

## Invasion!

<p><b>Main Subject Focus</b> History</p> <p><b>Key Concepts Taught</b> Cause and Consequence</p>	<p><b>Intent: Why?</b> Pupils will learn about different points in time in Early British history and will develop understanding of invasion and settlement and its impact upon Great Britain. They will broaden their knowledge of the Roman Empire and its historical impact.</p>	<p><b>Links to prior and wider learning</b> This unit will build upon children’s prior knowledge and link to further study of early civilisations in KS2. <i>Archaeological Adventures, Olympia, The Ancient World</i> This unit will link to geography- broadening knowledge of European countries. <i>Phineas Fogg, Expedition Europe</i></p>
<p><b>Knowledge</b> Pupils will learn about: <b>Romans: The Roman Empire and its impact on Britain</b></p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"><li>Julius Caesar’s attempted invasion in 55- 54 BC</li><li>the Roman Empire by AD 42 and the power of its army</li><li>successful invasion by Claudius and conquest, including Hadrian’s Wall</li><li>British resistance, for example, Boudica</li><li>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li></ul>	<p><b>Anglo Saxons and Scots: Britain’s settlement by Anglo-Saxons and Scots</b></p> <p>Examples (non-statutory) - This could include:</p> <ul style="list-style-type: none"><li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li><li>Scots invasions from Ireland to north Britain (now Scotland)</li><li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li><li>Anglo-Saxon art and culture</li><li>Christian conversion – Canterbury, Iona and Lindisfarne</li></ul>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"><li>Viking raids and invasion</li><li>resistance by Alfred the Great and Athelstan, first king of England</li><li>further Viking invasions and Danegeld</li><li>Anglo-Saxon laws and justice</li><li>Edward the Confessor and his death in 1066</li></ul>
<p><b>By the end of this unit, pupils will learn:</b></p> <ul style="list-style-type: none"><li><b>Reasons for invasion</b></li><li><b>Daily Life in each period</b></li><li><b>Beliefs and religion in each period</b></li><li><b>Compare life in each period – What would you rather be? Why?</b></li><li><b>What effect has each period had on modern Britain?</b></li></ul>		

<p><b>Year 3</b></p> <ul style="list-style-type: none"><li>Uses timelines to place events in order.</li><li>Understands timeline can be divided into BC and AD.</li><li>Uses words and phrases: century, decade.</li></ul> <ul style="list-style-type: none"><li>Uses evidence to describe past: houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people’s beliefs and attitudes, things of importance to people, differences between lives of rich and poor</li><li>Uses evidence to find out how any of these may have changed during a time period.</li><li>Describes similarities and differences between people, events and objects</li><li>Shows changes on a timeline.</li></ul> <ul style="list-style-type: none"><li>Looks at 2 versions of same event and identifies differences in the accounts.</li><li>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li><li>Asks questions such as ‘how did people ....? What did people do for ....?’</li><li>Suggests sources of evidence to use to help answer questions.</li></ul> <ul style="list-style-type: none"><li>Presents findings about past using speaking, writing, ICT and drawing skills</li><li>Uses dates and terms with increasing accuracy.</li><li>Discusses different ways of presenting information for different purposes.</li></ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"><li>Names and places dates of significant events from past on a timeline.</li><li>Uses words and phrases: century, decade, BC, AD, after, before, during.</li><li>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</li></ul> <ul style="list-style-type: none"><li>Shows knowledge and understanding by describing features of past societies and periods.</li><li>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li><li>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</li><li>Describes how some of the past events/people affect lives today</li></ul> <ul style="list-style-type: none"><li>Gives reasons why there may be different accounts of history.</li><li>Understands the difference between primary and secondary sources of evidence.</li><li>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li><li>Asks questions such as ‘what was it like for a ..... during .....?’</li><li>Suggests sources of evidence from a selection provided to use to help answer questions.</li></ul> <ul style="list-style-type: none"><li>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</li><li>Uses dates and terms correctly.</li><li>Discusses most appropriate way to present information, realising that it is for an audience.</li><li>Uses subject specific words such as monarch, settlement, invader.</li></ul>
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<p><b>Wider curriculum links:</b> DT- longboat construction, Roman shield, Roman catapult, Saxon homes, Art- Mosaics</p>
<p><b>Key Texts:</b> Timelines, What Happened When in the World: History as You’ve Never Seen It Before! (DK), Beowolf (Morpurgo)</p>
<p><b>Key Vocabulary/ Etymology</b> Invasion, Settlement, legionnaire, command, empire, expansion, fleet, warrior Rebellion, Revolt, invade, invaders</p>
<p><b>Wow moment</b> Roman Day, Trip to the Collection (Lincoln)</p>
<p><b>School Values- Determination- shown by invaders and settlers throughout history</b> <b>British Values- Democracy- different types of rule- Roman Empire</b></p>