
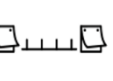



















<p>Year Group: 5</p>	<p>Title: Conflict and Invasion</p>
<p>National Curriculum coverage:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p>Pre & Post Learning: Plot key events on a timeline</p>
<p>Substantive Concepts:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="398 416 566 539"> <p>Power and Conflict</p>  </div> <div data-bbox="600 416 734 539"> <p>Chronology</p>  </div> </div>	<p>Context: This topic follows on from the Y4 History topic on pre history and The Roman invasion, but builds on the knowledge and skills that the children gained in Y4 but continuing to develop their knowledge about the Anglo-Saxons and WW1 and WW2</p>
<p>Our Big Ideas (Disciplinary Knowledge)</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="118 619 253 762">  <p>Significance</p> </div> <div data-bbox="286 619 421 762">  <p>Evidence</p> </div> <div data-bbox="454 619 589 762">  <p>Similarity and Difference</p> </div> <div data-bbox="622 619 757 762">  <p>Cause and Consequence</p> </div> <div data-bbox="790 619 925 762">  <p>Interpretations</p> </div> <div data-bbox="958 619 1093 762">  <p>Continuity and Change</p> </div> </div>	<p>St. Mary's Experience: N/A</p> <p>Key People:</p> <ul style="list-style-type: none">  After the Romans Left (410 CE) Honorius - Roman Emperor who told Britain to defend itself in 410 CE.  Anglo-Saxon Invasion Hengist Horsa - Early leaders of the Angles, Saxons and Jutes. Invited to Britain to help fight off invaders but later settled and took control. (Legendary figure) King Arthur - Said to have fought against the Anglo-Saxons (legend)  Viking Raids and Settlements Ragnar Lothbrok - A legendary Viking linked to early raids Guthrum - Viking leader who fought against Alfred the Great. Made a peace treaty and agreed to be baptised.  Anglo-Saxon & Viking Power Struggles Alfred the Great - Defeated Vikings at the Battle of Edington. Made peace with Guthrum. Believed in education and made strong laws.  End of the Anglo-Saxon & Viking Era (1066) Edward the Confessor - King of England who died without an heir, causing a power struggle. Harold Godwinson - Crowned king after Edward died. Defeated Viking king Harald Hardrada at the Battle of Stamford Bridge. Harald Hardrada - Viking king who invaded from the north in 1066. Defeated and killed at Stamford Bridge. William the Conqueror - Invaded from Normandy in the south. Won the Battle of Hastings. Became King of England, beginning Norman rule.  Evidence & Interpretation Symeon of Durham - Wrote about Viking attacks like Lindisfarne. His writing may reflect fear or religious bias (useful for teaching propaganda and interpretation).
<p>Visits and Visitors: Royal Armouries Museum</p>	
<p>Careers/preparation for adulthood: Archaeologist, Historian, Museum Worker, Journalist, Author, Film Writer or Game Designer</p>	

Catholic Social Teaching:



The Common Good - After the Romans left, Britain experienced political fragmentation and insecurity. CST - society works best when people cooperate for the common good.
Promoting Peace - The end of one era and the start of Norman rule show the impact of conflict and the need for reconciliation and peace-building.

British Values:

-  **Democracy** - Everyone has a voice and leaders can be chosen or challenged.
-  **Rule of Law** - Laws help keep order and protect people.
-  **Mutual Respect** /  **Tolerance** Respecting people of different religions and beliefs.
-  **Individual Liberty** - Freedom to make choices and express beliefs safely.

End points (by the time pupils leave St. Mary's):

- Remember significant dates from their topic and order events chronologically on a timeline
- Know the names and key facts about significant people from history.
- Be able to find out accurate information from a range of sources and recognise propaganda/biased information
- Describe the similarities and differences between different eras in history
- Describe the cause and consequence of key events in history
- Describe how areas of the world have changed over time
- Describe how ideas (society, innovations and inventions) have changed over time and their impact.

Crucial knowledge:

- Know what happened to Britain after the Romans left.
- Explain the similarities and differences Britain under Anglo Saxon rule compared to Roman rule (culture, religion, infrastructure).
- Know when and how the Vikings invaded and settled Britain
- Know that the Anglo Saxon and the Viking period ran parallel, power moved from one side to the other and about King Alfred the great.
- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history (Lindisfarne chronicles, propaganda posters in WW1 And WW2).
- Know the cause and consequence of how the Anglo-Saxon and Viking era ended with the battle of Hastings in 1066

Vocabulary:

Tier 2

(General Academic Vocabulary - These are high-utility words used across multiple subjects)

Cause, Consequence, Compare, Contrast, Evidence, Interpret, Opinion, Source, Propaganda, Settle, Influence

Tier 3

(Domain-Specific Vocabulary – These are specialized terms primarily used in music)

Anglo-Saxon, Viking, Roman Empire, King Alfred the Great, Invasion, Settlement, Chronicle, Infrastructure, Battle of Hastings, Parallel

Prior knowledge:

Y4 (Autumn 1)

- Know when the Stone Age roughly began and ended and plot it on a timeline.
- Know when the Bronze Age began and ended and plot it on a timeline.
- Know when the Iron Age began and ended and plot it on a timeline.
- Compare and contrast the differences between living in the Stone Age, Bronze Age and Iron Age and the modern world – homes, diet, clothing, religion, occupations
- Find out accurate information about a prehistoric period of history and understand how we know this

Y4 (Autumn 2)

- Know key events during the Roman Empire –and place these events on a timeline with other periods of history they have studied.
- Explain why the Romans invaded Britain and the impact they had.

Future knowledge:

Y5 (Autumn 2)

- Know the dates of WW1, who was fighting and where.
- Know that WW2, who was fighting and where.
- Know the events that led to WW1 and WW2
- Describe the tactics of trench warfare.
- Know the impact of WW1 and WW2 on Britain and how it changed the face of Britain forever.

Y6

- Know the key names and dates from the Ancient Egyptian civilisation.
- Know about Howard Carter's discovery of the tomb of Tutankhamen. Link the end of the Egyptian civilisation to their work on the Romans in Y4.
- Know the key names and dates of the Ancient Greek civilisation
- Know the key names and dates from the Islamic Golden age
- Compare the difference between the religions of Ancient Egypt, Ancient Greece and Ancient Baghdad.
- Describe innovations and the legacy of the Ancient Egyptians (building, language, religion, farming, mummification)
- Describe innovations and the legacy of Ancient Greece (democracy, Olympics, theatre)
- Describe the innovations and legacy of Islamic Golden age (House of Wisdom, Al-Khwarizmi inventing algebra, hospitals and medicine)