

Year Group 5/6: Changing Rulers, Changing Worlds

Year group:	5&6	Term:	SUMMER 1	Theme:	Norse Culture				
Prior learning					Cross-curricular and visits/visitors				
Know that: The Vikings celebrated the culture of storytelling – the Norse saga. Viking seafaring. The saga of Erik the Red, Leif Erikson and Freydis. The lands of Norway, Iceland, Greenland and Vinland. Yggdrasil – the tree of life, Asgard – the land of the gods, Midgard – the land of humans, the rainbow bridge, and Ragnarök – the end of days. Navigating at sea. Travelling over land. Navigating on inland rivers. Beowulf The mead hall of Hrothgar (King of Denmark) – Heorot. Grendel the giant. Beowulf the hero. Revenge for Grendel’s death. Beowulf the hero. The death and burial of Beowulf.					Disciplinary Knowledge				
					Historians use special skills – this is called disciplinary knowledge. Chronology Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire</i>) In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts Events, People and Changes Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of societies; achievements and follies of mankind. Establishing a narrative showing connections and trends within and across periods of study. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Communication Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Enquiry, Interpretation and Using Sources Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses Begin to recognise why some events, people and changes might be judged as more historically significant than others. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.				
Knowledge - Content									
1. Jorvik: Everyday life in a Viking town.									
2. Jorvik: Everyday life in a Viking town: trade and commerce.									
3. Evidence: using evidence to build a picture of the past.									
4. Aethelflaed: Her victories, death and succession.									
5. Athelstan: The uniting of Angleland under one king.									
6. Edeward and Canute: Rule under a Viking king.									
Key Vocabulary					Challenging Vocabulary				
	Jorvik	thronging	outrage	acclaim	realms	rebuke		Athelstan	First king of all England
	errands	detour	fragments	anoint	sceptre	couriers		anoint	Make holy by applying oils
	woodturner	wharves	finds	churned	circlets	hogback		Jorvik	Norse name for the city of York
	in tow	vessel	upheaval	consecrated	reverently	unique		pendant	Jewellery often worn to ward away evil or disease
	bellows	sable	taunt	Athelstan	coronation	pendant		sceptre	Staff held by a ruling monarch to show authority
	cobbler	loom	stronghold	laid to rest	tribute	idly			
	awl	chivvies	yielding	disgruntled	perpetual	contemplated			
			consequence	assault	kinsman	coordinating			