



# Year 5 & 6 Raiders, Invaders & Settlers

## Spring Topic Knowledge Organiser

**Knowledge                      Skills                      Vocabulary**

**Curriculum Coverage**  
 Britain's settlement by Anglo-Saxons and Scots  
 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Knowledge Progression**

- Why did the Anglo Saxons invade and how can we possibly know where they settled?
- What does the mystery of the empty grave tell us about Saxon Britain?
- How did people's lives change when Christianity came to Britain and how can we be sure?
- How were the Saxons able to see off the Viking threat?
- Just how great was King Alfred, really?
- Just how effective was Saxon Justice?
- So how dark were the Dark Ages really?
- What image do we have of the Vikings?
- Why have the Vikings gained such a bad reputation?
- How did the Vikings try to take over the country and how close did they get?
- How have recent excavations changed our view of the Vikings?
- What can we learn about Viking settlement from a study of placename endings?
- Raiders or settlers: how should we remember the Vikings?

**Skills Progression**

**Year 5**

History: Know and sequence key events of time studied, use relevant terms and period labels, make comparisons between different times in the past, understand more complex terms e.g. BC/ AD, develop increasingly secure chronological knowledge and understanding of history: local, British and world, record knowledge and understanding in a variety of ways, using dates and key terms appropriately, study different aspects of different people - differences between men and women, examine causes and results of great events and the impact on people, compare life in early and late 'times' studied, compare an aspect of life with the same aspect in another period, compare accounts of events from different sources - fact or fiction, offer some reasons for different versions of events, devise, ask and answer more complex questions about the past, considering key concepts in history, select sources independently and give reasons for choices, analyse a range of source material to promote evidence about the past, construct and organise response by selecting and organising relevant historical data, recall, select and organise historical information, communicate their knowledge and understanding.

**Year 6**

History: Place current study on time line in relation to other studies, use relevant dates and terms, sequence up to 10 events on a time line, develop increasingly secure chronological knowledge and understanding of history: local, British and world, record knowledge and understanding in a variety of ways, using dates and key terms appropriately, find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, compare beliefs and behaviour with another time studied, write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, know key dates, characters and events of time studied, link sources and work out how conclusions were arrived at, consider ways of checking the accuracy of interpretations - fact or fiction and opinion, be aware that different evidence will lead to different conclusions, confidently use the library and internet for research, devise, ask and answer more complex questions about the past, considering key concepts in history, select sources independently and give reasons for choices, analyse a range of source material to promote evidence about the past, construct and organise response by selecting and organising relevant historical data, select and organise information to produce structured work, making appropriate use of dates and terms.

**Historical Vocabulary**

Chronology, timeline, era, clan, Anglo Saxon, Viking, Bayeux Tapestry, bronze, helmet, coins, cremation pot, East Anglia, jewellery, brooch, Kent, lyre, Mercia, Northumbria, Offa's Dyke, runes, St. Bede, Sutton Hoo, thatched, Wessex, Sussex, Essex, chieftain, longship, figure-head, Scandinavia, shield, spear, treasure, settlement, raider, sword, tunic, Danelaw, Dane, Pagan, Norse, Jorvik, Sweden, Norway, Denmark, Christian, monastery, freeman, king, axe, archer, slave, Celt, Roman-British.

**Historical Enquiry**

Who were the Anglo Saxons and Vikings and where did they come from? Why did they invade Britain? Why did they overcome the Celts and Roman-British? How do we know about what happened so long ago? What new things did the Anglo Saxons and Vikings do and bring? How did they rule the land—who was in charge? What were their religious beliefs? Did they bring in new laws, and how did they make sure people kept to them? What currency did they use? What happened after the end of the Anglo Saxon and Viking eras? What is their legacy?

**Year 3-4 History:** Yabba Dabba Doo! changes in Britain from the Stone Age to the Iron Age, Hakuna Matata achievements of the Ancient Egyptian civilisation and its legacy, The Golden Age achievements of the early Islamic civilisation and its legacy, EUREKA! a study of Ancient Greek life and achievements and their influence on the western world, The Italian Job the Roman Empire and its impact on Britain.

