar or different to each other? (Settlements, language, religion, culture).

Cause and consequence – What was the cause of the Anglo- Saxon/ Viking invasions?

What was the consequence of Viking raids?

Vocab: invade, invasion, settlers, settlements, kingdom, trade, raid

### Session 4: **What was Great about King Alfred?**

Look at Anglo-Saxons respond to the Viking invasion after 865AD.

Case study of Alfred – use evidence such as Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ.

Investigate or tell pupils why the treaty known as Danelaw was introduced.

Look at Alfred's descendants (Edward the Elder, Athelstan, Edmund I) Get class to consider how important they were in shaping England.

Vocab: kingdom, reign, invasion, descendants, treaty

### Session 5: **What did the struggle look like?**

Timelines to show events after Athelstan (King of all England)– drawing attention to further Viking raids and key figures such as Cnut and Aethelred the Unready.

Investigate or tell pupils why the tax known as Danegeld was introduced.

Consolidate chronology of period and how kingdoms changed during the push and pull between the Kingdom of Wessex and the Vikings.

Change and continuity – What changed during the Anglo-Saxon Age? What stayed the same?

Vocab: kingdom, reign, invasion, descendants, treaty

### Session 6: **Why did the Normans invade?**

Map work -where is Normandy?

Look at Edward the Confessor and how his links to Normandy and William the Conqueror lead the way to the Norman invasion in 1066.

What was the significance of the Battle of Hasting?

Vocab: kingdom, reign, invasion, invade, significance

Future learning this content supports:

- Further units on Medieval Britain in KS3