

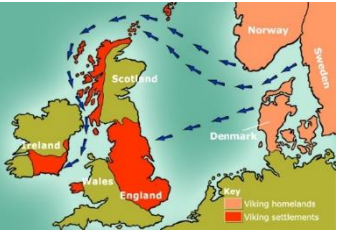


## ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

**TOPIC TITLE/SUBJECT:** History/Traders and Raiders

**YEAR GROUP:** 5

**TERM:** Spring 2

<p><b>Vocabulary</b> Viking Raiders Traders Primary and secondary sources Chronology Settler</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Historical Knowledge<ul style="list-style-type: none"><li>○ Can name, sequence and discuss events in England, including key terminology</li></ul></li><li>• Historical Enquiry<ul style="list-style-type: none"><li>○ Can ask and answer questions about a primary and secondary source and suggest which source provides the best answer.</li><li>○ Begin to form an argument as to why a source should be accepted or rejected.</li></ul></li><li>• Historical Concepts<ul style="list-style-type: none"><li>○ Identify a couple of different interpretations of a person and provide an argument to which one is the most valid</li></ul></li></ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"><li>• When the Vikings lived</li><li>• That they existed at the same time as the Anglo-Saxons</li><li>• The Vikings were Pagan</li><li>• What a primary source is</li><li>• How to sequence events</li></ul>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"><li>• Sequencing events in Viking/Anglo Saxon Britain</li><li>• Creating/playing a quiz game about Viking life</li><li>• Ordering/sorting the actions of Alfred the Great</li><li>• Sorting Primary and Secondary sources about Alfred the Great, considering their validity</li><li>• Essay style question – Alfred the Great</li><li>• Correct facts concerning the events leading to the Battle of Hastings</li></ul>	<p><b>Concepts</b></p> <ul style="list-style-type: none"><li>• Placing Vikings within the context of historical knowledge, especially relating to the Anglo-Saxon period</li><li>• Learning and using Viking terminology in their writing</li><li>• Analysing primary and secondary sources for their usefulness and starting to explain why a source should or shouldn't be used to justify an opinion.</li></ul>
<p><b>Other/Cross Curricular Links</b> PSHE – money, economy Topic reading</p>		