



# Orton Wistow Primary School – Curriculum Plan



Subject : History

Year : 5

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.

**Monk** - A male member of a monastic order who has devoted his life for religious service.

**Pagan** - A person not adhering to a main world religion; a follower of a pantheistic or nature-worshipping religion.

**Lindisfarne** - A tidal island off the northeast coast of England, constituting the civil parish of Holy Island in Northumberland. It was once an important centre of Celtic Christianity.

**Monasteries (monastery)** - A building for housing monks or others who have taken religious vows.

**Minster** - A large or important church, typically one of cathedral status in the north of England that was built as part of a monastery.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know that the Staffordshire hoard is the largest collection of gold and silver yet found.

Know that it was not until the 8th century that the word English was used to describe people of South Britain.

Know that by the end of the 7th century Anglo-Saxons were ruling most of Britain. The kingdom of Mercia (present day Staffordshire) was most important.

Know that early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig).

Know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish **monks** and Iona.

Know that towns today still have the suffix minster e.g., Kidderminster, Ilminster.

Know that it took about 70 years for English kings to give up **pagan** ways and become Christian.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand that we are still finding out about the Saxons 1300 hundred years later.

Understand that by the end of 4th century, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.

Understand where Angles, Saxons and Jutes came from.

Understand that Britain was on the cusp of Christianity at the time.

Understand the importance of Bede 'Father' of English history.

Understand the significance of **Lindisfarne**, referring to Viking raids.

Understand that lack of sources can distort our view of the past.

Understand a range of arguments for and against, including **monasteries** being international centres of learning and art and architecture.



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Ask high-quality historical questions.

Locate key periods on a timeline, showing how they overlap.

Give a few simple reasons and classify these into push and pull factors referring to pressure on homelands but also wealth of Britain.

Compare motivation of Saxons compared to that of Romans.

Analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses.

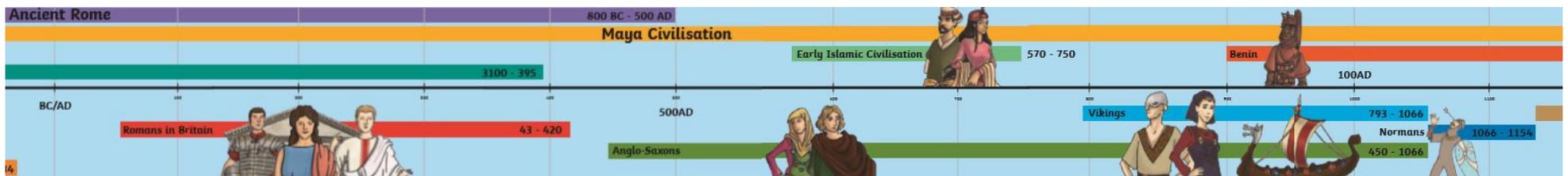
Explain how the Christian message was delivered to the people: role of monasteries and churches.

Recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes.

Explain what is meant by the Danelaw.

									
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	<p>Know that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 years later just one England. There were also separate Scotland, Wales and Ireland.</p> <p>Know that around 955 the kingdom of England was formed but that it was still faced with opposition. By 1016 Vikings were back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.</p> <p>Know that he alone is known as Great thanks in part to the Anglo-Saxon chronicle and Bishop Asser who wrote a really flattering Life of Alfred to persuade people to follow him and fight against the Vikings.</p>						<p>List and estimate Alfred's main achievements especially his military prowess.</p> <p>Analyse which of Alfred's achievements were the most significant.</p> <p>Use clues to research the different reasons why Alfred has been deemed to be 'great'.</p> <p>Describe the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes.</p>		

### Useful Information



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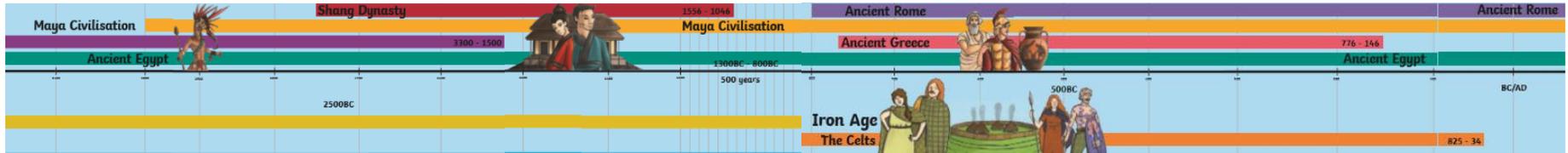
**Term : Spring**

																					
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<p><b>Athens</b> - The capital city of Greece.</p> <p><b>Sparta</b> - It was a prominent city-state in ancient Greece.</p> <p><b>Philosophy</b> - The practice of asking big questions with no clear/single answer. It means the 'love of wisdom'.</p> <p><b>Democracy</b> - A system of government in which citizens are able to vote in order to make decisions.</p> <p><b>Domestic</b> - Of or relating to activities normally associated with the home, wherever they actually occur.</p> <p><b>Olympic Games</b> - Athletes competing against each other. Began in Olympia and included religious festivals in honour of Zeus.</p> <p><b>Battle of Marathon</b> - It took place in 490 BC during the first Persian invasion of Greece.</p>	<p>Know that Ancient Greece consisted of city states such as <b>Athens</b> and <b>Sparta</b> who were rivals.</p> <p>Know that religion and preparation for war were also critically important.</p> <p>Know that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots.</p> <p>Know that many of the words we use today derive directly from the Greek.</p> <p>Know that the buildings they see around them today have been influenced by classical Greek design and that the Greeks heavily influenced the Tudors (theatre) and the C18th and C19th.</p> <p>Know that this was a time of massive growth in new ideas and ways of thinking. Focus on <b>philosophers</b> and ideas such as <b>democracy</b>.</p>	<p>Understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. Grasp that these feature frequently in Greek legends.</p> <p>Understand the importance of the victory over Persia, focussing on <b>domestic</b> issues.</p> <p>Understand the breadth of evidence base, recognising the importance of archaeological evidence as well as written and spoken, e.g.: myths and legends as well as surviving buildings.</p> <p>Understand how the battle affected both Athens and Persia. The dominance of Athens was short-lived.</p> <p>Understand the sheer scale and variety of the Greek achievement in so many areas.</p>	<p>Place Ancient Greece on a simple timeline and locate Ancient Greece, Crete, Athens and Sparta on a map.</p> <p>Make deductions and informed speculation to analyse images on pots.</p> <p>Compare versions of the <b>Battle of Marathon</b> and give 2 valid reasons why textbook accounts might differ.</p> <p>List achievements of individual Greeks and their contribution.</p> <p>Show on a timeline the duration of the '<b>Golden Age</b>' of Athens and its link to the Battle of Marathon.</p> <p>List 3 reasons why Athens was so dominant.</p> <p>Learn that sometimes books disagree, e.g.: on whether women did the shopping.</p>																		



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<b>Golden Age</b> - Athens was at its height in C5th - C6th BC, the Golden Age.	Know that their theatres were incredible feats of engineering.	Understand that the <b>Olympics</b> were not just athletic events.	Explain why the Battle of Marathon was fought and can give reasons for defeat of Persia.																		

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<p><b>Lindisfarne</b> - A tidal island off the northeast coast of England, constituting the civil parish of Holy Island in Northumberland. It was once an important centre of Celtic Christianity.</p> <p><b>Raiders</b> - One who engages in a raid [An attack or invasion for the purpose of making arrests, seizing property].</p> <p><b>Settler</b> - Someone who settles in a new location, especially one who takes up residence in a previously uninhabited place.</p> <p><b>Danelaw</b> - An area of land ruled by the Vikings where they settled from York down to the east of England.</p> <p><b>Jorvik</b> - York (a city in modern North Yorkshire, England).</p>	<p>Know where the Vikings came from and why they attacked.</p> <p>Know that the Vikings were a real threat from the sea.</p> <p>Know that the Saxons were living in Britain at the time of the first Viking raids.</p> <p>Know that until recently monks' records were main source of evidence.</p> <p>Know that Vikings kept coming to Britain for almost 300 years first as <b>raiders</b> then as conquerors.</p> <p>Know the significance of archaeological evidence especially recent finds at <b>Jorvik</b>.</p> <p>Know that raiders describe an early part of their contact with Britain, whereas traders the later.</p>	<p>Understand how the Vikings gained their reputation.</p> <p>Understand that it was exaggerated by the accounts written by monks.</p> <p>Understand the importance of the <b>Danelaw</b> as an area of Viking settlement.</p> <p>Understand the importance of finds at Jorvik, York in shaping our revised view of the Vikings.</p> <p>Understand that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.</p>	<p>Locate the Vikings in time in relation to the Romans and Saxons.</p> <p>Distinguish by comparing between a Saxon and Viking account of the same event.</p> <p>Identify at least one period when the Vikings were successful and another when they were not.</p> <p>Identify, analyse and explain 2 or 3 turning points in Viking fortunes: e.g. when they conquered most of North and central Britain, when they were halted by Alfred, the Danelaw, and when Cnut was king.</p> <p>Identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded.</p> <p>Locate places with 6 of main Viking suffixes from a given map.</p> <p>Compare evidence to determine whether the Vikings should be remembered as raiders or <b>settlers</b>.</p>

### Useful Information

