



### Lawn History Curriculum



The Story of Britain



Focused History



Local History



Global Citizenship

<b>Year</b>	5	<b>Topic</b>	Viking Raiders: Britain's early immigrants
		<b>Focus</b>	How Viking explorers changed the face of Britain and helped shape its future
		<b>Big Question</b>	Raiders or Invaders, Friend or Foe?

Children will explore how the face of Britain changed during these times. They will look at the impact on the Viking Invasion had on the Anglo Saxon settlements in Britain. They will look at where the Vikings came from and why they invaded. They will make a comparison between the Anglo Saxon invasion and the Viking invasion. They will know that the Anglo Saxon and the Vikings were in Britain at the same time and that this caused conflict. They will understand how the way Britain was ruled at this time changed after the Viking invasion. They will consider what led to the Vikings not being able to be as successful in their invasion as they would have liked and whether this changed.

Prior Learning	Future Learning
<p>Explore evidence that shows how history has shaped our world today (Romans Year 4)</p> <p>Study different aspects of life of different people e.g. differences between men and women (Romans Year 4)</p> <p>Compare accounts of events from different sources (fact or fiction) identify differences and evaluate to choose most reliable forms. (Anglo Saxons Year 4)</p> <p>Begin to identify primary and secondary sources.</p>	<p>Describe main changes in a period of history including cultural, social, religious, political and technological changes.</p> <p>Sequence up to seven events on a time line.</p> <p>Examine causes and results/consequences of significant events, situations and changes and the impact on people.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Recognise primary and secondary sources</p>

## National Curriculum

### Chronology (Stone Age to 1066)

Know where the Vikings originated from and show this on a map, know that the Vikings and Anglo-Saxons were often in conflict, know why the Vikings frequently won battles against the Anglo-Saxons.

### Historical Enquiry Skills

Describe events from the past using dates when things happened, know how an event or events from the past have shaped our lives today, draw an accurate timeline with different historical periods showing key historical events or lives of significant people, know how crime and punishment has changed over a period of time.

## Key Vocabulary

### Historical

Comparison, role of Britain, Christian values, crime, punishment, hypothesis, rise and fall, exploration, hierarchy, prejudice, oppression, empire, rebellion, retreat, continuity

### Topic Specific

afterlife, ally, amber, Anglo-Saxons, archaeological evidence, archaeologist, baptize, blood-feud, Christian Danegled, Danelaw, Danes, duchy, estate, excavation, exile, famine, fortify, fyrd, harvest, hilt, hoard, international, ivory, justice system, knar, longship, legend, loot, massacre, mead, monastery, navigate, Normans, Norsemen, outlawing, overlord, Paganism, plunder, priory, raid, rune, runestone, saga, Scandinavia, stalemate, trade, treaty, Valhalla, wergild

## Recommended Texts & Web Links

Key Text: CGP Vikings

Viking Boy by Tony Bradman The Saga of Eric the Viking by Terry Jones and Michael Foreman The Vikings: Raiders, Traders and Adventurers! By Marcia Williams Viking Longship by Mick Manning & Brita Granström She Wolf by Dan Smith The Dragon's Hoard: Stories from the Viking Sagas by Lari Don & Cate James

<https://www.dkfindout.com/uk/history/vikings/>

<https://www.bbc.com/bitesize/topics/ztyr9j6>

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

**Who were the Vikings and where did they come from? (CGP 2-3)**

- Using maps, study where the Vikings came from and why they wanted to invade Britain; make comparisons with the invasions of the Jutes, Angles and Saxons.

**What did the Vikings believe and how was this different to the Anglo-Saxons? (CGP 4-7)**

- Explore Viking values and how this contrasted with Anglo-Saxons
- Study Norse beliefs and how they contrast with Christianity

**Where did the Vikings explore? (CGP 8-11)**

- Understand the significance of Viking ship making, how the Vikings navigated the seas and how this meant they could trade and raid across the globe
- Learn about the settlement of l'Anse aux Meadows and the archaeological evidence that proves Vikings settled there
- Using atlases and Google Earth, map the trading and raiding routes of the Vikings
- Study the trading and raiding of the Vikings

**When did the Vikings invade Britain? (CGP 12-17)**

- Study the raid of Lindisfarne AD 793 in depth
- Explore the possibility of the violence of the Vikings being exaggerated in historical records
- Study the first Viking settlements of Orkney and the alliances made with alliances with the people of Cornwall
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**What was life like in Anglo-Saxon Britain?**

- Revise historical perspective developed in Year 4 regarding: crime and punishment, culture, religion, military and politics.

Place The Vikings on an historical timeline.

Look at significant events in Viking era and children create own time line for these.

Use old maps and images to look at where the Vikings came from and why they found it easy to invade

Use historical artefacts to explore what they can tell us about different areas of life for the Vikings.

Look at one area of Viking life in more depth. Imagine you are a Viking.

Hold a conflict battle between what the Anglo Saxons believed in and what the Vikings believed in.

Become a Viking ship builder and sail your ship to England.

### Did the Vikings ever defeat the Anglo-Saxons? (CGP 18-27)

- Study the victories of the Vikings and their struggle to conquer Wessex (18-21)
- Explore the life and actions of Alfred the Great (22-23)
- Understand the importance of Aethelfleda and her defense of Mercia against Danelaw (24-25)
- Study the Viking settlement of Jorvik (26-27)

### How did Athelstan become the first king of England? (CGP 28-29)

- Study the significance of Constantine II in driving the Vikings out of Scotland and Northumbria
- Explore the conflict between Athelstan and Constantine and the battle of Brunanburh (AD 937) and its eventual outcome of Athelstan being the first King of England
- Why is Aethelred 'Unready'? (CGP 32-35)
- Understand that Athelred's poor organization of the country's defenses led to an increase in Viking raids
- Understand the term 'Danegled' and consider the impact on the pride of the country's earls
- Study the St Brice's Day massacre, why it happened, and how this led to Canute becoming King of England

### Who was William the Conqueror? (CGP 36 - 39)

- Develop an overview of the kings that followed Canute
- Understand the power the earls held in England
- Explore why William of Normandy invaded England and how the Battle of Hastings 1066 changed British history forever

Split the class in half and one half are occupants of Lindisfarne and other half are Viking invaders. Explore the evidence of the attack on Lindisfarne and report from the two perspectives.

Was Alfred the Great that 'Great'? Look at how history can be told from many perspectives and it can be hard to know which one to believe.

As Alfred the Great write a treaty of peace between the Anglo Saxons and the Danes. How could you ensure peace in such a time of conflict?

Diamond nine activity to discuss the reasons behind the struggles for complete rule and the why the Anglo Saxons became weaker and began to lose the power they had left. Use these as discussion points for which led to eventual Battle of Hastings.

### **Enrichment**

Create old maps of what Britain looked like at this time

Make a Viking long Boat form wood

Re-enact battles

Create own Horrible Histories sketch.

 <p><b>Lawn History Curriculum</b></p>  <p>The Story of Britain</p>  <p>Focused History</p>  <p>Local History</p>  <p>Global Citizenship</p>	Year	5	Topic	Children of the Revolution
			Focus	Children's rights from the Victorian era to the present day
			Big Question	Does the legacy we inherited protect all children's rights?
			<p>As well as existing under our whole school theme of 'Freedom and Equality' this unit forms part of our history curriculum. The children will now consider the themes of social justice and equity and human rights in the context of children's rights in the UK and how these have changed from the Victorian era to the present day. As well as being a local study of the Industrial Revolution and its impact on the rest of the world, the topic will explore the notion of class - how work, living conditions and opportunities were significantly different for people of different classes during the Victorian era. Children will examine the similarities and differences between the lives of children from different social classes but then learn about some of the legislation that was introduced to start to lessen this divide. They will look at how children's rights have now changed since the Victorian era with a recap on the relevant UN Sustainable Development Goals with particular focus on the rights of the child. Children will apply their learning to their 'big question' by looking at examples of other parts of the world in which children's rights are not respected and actions we can take here in the UK to help combat this issue.</p>	

Prior Learning	Future Learning
Explore evidence that shows how history has shaped our world today (Romans Year 4)	Describe main changes in a period of history including cultural, social, religious, political and technological changes.
Study different aspects of life of different people e.g. differences between men and women (Romans Year 4)	Sequence up to seven events on a time line.
	Examine causes and results/consequences of significant events, situations and changes and the impact on people.

<p>Compare accounts of events from different sources (fact or fiction) identify differences and evaluate to choose most reliable forms. (Anglo Saxons Year 4)</p> <p>Begin to identify primary and secondary sources.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. (Vikings Year 5)</p>	<p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Recognise primary and secondary sources</p>
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### National Curriculum

#### Local History

Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (**Industrial Revolution**), know how the lives of wealthy people were different from the lives of poorer people during this time.

#### Historical Enquiry Skills

Know how Britain has had a major influence on the world, know how the lives of wealthy people were different from the lives of poorer people.

### Key Vocabulary

Historical	Topic Specific
<p>industrial, revolution, privilege, upper class, middle class, working class, exploitation, migrant, migration, rural, urban, workhouse, Victorian, conditions, education, enforce, minimum, manufacture, products, cotton, mill, factory</p>	<p>industrial, revolution, privilege, upper class, middle class, working class, exploitation, migrant, migration, rural, urban, workhouse, Victorian, conditions, education, enforce, minimum, manufacture, products, cotton, mill, factory</p>

### Recommended Texts & Web Links

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Mill Girl by Sue Reid, You wouldn't want to work in a Victorian Mill by John Malam, 'The Blood Line' taken from the anthology 'Haunted' by Susan Cooper

[CBBC Newsround | HUMAN RIGHTS | Child labour in developing countries](#)

[The children forced to work in order to make smartphones - CBBC Newsround](#)

[Dampson's story: Rescued from forced work in Ghana - CBBC Newsround](#)

### What pupils need to know or do to be secure

#### Key Learning

#### Activities / Application of knowledge / Possible Evidence

#### **How did Britain become known as the 'workshop of the world'?**

- Children will understand the term Industrial Revolution and what it means
- Children will understand the impact that the Industrial Revolution had on the lives of people living in Britain with reference to: manufacturing, transport & human migration within the UK.

Conduct research and deliver written or digital presentations about a popular invention from the Industrial Revolution.

#### **Why is it important to protect our local history?**

- Children will learn the meaning of the terms 'World Heritage Site' and 'English Heritage Site' and examine some examples.
- Children will learn the names of the Derwent Valley Mills and where they are located.
- Children will learn that Richard Arkwright developed the 'mill' system in the 18th century to increase the efficiency of cotton production.
- Children will learn why it is important that we protect our 'World' and 'English' Heritage sites.

Examine photographs and artefacts from the era and discuss what these show us.

Use iPads to conduct research and present information about the Derwent Valley Mills.

#### **Why were people not treated equally during the Victorian era?**

- Children will learn the difference between the terms working class, middle class and upper class.
- Children will learn specific examples of people who would have been regarded as working, middle or upper class.
- Children will learn some differences between the lives of working, middle and upper-class children.

Record video presentations explaining why it is important to

### What were conditions like for children working in the Victorian mills?

- Children will learn that some Victorian children lived in work-houses if their families couldn't provide for them or had suffered the loss of their parents and/or family members
- Children will learn that prior to 1833, many children were not provided with an education as we know it and endured long working hours.
- Children will learn that in 1833 a law was passed, forbidding children under the age of 9 years from working in the mills. However, this was not always enforced. Children over the age of 9 years were supposed to work no more than 9 hours per day but often worked much longer hours.
- Children will learn about some of the jobs and tasks that Victorian children would have had to carry out whilst working in the mills.

### If life was so hard in towns, why did people leave the countryside to live there?

- Children will recap the word 'migrant' from Year 3 and 4.
- Children will learn that during this period, people living in Rural areas of Britain began to migrate to towns and cities to seek better paid work, security and better living conditions for their families.
- They will have reacted to rumours and propaganda pertaining to the blossoming industries in the towns and cities.

### How have children's rights changed since the Victorian era?

- Children will learn that nowadays their health, safety and well-being are protected by law in the UK.
- Children will learn that in 1844, a new law was passed insisting that children aged 8-13 must go to school.
- Children will learn that in 1880, a law was passed making schooling compulsory for children until the age of 10 years. Parents who objected would be fined.
- In 1918, this compulsory age was raised to 14 years then again to 15 years in 1947 after WWII.
- In 1972, a law was passed setting the legal minimum school leaving age at 16 years.
- In 2013, a law was passed insisting that children must take one of the following options until the age of 18 years: stay in full-time education in sixth form or college, start an apprenticeship or traineeship, spend 20 hours or more per week working or volunteering whilst in part-time education or training.

protect our local history. Upload these to a digital noticeboard, e.g. Padlet.

Explore the similarities and differences between the lives of upper, middle and lower-class people through role-play.

Write a biography of a child working in a Mill, using real-life accounts and the key text 'Mill Girl' by Sue Reid.

Write and draw story maps to help learn some of the key legislation that helped improve children's rights in the UK.

Create posters displaying the SDGs that are relevant to the topic. Record videos of the children talking about 'why' these are relevant.

**What are the UN sustainable development goals and which are relevant to issues faced by children across the world?**

- Children will be reminded of the UN sustainable development goals from their 'Wanted: A Diverse society' topic in Year 4, looking specifically at 1, 2, 3, 4, 5, 6, 8 and 10 and why they are relevant to *this* topic.

**Are Children's Rights respected throughout the world? (Note: reference to conflict zones like Syria & Sudan, child labour in Pakistan & sub-Saharan Africa.)**

- Children will learn that in other parts of the world, not all children are protected by law and are therefore made to work, earn money for their families and receive little or no education.
- Children will learn that they often work in poor or dangerous conditions.
- Children will learn the importance of having an awareness of the products they use and the conditions under which those products may have been made.

Use Google Earth to locate places in the world in which children's rights are not respected.

Complete a study of a list of products which are produced in parts of the world in which children's rights are not respected. Children could complete a short video presentation discussing one of these products.

 <p>Lawn Primary School</p> <p><b>Lawn History Curriculum</b></p>  <p>The Story of Britain</p>  <p>Focused History</p>  <p>Local History</p>  <p>Global Citizenship</p>	<b>Year</b>	5	<b>Topic</b>	World War I
			<b>Focus</b>	The causes and legacy of the <i>Great War</i>
			<b>Big Question</b>	Can the assassination of one leader really lead to a world war?
	<p>Children will investigate what led to an outbreak of a world war after a time of considerable peace. They will discuss the big question as to whether the assassination of one man can really lead to world war or if there are deeper causes. They will look at how and why Britain became involved in the world war and the impact this had on Britain at this time and the times we live in now. They will look at what life was like for a soldier in world war one and also the role of women during the war. They will conclude with an investigation on how this changed Britain forever.</p>			

Prior Learning /	Future Learning
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### National Curriculum

#### Beyond 1066

Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history, know how to place historical events and people from the past societies and periods in a chronological framework.

#### Historical Enquiry Skills

Describe events from the past using dates when things happened, know how an event or events from the past have shaped our lives today, draw an accurate timeline with different historical periods showing key historical events or lives of significant people.

### Key Vocabulary

Historical	Topic Specific
rise and fall, exploration, hierarchy, bias, prejudice, oppression, empire, rebellion, retreat, continuity	Propaganda, no-mans-land, shell shock, alliances, mustard gas, Parapet, periscope, trench, trench foot, debris, shrapnel, rations, depression, loss, patriotism, armistice, remembrance, conscription, armistice, allied powers, civilian, conflict, artillery, battlefield, bayonet, front line, infantry

### Recommended Texts & Web Links

War Horse by Michael Morpurgo, White Feather by Catherine MacPhail, War Game by Michael Foreman, Stories of the First World War by Jim Eldridge, The First World War by Henry Brook, The First World War: Usbourne Young readers, World War 1 (DK), You Wouldn't Want to be in the Trenches in World War One by Alex Woolf, Bravery in World War One, The National Archives by Peter Hicks, Frightful First World War by Terry Deary

### What pupils need to know or do to be secure

Key Learning	Activities / Application of knowledge / Possible Evidence
<p><b><u>What were the causes that led to the outbreak of WWI?</u></b></p> <ul style="list-style-type: none"> <li>Children will know the name Archduke Franz Ferdinand and understand how his assassination lead to the possibility of war.</li> <li>Children will know the names of the countries who made up the Triple Entente (Britain, France &amp; Russia) and the Triple Alliance (Austria-Hungary, Germany and Italy).</li> </ul> <p><b><u>What role did the British Empire play in WWI?</u></b></p> <ul style="list-style-type: none"> <li>Children will know which countries fought for the British Empire.</li> <li>Children will understand the role and the influence of the Monarchy during this period.</li> </ul>	<p>Place WWI on the historical time line.</p> <p>Locate the Entente and Alliances on world map and show divide. Look at evidence for reason behind WW1 outbreak and debate if strong enough to go to war.</p>

### How were British soldiers recruited for WWI?

- Children will know the name Lord Kitchener and what his role in recruiting for the British Army.
- Children will understand the role that propaganda played in recruiting for the war effort.
- Children will know that some people refused to enlist to join the war effort and what happened to these people.
- Children how life in Britain began to change as more men enlisted into the war.

### What was life like in a WWI trench?

- Children will examine the layout of a trench and the purpose of the features.
- Children will learn about a typical day in the trenches.
- Children will learn what life was like for soldiers in the trenches and some differences between that and conditions for the officers.
- Children will learn about the Christmas Truce and the important message that exists within its legacy.

### What was the Role of women in WWI?

- Children will understand the roles that women played within the war effort whilst men were away fighting.
- Children will know role played by the Women's Army Auxiliary Corps.
- Children will know the significance of some heroic Women of WWI (Marie Curie, Flora Sanders - The only British Women to serve as a soldier in WWI.)

### What were air raids like in WWI?

- Children will know the meaning of the term 'air raid' and how these marked a new threat to the people of Britain.
- Children will know that Zeppelins, Gothas and Giants were used to attack from the sky.
- Children will understand the impact of the air raids and some of the ways in which people were kept safe.

Imagine you are a member of the royal family in Britain. What role will you play in the war? Write an account of your involvement.

Recruitment day. Split class into recruiters and subscribers. Use the powers you have to ensure as many men enlist as you can.

Design your own propaganda poster. How would you persuade men to enlist.

A day in the life of a soldier. Use the school grounds to create a WWI trench. Create a battle across the field. Create word bank of feelings of going over the edge.

Create a time travellers report on women's role in the war.

Interview different women. Write a diary entry for a week in the life of...

Build an Anderson shelter and recreate an air raid.

<b>Enrichment</b>	
Visit National Arboretum in Burton on Trent. Make an Anderson Shelter Build a WW1 trench Propaganda posters	