



Edenfield C E Primary School

Medium Term Plan - Sequence and Progression

Subject: History

Unit: The Vikings- The Normans (550AD-1066AD) (Year 6)

Key Vocabulary

- Anglo-Saxons
- Vikings
- Normans
- Danelaw
- Monastery
- Lindisfarne/Holy Island
- Raid
- Danegeld
- Harold Hardrada
- Longboat
- Settler
- Invader

Lesson Sequence

1. What can artefacts tell us about the Vikings?

2. What can longboats tell us about the Vikings?

3. How did the Vikings try to take over the country and how close did they get?

4. How can we challenge the perspectives people have of the Vikings?

5. What can placenames tell us about where Vikings settled?

6. What was life like in Viking Britain?

7. Did the Anglo-Saxons and Vikings co-exist peacefully?

8. What were the main problems leading up to 1066?

9. What impact did the Vikings have on Britain up until 1066?

By the end of the unit pupil will know:

1. Children will know who the Vikings were and from where they came.
2. Children will know that the Vikings were seen as 'raiders' first but eventually settled and became farmers.
3. Children will know that the Vikings did not control all of England at once, and that King Alfred and Guthrum signed a treaty called 'Danelaw' to divide the country.
4. Children will know that the Saxons and Vikings co-existed for some time.
5. Children will know that there were three claimants to the throne in 1066. (A Saxon, a Viking, and a Norman).

Skills**Chronology**

- Know and understand the history of these islands as a coherent and chronological narrative (focus on 850AD-1066AD)

Events, People and Changes

- Establish a narrative showing connections and trends across periods of study.

Enquiry

- Use sources as a basis for research as evidence to test different hypotheses.

Communication

- Produce structured work that makes connections, draws contrasts and frames historically valid questions.