

History Medium Term Plan - Year 6

Autumn 2 & Spring 1 - The Viking and Anglo-Saxon struggle for the Kingdom of England

Overarching Enquiry Question: What was the impact of the Vikings on England?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning Sequence
Pre-learning	- Britain has previously been inhabited by different groups, tribes and communities who competed for land and resources (Year 3: Stone Age to Iron Age). - Ancient Greece was organised into separate city-states that competed for power and influence (Year 4: Ancient Greece). - The Romans controlled territory through leadership, military power and organised government (Year 4: Romans). - The Romans left Britain around AD 410, creating opportunities for new groups to settle in Britain (Year 5: Anglo-Saxons). - Angles, Saxons and Jutes settled in Britain and established kingdoms such as Wessex, Mercia and Northumbria (Year 5: Anglo-Saxons). - Anglo-Saxon England was made up of competing kingdoms rather than one united country (Year 5: Anglo-Saxons). - Christianity spread through Anglo-Saxon Britain and influenced society, leadership and education (Year 5: Anglo-Saxons). - Powerful Anglo-Saxon kingdoms began to unite larger areas of England (Year 5: Anglo-Saxons).	Viking Scandinavia Longship Raid Trade Settle	Lesson 1: Why did the Vikings leave Scandinavia? Key Learning - The Vikings left Scandinavia to raid, trade and settle in other parts of Europe, including Britain. - Scandinavia had limited areas of farmland and a growing population. - Vikings were skilled sailors who travelled in longships. - They travelled across Europe to trade goods, raid settlements and establish new communities. - Viking exploration and settlement helped spread Viking influence beyond Scandinavia.
		Lindisfarne Monastery Raid	Lesson 2: Why did the Vikings raid Britain? Key Learning - Vikings raided Britain to gain wealth, and their attacks threatened Anglo-Saxon kingdoms. - Monasteries were common targets because they held treasure and were poorly protected. - The raid on Lindisfarne in AD 793 is often considered the start of the Viking Age in Britain. - Repeated raids weakened some Anglo-Saxon kingdoms and spread fear throughout Anglo-Saxon England.. - Viking success encouraged larger invasions and military campaigns.
Learning in this unit	Substantive Knowledge - The Vikings came from Scandinavia and travelled to other parts of Europe to raid, trade and settle. - Viking raids began in Britain in the late eighth century and threatened Anglo-Saxon kingdoms.	Alfred the Great Wessex Burh	Lesson 3: Why was Alfred the Great important? Key Learning - Alfred became King of Wessex during a period of Viking expansion. - Alfred the Great successfully defended his kingdom from Viking conquest.

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• The attack on Lindisfarne in AD 793 is often regarded as the beginning of the Viking Age in Britain. • Many Vikings settled permanently in England rather than returning home. • The Danelaw was an area of England under Viking control where Viking and Anglo-Saxon communities lived alongside one another. • Alfred the Great defended Wessex and played an important role in resisting Viking expansion. • Viking and Anglo-Saxon communities influenced each other's language, culture and way of life. • Athelstan united different regions of England under one ruler and is often considered the first King of England. • Edward the Confessor ruled England before his death in 1066. • Edward's death led to a struggle for the English throne and marked the end of the Anglo-Saxon period. • Vikings influenced England through settlement, language, culture and government. • The development of England was shaped by both Viking and Anglo-Saxon peoples. <u>Disciplinary Knowledge</u> • Use chronology to place key events from the Viking Age in sequence. • Understand cause and consequence, for example: ◦ Why Vikings left Scandinavia.	Danelaw Settle Community Danelaw Settlement Trade Custom Culture Influence Old Norse	• Alfred reorganised his army and improved England's defences. • He built fortified settlements called burhs. • Alfred encouraged learning and better organisation across his kingdom. Lesson 4: How did Vikings settle in England? <u>Key Learning</u> • Many Vikings settled permanently in England and established communities under Viking control. • Viking settlers established farms, villages and trading centres. • Large areas of northern and eastern England came under Viking control - this area became known as the Danelaw. • Anglo-Saxons and Vikings lived alongside each other in some regions. • Viking settlement influenced language, place names and local customs. Lesson 5: What was life like in the Danelaw? <u>Key Learning</u> • The Danelaw was the area of England controlled by Viking settlers. • The Danelaw became an area where Viking and Anglo-Saxon people lived, worked and traded together. • Viking laws and customs influenced daily life in the region. • Settlements grew as people worked and lived side by side. • Some aspects of Viking culture became part of everyday life in England. Lesson 6: How did Viking and Anglo-Saxon cultures influence each other? <u>Key Learning</u> • Viking and Anglo-Saxon communities influenced each other's language, culture and way of life. • Many English place names have Viking origins. • Some everyday English words come from Old Norse. • England gradually became influenced by both Anglo-Saxon and Viking traditions. • These influences can still be seen today.
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- o Why they raided Britain. - o How Viking settlement changed England. - o How Edward the Confessor's death led to a power struggle. • Identify change and continuity by exploring what changed and what remained the same as Vikings settled in England. • Compare the experiences and perspectives of Vikings and Anglo-Saxons. • Use a range of historical sources including maps, artefacts, place names, chronicles and archaeological evidence. • Make inferences from evidence about Viking and Anglo-Saxon life. • Understand historical significance by evaluating the importance of people such as Alfred the Great, Athelstan and Edward the Confessor. • Construct historical arguments about who had the greatest impact on the development of England.	Athelstan Kingdom Unite	Lesson 7: Why is Athelstan known as the first King of England? <u>Key Learning</u> • Athelstan was the grandson of Alfred the Great. • He expanded his authority across England by defeating rival rulers and strengthened royal power. • Under Athelstan, England became more politically united than ever before. • He introduced laws and systems that helped govern the kingdom. • Athelstan is often called the first King of England because he united different regions under one ruler.
	Edward the Confessor Heir Throne	Lesson 8: Why was Edward the Confessor important? <u>Key Learning</u> • Edward the Confessor ruled England during the final years of Anglo-Saxon rule. • He maintained control of a united kingdom. • Edward died in 1066 without an heir. • Edward the Confessor's death created a struggle for control of England as several people believed they had the right to become king. • These events brought the Anglo-Saxon period to an end.
	Significance Impact Evidence Legacy	Lesson 9: Who had the greatest impact on the creation of England? <u>Key Learning</u> • England developed through the actions of Viking settlers, Anglo-Saxon rulers and powerful kings. • Viking settlement changed parts of England permanently. • Alfred the Great helped defend Anglo-Saxon England. • Athelstan strengthened and united the kingdom. • Edward the Confessor's reign marked the final chapter of Anglo-Saxon England. • Different conclusions can be reached about who had the greatest impact on England's development.

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Spring 2 & Summer 1 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War II)

Overarching Enquiry Question: How did communities respond to the challenges of World War II?			
	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Enquiry Bases Sequence of Learning
Previous Learning	• Leaders make decisions that can affect entire countries and societies (Y4 Tudors; Y5 Anglo-Saxons; Y6 Vikings). • Communities respond to challenges and change over time (Y2 Great Fire of London; Y5 Warrington Wolves). • Governments and rulers use power to influence people's lives (Ancient Egypt, Romans, Tudors, Anglo-Saxons, Vikings). • Major events can lead to significant and lasting change (Great Fire of London, Romans, Tudors). • People from different groups contribute to society in different ways (Ancient Greece, Maya, Anglo-Saxons). • Britain has changed over time because of the actions of leaders, communities and ordinary people (Romans, Tudors, Anglo-Saxons, Vikings, Warrington Wolves). • Local communities can adapt and respond to changing circumstances while maintaining their identity (St Ann's Church; Warrington Wolves).	World War II German/Germany Prime Minister Neville Chamberlain	Lesson 1: Why did Britain go to war in 1939? <u>Key Learning</u> • Government leaders decided that Britain should go to war to oppose German aggression in Europe. • Prime Minister Neville Chamberlain declared Britain was at war with Germany on 3 September 1939. • announced that Britain was at war. • The decision to go to war affected people across Britain and the wider world.
		Evacuation Evacuee Host family	Lesson 2: Why were children evacuated? <u>Key Learning</u> • The government expected German bombers to target towns and cities. • Millions of children were evacuated from urban areas to the countryside because leaders believed cities would be dangerous during wartime. • Many children travelled without their parents and stayed with host families for long periods of time. • Experiences of evacuation varied; some children enjoyed new opportunities, while others felt lonely and homesick. • Communities had to adapt to the arrival of evacuees and support them during wartime.
		Blitz Bombing Air raid shelter	Lesson 3: How did communities respond to the Blitz? <u>Key Learning</u>
Learning in this unit	<u>Substantive Knowledge</u> • World War II began in 1939 when Britain declared war on Germany after the invasion of Poland. • Government leaders made important decisions that affected the lives of people across Britain.		

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• Millions of children were evacuated from towns and cities to protect them from bombing. • The Blitz caused widespread destruction and changed daily life for many communities. • Communities responded to wartime challenges by supporting one another and working together. • The government introduced measures such as rationing, identity cards and blackouts to support the war effort. • Women took on new roles and responsibilities during the war, helping to change attitudes towards women in society. • Ordinary people contributed to the war effort in many different ways, both at home and abroad. • The end of the war in 1945 encouraged people to think differently about Britain's future. • Britain faced significant social and economic challenges after the war. • World War II influenced the development of the welfare state and the creation of the NHS. • The impact of World War II can still be seen in Britain today. <u>Disciplinary Knowledge</u> • Use chronology to place key events of World War II in sequence. • Understand cause and consequence by explaining: ◦ why Britain went to war; ◦ why evacuation took place; ◦ how government actions affected people's lives;		• The Blitz was a German bombing campaign against Britain between 1940 and 1941. • Cities such as London, Liverpool and Coventry were heavily bombed. • People sheltered in air-raid shelters. • Homes, schools and businesses were damaged or destroyed. • Emergency services, volunteers and local people helped communities recover after attacks. • Communities worked together to respond to the dangers and disruption of bombing raids.
	Rationing Identity card Blackout Government Propaganda	Lesson 4: How did the government influence everyday life during the war? <u>Key Learning</u> • The government increased its control of daily life to help Britain fight the war. • The government introduced rationing to ensure food and essential goods were shared fairly. • People were encouraged to grow their own food through the Dig for Victory campaign. • Identity cards were introduced and carried by everyone. • Blackout regulations were enforced to make bombing targets harder to see at night. • Government campaigns (propaganda) encouraged people to support the war effort.
	Women's Land Army Workforce Equality Contribution	Lesson 5: How did the war change opportunities for women? <u>Key Learning</u> • Women took on new responsibilities during the war, helping to change their role in society. • Women worked in factories, transport, farming and government services.

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	- o how wartime experiences influenced post-war Britain. • Identify change and continuity in British society before, during and after the war. • Use a range of historical sources including photographs, posters, propaganda, letters, diaries and government documents. • Make inferences from evidence about the experiences of people during wartime. • Explore different experiences of the war from the perspectives of children, women and local communities. • Understand historical significance by explaining why events such as the Blitz, evacuation and the creation of the NHS remain important today. • Use historical evidence to explain how World War II shaped modern Britain.		• Some women joined organisations such as the Women's Land Army. • Women's work was essential to Britain's wartime success and demonstrated that women could succeed in a wider range of roles and responsibilities. • These changes helped influence attitudes towards women after the war.
		War effort Volunteer ARP warden Civilian Armed forces	Lesson 6: How did ordinary people contribute to the war effort? <u>Key Learning</u> • Soldiers, sailors and airmen served in the armed forces. • Factory workers produced weapons, vehicles and equipment. • Miners, farmers and railway workers provided essential resources and services. • ARP wardens, firefighters and volunteers helped keep communities safe. • Children contributed through fundraising, collecting materials and helping at home. • The war effort relied on cooperation between people across all parts of society.
		VE Day Reform Change Future	Lesson 7: Why was 1945 a turning point for Britain? <u>Key Learning</u> • Germany surrendered in May 1945, leading to Victory in Europe (VE) Day. • Communities celebrated the end of fighting in Europe. • The end of World War II encouraged people to rethink how Britain should be organised in the future. • Many people believed Britain should become fairer after the sacrifices of war. • There was growing support for improvements in healthcare, housing and welfare.

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		Rebuilding Economy Recovery	Lesson 8: Why was winning the war not the end of Britain's challenges? <u>Key Learning</u> • Britain faced major challenges after the war despite celebrating victory. • Many towns and cities needed rebuilding after wartime bombing. • Food rationing continued for several years after the war ended. • Britain faced economic difficulties and large debts. • Families and communities had to recover from loss and separation. • Returning soldiers needed jobs and homes. • The government faced pressure to improve living conditions across the country.
		NHS Welfare state Healthcare Society	Lesson 9: How did World War II help to shape modern Britain? <u>Key Learning</u> • Many features of modern Britain developed as a result of changes brought about by World War II. • The experiences of war contributed to the creation of the welfare state. • The National Health Service (NHS) was established in 1948. • Government became more involved in supporting people's health and wellbeing. • Attitudes towards housing, education and social support continued to change. • The role of women in society continued to develop after the war.