



# Medium Term Unit Planning

**Topic Name: Anglo-Saxons and Vikings**

**Learning outcome:**

By the end of this scheme of work the children should be able to explain who the Anglo Saxons and Vikings were, where they came from, the process of invading and settling and the way of life of these groups of people and how this differs from life today.

**Hook: Viking day**

**Topic Showcase (e.g. display, museum, performance, presentation)**

**Viking Art Display**

**Oracy: The children have the opportunity to Present their views on invading and settling through role play.**

**Key Vocabulary:**

**Vikings, Anglo-Saxons, Settlement, Invasion**

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):**

How to be a Viking  
Nat Geo Kids - Everything Vikings  
Viking Gods Fact Cards (Twinkl)

**Citizenship/Community Opportunities:**

**(Focus – change in attitude/increase knowledge and awareness/make a difference)**

*The children will have an increased awareness of how our lives are different to others from the past. They will also look at the reasons why people may choose to leave a country, and how this can be applied to the modern day.*



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**Experiences/Visits/Visitors**  
Viking day

**Main Subjects covered: History, Art, Geography**

## **Subject 1 Threshold concepts**

### **History Threshold concepts.....**

- **Investigate and interpret the past**  
This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history**  
This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.
- **Understand chronology**  
This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.
- **Communicate historically**  
This concept involves using historical vocabulary and techniques to convey information about the past.

## **Subject 2 Threshold Concepts**

### **Geography threshold concepts**

- **Investigate places**  
This concept involves understanding the geographical location of places and their physical and human features.
- **Communicate geographically**  
This concept involves understanding geographical representations, vocabulary and techniques.



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## Subject 3 Threshold Concepts

### Art and design threshold concepts

- **Develop ideas**  
This concept involves understanding how ideas develop through an artistic process.
- **Master techniques**  
This concept involves developing a skill set so that ideas may be communicated.

### Notes:

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Introduction to the Anglo Saxons <ul style="list-style-type: none"> <li>○ To understand that Britain has been invaded and settled numerous times and place these into context.</li> <li>○ To discuss and understand the meaning of the</li> </ul>	<b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. <b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.	<ul style="list-style-type: none"> <li>○ Place events, artefacts and historical figures on a time line using dates.</li> <li>○ Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> Use dates and terms to describe events.	<ul style="list-style-type: none"> <li>○ Introduce the Anglo saxons.</li> <li>○ Define the terms invaders and settlers.</li> <li>○ Place significant dates concerning the Anglo-Saxons on a timeline of British history.</li> </ul> Discuss why invasions are not always unpopular and why settlers are not always welcome.



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<p>terms 'invaders' and 'settlers.'</p>			
<p>2. Drama: Invaders &amp; Settlers</p> <ul style="list-style-type: none"> <li>○ To understand that Britain has been invaded and settled numerous times and place these into context.</li> </ul> <p>To discuss and understand the meaning of the terms 'invaders' and 'settlers.'</p>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>○ Use evidence to ask questions and find answers to questions about the past.</li> <li>○ Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<ul style="list-style-type: none"> <li>○ Define the terms invaders and settlers to re-cap from previous lessons.</li> <li>○ Discuss why invasions are not always unpopular and why settlers are not always welcome re-cap from previous lessons.</li> </ul> <p>Split the class into groups and get them to act out being invaders and settlers and discuss their feelings and emotions.</p>
<p>3. Where the Anglo Saxons came from.</p> <ul style="list-style-type: none"> <li>○ To understand that several different tribes invaded Britannia after the Romans left in the early 5th century.</li> <li>○ To understand that Britain was a suitable place to settle and to use</li> </ul>	<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Investigate places</b></p>	<ul style="list-style-type: none"> <li>○ Suggest causes and consequences of some of the main events and changes in history.</li> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify where the different tribes who were attacking and invading Britain came from.</li> <li>○ Explain why the Romans left Britain in the early 5th century.</li> <li>○ Understand how the Anglo-Saxon tribes gradually spread across the country.</li> </ul>



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<p>maps to show where the tribes came from originally.</p> <p>To show how the Anglo Saxon kingdoms look different from today's Britain.</p>	<p>This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>○ Explain own views about locations giving reasons.</li> </ul> <p>Use maps atlases and globes to locate countries and describe features.</p>	<p>Create a comparison of UK then and now showing the difference in Anglo Saxon Britain and now.</p>
<p>4. What were they looking for?</p> <ul style="list-style-type: none"> <li>○ To describe what Anglo-Saxon tribes would have been looking for in the lands they invaded.</li> <li>○ To understand that the landscape has changed over the centuries and how the Anglo-Saxons changed land use.</li> </ul>	<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>○ Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<ul style="list-style-type: none"> <li>○ Explain what Anglo-Saxon tribes would have been looking for in the land they invaded.</li> <li>○ Describe how the landscape of Britain was changed by the Anglo-Saxons.</li> </ul> <p>Show empathy with the Anglo-Saxon tribes at the time of their invasion and a few years afterwards.</p>
<p>5. The Anglo Saxon chronicles.</p> <ul style="list-style-type: none"> <li>○ To understand the important sources for the history of Anglo-Saxon Britain written by Anglo-Saxons.</li> </ul>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<ul style="list-style-type: none"> <li>○ Describe 2 important sources of history of Anglo-Saxon times.</li> <li>○ Understand the importance of these sources to our understanding of the history of Britain.</li> </ul>



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<p>To use notes from Session 1 in the Invasions block to create a page for the Anglo-Saxon Chronicle.</p>			<p>Write their own page for an Anglo-Saxon Chronicle.</p>
<p>6. Anglo Saxon kings</p> <ul style="list-style-type: none"> <li>○ To appreciate the importance of Sutton Hoo and discuss what the items buried in the grave tell us about the person.</li> <li>○ To find out about King Offa of Mercia and appreciate that the major earthwork that he built can still be seen today.</li> <li>○ To find out about the life of Alfred the Great and the conflict between the Vikings and Anglo-Saxons.</li> </ul>	<p><b>Build an overview of world history</b>          This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p>Use evidence to ask questions and find answers to questions about the past.</p>	<ul style="list-style-type: none"> <li>○ Explain the importance of the Sutton Hoo excavations.</li> <li>○ Describe some of the Sutton Hoo finds.</li> <li>○ Explain what the finds tell us about the person who was buried there.</li> <li>○ Talk about King Offa of Mercia.</li> <li>○ Describe Offa's Dyke when it was built and what remains of it today.</li> <li>○ Design a coin like Offa's.</li> </ul> <p>Explain why King Alfred was called 'Great'.</p>
<p>7. Crime and punishment</p> <ul style="list-style-type: none"> <li>○ To understand the Anglo-Saxon system of recompense</li> </ul>	<p><b>Build an overview of world history</b>          This concept involves an appreciation of the characteristic features of the past</p>	<ul style="list-style-type: none"> <li>○ Suggest causes and consequences of some</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe the Anglo-Saxon system of courts and punishment.</li> </ul>



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<p>(wergeld/ wergild) and describe the types of punishment given to criminals.</p> <ul style="list-style-type: none"> <li>To use role play to understand the Anglo-Saxon system of law and order.</li> </ul>	<p>and an understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>of the main events and changes in history.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<ul style="list-style-type: none"> <li>Show empathy for the Anglo-Saxon system of justice through role play.</li> </ul>
<p>8. Who were the Vikings? To discover when the Vikings began to invade Britain and begin to understand how we know about the Vikings.</p>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p>Use evidence to ask questions and find answers to questions about the past.</p>	<ul style="list-style-type: none"> <li>Understand that the Vikings invaded Britain.</li> <li>Understand when the Vikings invaded in the context of the history of Britain.</li> <li>Know some facts and information about the Vikings.</li> </ul> <p>Understand that our knowledge of the Vikings comes from a range of historical sources.</p>
<p>9. where were the Vikings from?</p> <ul style="list-style-type: none"> <li>To discover where the Vikings invaded from and where they settled.</li> </ul>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Know where the Vikings came from.</li> <li>Begin to understand why they came to Britain and the main places they settled.</li> <li>Begin to recognise and identify the reasons for the</li> </ul>





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<p>To explore and discuss where the Vikings lived before they invaded Britain.</p>	<p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>○ Use evidence to ask questions and find answers to questions about the past.</li> </ul>	<p>Vikings settling where they did; rural Britain and Scotland, monasteries on the coast.</p>
<p>10. What made the Vikings successful?</p> <ul style="list-style-type: none"> <li>○ To discover what made the Viking invasion successful.</li> <li>○ To organise information into a poster to warn of the invasion and describe a Viking raid from an Anglo-Saxon perspective.</li> </ul>	<p><b>Build an overview of world history</b>  This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.  <b>Communicate historically</b>  This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Use evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>○ Discover the beliefs of Viking warriors.</li> <li>○ Explore the Viking invasion from the Anglo-Saxon/monks point of view.</li> <li>○ Design newspaper reports of the Viking invasion or design posters warning of attack.</li> </ul>
<p>11. What made the Viking longship a good mode of transport?</p> <ul style="list-style-type: none"> <li>○ To understand how the design and build of the Viking longship helped with successful invasions.</li> <li>○ To locate relevant information and</li> </ul>	<p><b>Investigate and interpret the past</b>  This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Use evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>○ Discover the key features of Viking longships.</li> <li>○ Discover why Viking longships were successful in what they did.</li> <li>○ Select relevant information to create a fact file on Viking longships.</li> <li>○ Design own fact file in booklet or poster form.</li> </ul>





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<p>write a fact-file on Viking longships.</p>			<ul style="list-style-type: none"> <li>○ Opportunity to design and build a longship depending on time and cohort.</li> </ul>
<p>12. The Viking home</p> <ul style="list-style-type: none"> <li>○ To make comparisons between the Viking home and our own homes.</li> <li>○ To investigate the reasons why the Viking home was the way it was.</li> <li>○ To use persuasive writing features in describing a Viking house in estate agent's details.</li> <li>○ To use non-fiction writing features and labels.</li> <li>○ To analyse the way Vikings built their homes and to trial similar ideas in their own designs.</li> </ul>	<p><b>Investigate and interpret the past</b>            This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b>            This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>○ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>○ Compare materials used for a Viking Longhouse with modern day materials.</li> <li>○ Observe the key features of a Viking Longhouse.</li> <li>○ Persuade others to want to live in a Viking Longhouse.</li> <li>○ Design and build own longhouse.</li> </ul>



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<p>13. Fashion week! Viking style</p> <ul style="list-style-type: none"> <li>To understand the different roles for family members and appreciate how these roles impacted on the lives of Viking people.</li> </ul>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate materials used for Vikings clothes.</li> <li>Create a design for a Viking outfit over an outline of a person.</li> <li>Use a variety of materials and techniques to create their design.</li> </ul>
<p>14. The Viking sagas</p> <ul style="list-style-type: none"> <li>To investigate Viking sagas and how these were an important part of Viking culture.</li> <li>To plan, compose and perform sagas based on the Viking saga.</li> </ul>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Gain an understanding of the culture of Viking life through the retelling of Viking sagas.</li> <li>Perform and write a Viking saga.</li> </ul>
<p>15. Viking art</p> <ul style="list-style-type: none"> <li>To use a range of different media to create Viking longship pictures.</li> </ul>	<p><b>Develop ideas</b> This concept involves understanding how ideas develop through an artistic process.</p> <p><b>Master techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>The children use water colours to create a background of a sunset.</li> <li>They then use card and paper and different techniques to create a sea.</li> <li>They then create their boat to sit on the sea.</li> </ul>



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		<ul style="list-style-type: none"><li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li><li>• Mix colours effectively.</li><li>• Use watercolour paint to produce washes for backgrounds then add detail.</li><li>• Experiment with creating mood with colour.</li></ul> <p>○</p>	
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