

APS CURRICULUM – HISTORY KS2		Anglo Saxons & Vikings: Why did they invade Britain?		YEAR/ TERM: Year A, Autumn Term
		Knowledge, Skills and understanding breakdown		
YEAR 3 AND 4		Year 3		
National Curriculum Links	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	
• Hi2/1.4: the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor, e.g. Viking raids and invasion • Ge2/1.4: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught about: • Who were the Anglo-Saxons, and Vikings? • Why did they raid and invade the UK? • Comparison between Viking homeland and UK • Maps of the UK and places important in key events	• Can they describe events and periods using words 'BC', 'AD' and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words ancient and century? • Can they use a timeline within a specific point in history to set out the order things may have happened? • Can they use mathematical knowledge to work out how long-ago events have happened?	• Do they appreciate that early Brits would not have communicated as we do, or eaten as we do? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely using hand to hand combat? • Can they suggest why certain events happened as they did in history?	• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period of history? • Can they use 'information finding' skills in writing to help them write about historical information?	
	Year 3 (More Challenging)			
	• Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?	• Can they begin to appreciate why Britain would have been a important country to have invaded and conquered? • Do they appreciate that invaders were often away from their homes for very long periods of time and would have been 'homesick'?	• Can they begin to use more than one source of information to bring together a conclusion about a historical event? • Can they use search engines on the internet to help them find information rapidly?	

CORE Learning / Sticky Knowledge	Year 4		
	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
• Know who the Anglo Saxons were and who the Vikings were, and where they came from? • Know of key chronological events of the Viking raids • Know how the Vikings fought and their technological achievements in sailing/navigation • Know the difference between ‘a long time ago’, ‘old, and ‘new’	• Can they plot history on a timeline, using centuries? • Can they use their mathematical skills to round up time differences into century and decade?	• Do they know that people who lived in the past cooked and travelled differently and used different weaponry to ours? • Do they recognise that the lives of very wealthy people were drastically different to those of very poor people? • Do they appreciate how items belonging to the past are helping us to build up a accurate picture of how people lived in the past?	• Can they research two versions of a event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photos and illustrations to present their findings? • Can they give more than one reason to support a historical argument?
History Links			
• Children will handle Viking/Saxon artefacts, through the Tullie house Loan Box scheme • Children may visit a Viking settlement (Eg Moorforge, Aspatria)	Year 4 (More Challenging)		
	• Can they use their mathematical skills to help them work out the time differences between events in history? • Can they begin to build up a picture of what main events happened in Britain during different centuries?	• Can they recognise that people’s way of life in the past was dictated by their work? • Do they appreciate that what people ate was different because of the availability of different sources of food? • Do they understand that wealthy people would have led a different way of life which would have impacted on their health and education?	• Can they independently, or as part of a group, present a aspect they have researched about a given period of history, using multi media skills when doing so?

