

# Unit Plan

## Curriculum Area: History

Stanton St Quintin  
Primary School & Nursery



<b>Key Stage and Cycle:</b>	KS2 Spring Term (Cycle C)	<b>Subject:</b>	History
<b>Unit:</b>	Anglo Saxons  How did Britain change between the end of the Roman occupation and 1066?	<b>Prerequisite Learning and Curriculum Links</b>	EYFS ELG: Past and Present Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling. KS1 – Significant People Cycle A – Roman Empire, Mayan, Windrush (migration) Cycle B – Ancient Egyptians Crime and Punishment Cycle C – Stone Age to Iron Age Cycle D – WW2 & Ancient Greece  <b>Curriculum links: Study of Beowulf (English)</b>

<b>Progressive Journey</b>		<b>ROLOS (Remembering Our Learning and Our Skills)</b>	
Who were the Anglo-Saxons and why did they invade Britain? Who were the Vikings and why did they have a reputation of being fierce raiders? What was the long-term impact of the Anglo-Saxons and Vikings on our lives today? Who were the famous Anglo-Saxon kings? How important was the Norman conquest in 1066?		Know why the Romans left Britain Know who the Anglo-Saxons were and how they divided Britain up Know who the Vikings were and how they battled with the Anglo-Saxons Know how many of the words we use today originate from the Anglo-Saxons or the Vikings Know how the Vikings and Anglo-Saxons improved Britain	
<b>Chronology &amp; Causation</b>	<b>Historical Enquiry</b>	<b>Interpretation &amp; Significance</b>	
<ul style="list-style-type: none"> <li>•Have a secure understanding of a British timeline that extends from the Stone Age to the present day</li> <li>•To be able to tell the story of events within and across the time periods studied</li> <li>•Order an increasing number of significant events, movements and dates on a timeline using dates</li> <li>•Accurately use dates and terms to describe events;</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise when they are using primary and secondary sources of information to investigate the past</li> <li>•Use a wide range of different evidence to collect evidence about the past</li> <li>•Able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider</li> </ul>	Find and analyse a wide range of evidence about the past <ul style="list-style-type: none"> <li>•Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>•Consider different ways of checking the accuracy of interpretations of the past;</li> </ul>	
<b>Key Vocabulary</b>			
chronology, era, time period, consequence, reliable, invade, kingdom, raid			
<b>Assessment- Proof of Progress Task</b>			
Label a timeline with events of this era. <i>True or false? The epic poem Beowulf was a story told just for entertainment. Justify your answer.</i>			
<b>Linked Reading Opportunities</b>			
Anglo-Saxon Boy, Beowulf,			

*motivate, educate, nurture*

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