

Unit Plan

Curriculum Area: History

Stanton St Quintin
Primary School & Nursery



Key Stage and Cycle:	KS2 Spring Term (Cycle C)	Subject:	History
Unit:	Anglo Saxons How did Britain change between the end of the Roman occupation and 1066?	Prerequisite Learning and Curriculum Links	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 Curriculum links: Study of Beowulf (English)

Progressive Journey		ROLOS (Remembering Our Learning and Our Skills)
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
Chronology & Causation	Historical Enquiry	Interpretation & Significance
•Have a secure understanding of a British timeline that extends from the Stone Age to the present day •To be able to tell the story of events within and across the time periods studied •Order an increasing number of significant events, movements and dates on a timeline using dates •Accurately use dates and terms to describe events;	•Recognise when they are using primary and secondary sources of information to investigate the past • •Use a wide range of different evidence to collect evidence about the past •Able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider	- Find and analyse a wide range of evidence about the past •Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past •Consider different ways of checking the accuracy of interpretations of the past;
Key Vocabulary		
chronology, era, time period, consequence, reliable, invade, kingdom, raid		
Assessment- Proof of Progress Task		
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>		
Linked Reading Opportunities		
Anglo-Saxon Boy, Beowulf,		

motivate, educate, nurture

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