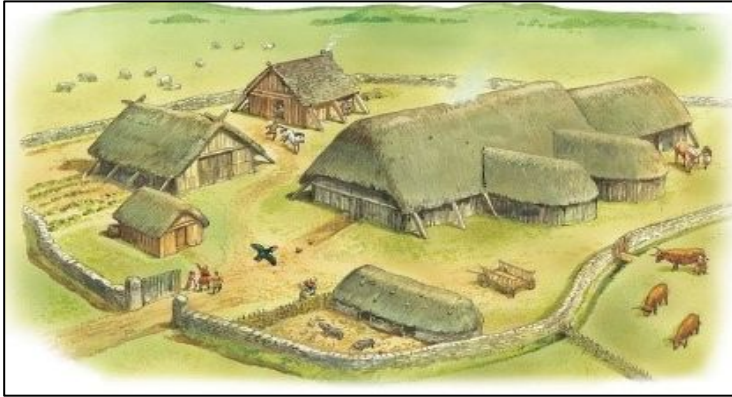


## Geographical Vocabulary

<b>danegeld</b>	<i>an agreement where the king paid the Vikings to not invade and ruin towns</i>
<b>exile</b>	<i>to be sent away</i>
<b>invade</b>	<i>to enter and occupy land</i>
<b>kingdom</b>	<i>an area ruled by a king</i>
<b>pagans</b>	<i>someone who worships more than one god</i>
<b>pillaged</b>	<i>to violently steal something</i>
<b>raid</b>	<i>a surprise attack</i>
<b>monastery</b>	<i>a building where people worship and devote their time to God</i>
<b>settlement</b>	<i>a place where people have come to live</i>



## In this topic, **we are learning to:**

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Make inferences from different resources to conclude what life was like in an Anglo Saxon village.
- Use different sources of information to find out how Anglo-Saxon Britain was ruled.
- Communicate knowledge and understanding orally and in writing and offer points of view based upon what we have found out.
- Understand where the Vikings came from and suggest reasons why they came to Britain.
- Appreciate how items found belonging to the past help us to build up an accurate picture of how people once lived.
- Look at artefacts and make inferences regarding life during the Anglo-Saxon and Viking ages.

6 questions you will know the answers to...

Why did the Anglo-Saxons and Vikings settle in Britain?

What were the seven kingdoms called?

How do we know about the Anglo-Saxons, Scots and Vikings?

Was life easy being an Anglo-Saxon?

Why was Alfred the Great 'great'?

Was life easy being a Viking?



## Assessment Focus:

### **Chronology**

Plot recent history on a timeline using centuries.

Place periods of history on a timeline showing periods of time.

Use their mathematical skills to round up time differences into centuries and decades.

### **Knowledge and Interpretation**

Explain how events from the past have helped shape our lives.

Show appreciation that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.

know that people who lived in the past cooked and traveled differently.

Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived.

Recognise that the lives of wealthy people were very different from those of poor people.

### **Enquiry**

Research two versions of an event and say how they differ.

Give more than one reason to support an historical argument.

Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.

Research what it was like in a given period from the past and use photographs and illustrations to present their findings.

Give more than one reason to support a historical argument.