

Year 2 – Invaders, Raiders and Traders part 1

Enquiry question:

National Curriculum Objectives		Core Knowledge & Key Questions			Local links	
<ul style="list-style-type: none"> To ask questions about what life was like for people in the past and what might have happened. To use a variety of sources (visits to museums) and my own observations to answer questions and find out about the past. To compare pictures or photographs of people or events in the past. To use evidence and information I have found out to describe the past. To draw and label pictures and diagrams to show my understanding of people, objects or events from the past. 		<p>When and why did Anglo-Saxon come to Britain? To understand that new people arrived in Britain after the Romans left. To locate the area of Europe where the Anglo-Saxons originated. To label a map showing the 7 Anglo-Saxon kingdoms.</p> <p>How did Anglo-Saxons like to live and was it different to the Romans? To understand that the Anglo-Saxons lived in small communities: make comparison with the Romans.</p> <p>What was life like for children in Anglo-Saxon Britain? To compare the lives of Anglo-Saxon children with their own.</p> <p>How do we know what happened all those years ago? To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about their life and culture, including Sutton Hoo.</p> <p>What evidence is there of Anglo-Saxons in our local area? To understand how archaeology helps us find out about the Anglo-Saxons, including in the local area.</p>			<p>c820-840: Anglo-Saxon carved stones in St Peter and St Paul (Godalming Parish Church). c885: - Defensive Saxon burgh built at Eashing.</p>	
					Key Figures	Linked Texts
Prior Learning		Future Learning				
<p>History: Follows on from Yr 2 “Innovation and Legacy” topic and developing depth of understanding of British History with the impact of invaders and settlers after the Romans left and developing a sense of chronology of early British history.</p>		<p>Yr 2: Further develop understanding and impact of settlers in UK with Part 2 of Invaders: Raiders or Traders and study of the Vikings</p>				
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity	
Understanding the changes in Britain because of new people arriving.	Similarities and differences between Anglo-Saxon and Roman settlements. Compare what it was like for children in Anglo-Saxon time and now.		Why were the Anglo-Saxons so good at preserving things?	What was the significance of digging up Sutton Hoo?		

Timeline of events	Key vocabulary	Key Skills
<ul style="list-style-type: none"> • AD 410 to AD 1066 – Anglo-Saxons in Britain • 410 AD - The Romans leave and the Anglo-Saxons arrive. • 600 AD - The Saxons gradually take over the land we now call England. The country is split into Northumbria (North), Mercia (middle), East Anglia (east) and Wessex (south). • 625 AD - King Raedwald is buried at Sutton Hoo. • 757–796 AD - Offa is king of Mercia. • 793 AD - The Vikings attack from Norway. • 800 AD - The Vikings raid Lindisfarne. • 871 AD – Alfred the Great becomes King of Wessex. • 924 AD - Alfred the Great’s grandson, Athelstan, becomes King of Wessex. In 927 he conquers the last kingdom, York, and becomes the first King of England. • 937 AD - Athelstan’s rule is resented by the Welsh, Scots, Irish and Vikings and they work together to destroy his rule. Athelstan defeats the rebels and he and the Saxons defeat them in battle. • 939 AD - Athelstan dies and the Vikings, led by Olaf Guthfrithsson invade England and take back the North. • 954 AD - The Vikings are defeated at York. • 1042 AD - Edward the Confessor becomes king. • 1066 AD – Battle of Hastings - Edward the Confessor dies and Harold, Earl of Wessex, is crowned King of England. Both William, Duke of Normandy and Harold Hardrada, King of Norway, send powerful threats and make claims on the throne. Harold is defeated by William the Conqueror and his Norman army. 	Artefact excavation archaeology historian sources evidence interpretation root meaning village town county kingdom settlement village invasion Angles Saxons Jutes Frisians Scots Picts	<ul style="list-style-type: none"> • I can ask questions about what life was like for people in the past and what might have happened. • To use a variety of sources (visits to museums) and my own observations to answer questions and find out about the past. • To compare pictures or photographs of people or events in the past. • To use evidence and information I have found out to describe the past. • To draw and label pictures and diagrams to show my understanding of people, objects or events from the past. • I can look at evidence and recognise why people did things or why events happened in the past and give reasons to explain this. • I can identify differences between ways of life at different periods in history. • I can discuss the reliability of photos, pictures, paintings, accounts or stories. • I can describe objects, events or the lives of people from periods in history that I have learnt about. • I can make models (e.g. of objects or buildings) that show what something from a particular time period was like.