

 History overview – Cycle B Year 3/4			
	Unit 1	Unit 2	Unit 3
Year 3/4	Period: Stone age – 3,300BC Was everything stone in The stone age?	Period: Anglo Saxon Britain 410 - 1066AD Why did the Saxons and Scots invade?	Period: Vikings 793 - 1066AD Where the Vikings ruthless raiders or tactful traders?
N/C	Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: § late Neolithic hunter-gatherers and early farmers, for example, Skara Brae § Bronze Age religion, technology and travel, for example, Stonehenge § Iron Age hill forts: tribal kingdoms, farming, art and culture	Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: § Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire § Scots invasions from Ireland to north Britain (now Scotland) § Anglo-Saxon invasions, settlements and kingdoms: place names and village life § Anglo-Saxon art and culture § Christian conversion – Canterbury, Iona and Lindisfarne	Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: § Viking raids and invasion § resistance by Alfred the Great and Athelstan, first king of England § further Viking invasions and Danegeld § Anglo-Saxon laws and justice § Edward the Confessor and his death in 1066
Hierarchies	Investigate and interpret the past H1: Use evidence to ask questions and find answers to questions about the past. H2: Suggest suitable sources of evidence for historical enquiries. H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. H5: Suggest causes and consequences of some of the main events and changes in history. Build an overview of world history H6: Describe changes that have happened in the locality of the school throughout history. H7: Give a broad overview of life in Britain from ancient until medieval times. H8: Compare some of the times studied with those of other areas of interest around the world. H9: Describe the social, ethnic, cultural or religious diversity of past society. H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology H11: Place events, artefacts and historical figures on a time line using dates. H12: Understand the concept of change over time, representing this, along with evidence, on a time line. H13: Use dates and terms to describe events. H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Communicate historically H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Investigate and interpret the past H1: Use evidence to ask questions and find answers to questions about the past. H2: Suggest suitable sources of evidence for historical enquiries. H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. H5: Suggest causes and consequences of some of the main events and changes in history. Build an overview of world history H6: Describe changes that have happened in the locality of the school throughout history. H7: Give a broad overview of life in Britain from ancient until medieval times. H8: Compare some of the times studied with those of other areas of interest around the world. H9: Describe the social, ethnic, cultural or religious diversity of past society. H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology H11: Place events, artefacts and historical figures on a time line using dates. H12: Understand the concept of change over time, representing this, along with evidence, on a time line. H13: Use dates and terms to describe events. H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Communicate historically H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Investigate and interpret the past H1: Use evidence to ask questions and find answers to questions about the past. H2: Suggest suitable sources of evidence for historical enquiries. H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. H5: Suggest causes and consequences of some of the main events and changes in history. Build an overview of world history H6: Describe changes that have happened in the locality of the school throughout history. H7: Give a broad overview of life in Britain from ancient until medieval times. H8: Compare some of the times studied with those of other areas of interest around the world. H9: Describe the social, ethnic, cultural or religious diversity of past society. H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology H11: Place events, artefacts and historical figures on a time line using dates. H12: Understand the concept of change over time, representing this, along with evidence, on a time line. H13: Use dates and terms to describe events. H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Communicate historically H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Possible writing opportunities	Descriptions of an objects Newspaper and news reports Recounts Visitor leaflets	Descriptions of gods/goddesses Recounts Newspaper and news reports	Job adverts Wanted posters Newspaper and news reports Letters
Vocabulary	Palaeolithic, Mesolithic and Neolithic periods, BCE and CE/ BC/AD Caveman, primitive, , hunter, gatherer, shelter, animal skin, cave dweller, forest dweller, artwork, Neolithic, tribe, Skara Brae, mammoth, tusk, hunted clothing, weapons, food source, tactics, spear, fur pelt, antler, flint, bone, spear, harpoons, sickle, needle and hook, pebble, quern stone, trap, fire, farming, pottery,	invasion, migration, raids, Angles, Saxons, Jutes, Frisians, Scots, Picts. root meaning, village, town county, kingdom, settlement, village, weaver, tanner, smith, potter, jeweller, woodworker thatched roof, artefact, excavation, archaeology, historian, sources, evidence, interpretation, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frigg, Tiw, Thunor, Eostre. Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great	Viking, raid, invade, Denmark, Norway, Sweden, Norse King, kingdom, Alfred the Great King Athelstan Saga, runes, Odin, Frigg, longhouse. Danegeld, King Ethelred II The Unready. Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings.
Flashbacks – also see Year ½ cycle B flashbacks	Working Historically: - Terminology of historical chronology BCE/CE - Timeline – where events come within a timeline - To know what a primary and secondary source of evidence is. Aspects of substantive factual knowledge linked to a previous topic: - What was the relationship between the Romans and the Celts? - Who did the Romans worship and what were their names? - How did the Romans invade Britain? - When did the Romans invade Britain?	Working Historically: - Sequence several events or historical figures on a timeline using dates before the Anglo Saxons - How the chronology of time works before and after year 0 - To know what a primary and secondary source of evidence is. Aspects of substantive factual knowledge linked to a previous topic: - What life was like for a child in Ancient Greece? - How the Ancient Greeks have influenced the Western World? - What does the term invaders and settlers mean? - Where did the Olympic Games originate from?	Working Historically: - How to use a multiple source such as a photograph, paintings/wall painting to identify clues and make judgements about their life. - Judging the reliability of a source and using questions to find evidence to support this. Aspects of substantive factual knowledge linked to a previous topic: - What was the importance of the River Nile to the Ancient Egyptian time? - Why were Ancient Egyptian Pharaohs considered to be Gods? - Why did the Ancient Egyptians believe in the afterlife and mummified their pharaohs?
1	WALT: know when the stone age happened. Activities: Develop a chronologically secure knowledge and understanding of when the stone age occurred. Palaeolithic, Mesolithic and Neolithic period - Pupils will have a broad understanding of why they are called what they are called. Recall terminology BCE and CE/ BC/AD What do we already know about the Stone Age? Use Stone Age Mind Map. Mind map existing knowledge and ideas. What do we want to find out? Children will know: - Natural climate change has meant that different groups of humans have come to and left Britain at different times. - Stone tools and footprints at Happisburgh show that the first known Britons came to Britain c. 950,000 years ago. - Around 500,000 years ago teeth and bones found at Boxgrove show Homo heidelbergensis lived in Britain. - Ice Ages around 450,000 and 20,000 years ago resulted in long periods when no humans lived in Britain. - Homo sapiens came to Britain c. 40,000 years ago, left during the most recent Ice Age and returned c. 12,000 years ago. Vocabulary: Homo sapiens - the only surviving group of humans is the Homo sapiens Archaeologist - someone who studies human history by exploring artefacts found in the ground is an archaeologist Prehistoric - something from before written history is known as prehistoric Ice Age - an Ice Age is when the Earth becomes very cold for a long period of time	WALT: describe the different groups that lived in the British Isles at the end of Roman rule in Britain. Activities: Discuss the attacks on the Roman Empire – 367CE. Scots and the Picts – Romans defeated then despite only having one army. Explain building of Hadrian’s wall and why soldiers had to leave the wall. Discuss Romanisation – a Romano-British culture in areas of the British Isles. Scots and Picts – describe their cultures - Children will know: - In 367 CE, the Scots from Ireland and Picts from Scotland came together to attack Roman Britain but were defeated. - In 401 CE, the last Roman legionaries left Hadrian’s Wall, built over 200 years before to protect the northern frontier. - Much of south-east England and the Midlands had a Romano-British culture. - Scotland was mostly controlled by the Celtic Picts – less Romanisation culture. Vocabulary: Hadrian’s Wall - Hadrian's Wall was a long wall the Romans built in the north of England to defend it from Celtic tribes Frontier - a frontier is the edge of a place where people live or the border of a state or an empire’s land Romanisation - Romanisation is when people started living and acting like the Romans did Romano-British - Romano-British culture is a mix of Roman and old British ways of living	WALT: know who the Vikings are and where they came from Activities: Who were the Vikings and the location that they came from. Complete a timeline and explain where they come in it. Ideas- newspaper article about the Vikings arriving in Britain. Children will know: - where the Vikings were from - when they invaded Britain - why they invaded Britain Vocabulary:

2	WALT: explain what archaeologists think they know about the Palaeolithic Era and the evidence it is based on Activities: Place Palaeolithic Era on a mini timeline (covers millions of years – Pre-history is divided into 3 sections. Explain how Britain was in Palaeolithic Era -Ice Ages – extreme weather. Different animals existed as well as different types of humans. Little evidence – footprint, bones, stone tools. Explain what each tells historians. You could Set up an archaeologist role play activity. Print and laminate pictures of Palaeolithic hand axes, footprints and bones and bury them in sand trays for pupils to discover. Encourage pupils to discuss what the items are and what they do. Children will know: • The Palaeolithic Era took place between two million years ago and ten thousand years ago. • Many of the types of Palaeolithic human who lived in Britain used stone tools, which were often made of flint. • These tools, especially hand axes, are some of the main sources of evidence archaeologists have for this period. • Archaeologists have worked out how Palaeolithic humans might have used their hand axes. • Archaeologists think that they probably used them to skin animals for clothing and strip branches for fire and shelter. Vocabulary: Palaeolithic Era - the Palaeolithic Era is a time in history, sometimes called the Early Stone Age Artefact - Nomadic - someone who doesn't settle in one place to live is nomadic Hand axe - a hand axe is a prehistoric tool used for cutting Flint - flint is a type of stone that was used to make tools in the past Artefact - an object made or modified by a human being, typically one of cultural or historical interest Primary source - a piece of evidence created at the time of the event, such as a Greek pot, a weapon or an inscription. Evidence - the information we gather from sources that helps us learn about what happened in the past	WALT: know who the Anglo-Saxons settled and where did they come from Activities: Look on a world map where the Anglo Saxons came from. Who they were and what they were like. Annotate maps to show where Romans left Britain (410BC) and how Scots and Picts entered. Angles, Jutes and Saxons’ migration to Britain. Identify what the word settlement means. Write and explanation about how and why the Angles, Saxons and Jutes came to Britain. Children will know: • Know end of Roman Empire in Britain in 410BC • Who were the Anglo Saxons • Where they came from • Children will know what settlement means. Vocabulary: Migrate - to migrate is to move from one place to another Seaborne - seaborne people are those that transport or travel by sea Fearsome - someone who is fearsome is frightening or terrifying	WALT: know where the Vikings land in Britain based on Lindisfarne Activities: Discover what the Vikings landed in Britain and why. Look at Lindisfarne and how it impacts the timeline. Look at the map of Britain and the Landscape around Lindisfarne. Explain how the Vikings attached Lindisfarne. First invaded 793BC. Longboats used and benefits of longboats. Pories and monasteries targeted as they were along the coast. Children will know: • The attack on Lindisfarne (where Bede had once lived) in 793 CE was the first major Viking raid on the British Isles. • The Vikings attacked using longboats crewed by about 30 warriors who could land, attack, and leave quickly. • Pories like those in Lindisfarne were centres of manuscript production and filled with valuable religious objects. • The Vikings murdered monks and stole these objects for trade and their own wealth. Vocabulary: Raid - a raid is a rapid surprise attack, usually involving stealing something Longboat - a longboat is a long, light and slender boat that the Vikings used to travel Priory - a priory is a building lived in by a community who follow religious vows Manuscript - a manuscript is a book or document written by hand Monk - a monk is a member of a religious community of men
3	WALT: describe how archaeologists know about Homo sapiens’ early settlement of Britain. Activities: When did modern humans settle in Britain? How do we know? (bones and ancient footprints). Look at images of early types of humans – what is similar? What is different? Other types became extinct. Explain climates – Homo Sapiens did not stay in Britain for long periods. Discuss finding of Cheddar Man and end of Ice Age. Explain how humans became hunter gatherers, and what archaeologists have found that tell us this. Sort foods into hunter gatherers, not hunter gatherer – Draw the evidence – write explanation of what the evidence tells us (or print pictures). Write summary of what know. Show children pictures of prehistoric stone tools and bones. Encourage them to think like an archaeologist by encouraging children to discuss what the artefacts tell us and what clues they hold to life in the past. Children will know: 1. Dating different human remains suggests the presence of modern humans in Britain has been brief and sporadic. 2. It has only become continuous at the end of the last Ice Age, c.12,000 years ago. 3. The modern humans who appeared in Britain were highly adaptable hunter-gatherers. 4. Flints found far from where they were acquired show that they moved around Britain far more than the Neanderthals had. Vocabulary: Homo sapiens - the only surviving group of humans is the Homo sapiens Ice Age - an Ice Age is when Earth becomes very cold for a long period of time Hunter-gatherer - hunter-gatherers hunt animals and gather berries and nuts	WALT: describe how early Anglo-Saxon Britain was made up of different kingdoms. Activities: Recap settlement and what it means, look at the atlases and identify the 7 Anglo Saxon Kingdoms and locate them on a map. Identify the 7 Anglo Saxon kingdoms Kent, East Anglia, Northumbria, Mercia, Essex, Wessex, Sussex Look at the evidence to support how their settlements expanded. - Language - Place names - Religion - landscape changes. Children will know: • In places where the Anglo-Saxons defeated the Britons, they built their own villages and established new kingdoms. • No single king ruled over all the Anglo-Saxons. • The Angles, Saxons and Jutes took over and settled in different areas. • The Anglo-Saxons established seven kingdoms – Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex. Vocabulary: Settlement - a settlement is a place where people choose to begin a community Establish - to establish something means to set it up to last a very long time Kingdom - a kingdom is a country or area ruled by a king or queen	WALT: who King Alfred is and what the Danelaw is. Activities: The AS and Vikings did live peacefully before the battles due to In the 9th century (AD801 - 900), King Alfred of Wessex stopped the Vikings taking over England. He agreed to peace with them and some Vikings settled in their own area of eastern England, called the Danelaw. Children will know: - About the danelaw - Who King Alfred is - There was a time that the AS and Vikings did live in peace for some time Children will know: • reasons why Vikings settled how to ask questions to research • key aspects of Viking life • key aspects of Viking village Vocabulary: Wessex - Wessex was an Anglo-Saxon kingdom in the south of England Defend - when you defend something, you resist an attack made against it Stall - to stall means to stop something making progress Bribe - a bribe means to give someone money or something else of value, often illegally, to persuade that person to do something you want

	WALT: describe how humans lived in the Mesolithic Era. Activities: Look at timeline – add when Mesolithic Era began and changes. Ice melted and sea levels rose, Britain became island. People hunted and gathered from surroundings. Discuss tools used. People moved to find food – campsite set up. Explain of site at Howick -Britain’s oldest house. Children could write a “house for sale” details for Howick House. Children will know: 1. The Mesolithic Era began around 12,000 years ago. 2. Britain was attached to the mainland but sea levels rose making it an island, reducing contact with the rest of Europe. 3. The first evidence for houses in Britain and Ireland comes from the Mesolithic Era; a lot of evidence is from campsites. 4. Mesolithic people hunted wild animals, fished and gathered wild plants, likely moving camps in different seasons. 5. Howick house is called ‘Britain’s oldest house’ with its remains suggesting it was built c.7600 years ago. Vocabulary: Mesolithic Era - the Mesolithic Era was the middle period of the Stone Age Settlement - a settlement is place where people come to live in Campsite - a group of temporary shelters is called a campsite	WALT: know how artifacts can show what life was like in Anglo Saxon times. Activities: How do we know so much about life in A-S times? Explain the discovery at Sutton Hoo and the importance of finding out about the past. Logging artefacts found by archaeologists. Diary of an archaeologist. . Children will know: • how Sutton Hoo was found • what artefacts were found at Sutton Hoo • what different artefacts teach us about Anglo-Saxon culture Vocabulary: Archaeologist: A person who studies the buildings, graves, tools and other objects of people who lived in the past. Artefact: An object that has been made by a person, especially one that is of historical interest. Burial mounds: Mounds of earth and stones built over a grave. excavating: Carefully removing earth from an area in order to find buried remains. Traded: Bought and sold goods and services.	WALT: know about the battles and struggles between the Vikings and Anglo Saxons. Activities: Go through a few of the battles between the Saxons and Vikings linked to land and money. List reasons for the battles. Recount on one of the battles and how they felt. Danelaw – Ethlered the unready (King Ethelred II The Unready: Explain and discuss with their talking partner whether they think Ethelred deserves the title of ‘The Unready’. Rudyard Kipling’s poem, Dane-Geld. Summarise the main point: paying the Danegeld was a pointless exercise.) AD954, the Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik. King Alfred – sent into hiding by Vikings Vocabulary: Children will know: • Be able to name a battle/disagreement between AS and Vikings • Name a key player within the battle. • Know the key places. Vocabulary: Chippenham - Chippenham is a town in southwestern England where the Vikings almost captured Alfred Edington - Edington is a town in southwestern England where Alfred defeated Guthrum Danelaw - the area that Alfred allowed the Vikings to rule was called the Danelaw Converted - when someone changes to a new religion or belief they have converted
5	WALT: explain why archaeologists think humans began to farm in Britain during the Neolithic Era Activities: Look at timeline – add when neolithic Era began. Discuss humans were hunter gatherers, and tools used. Then people started to farm. Became domesticated – staying in one domain. Explain what houses were like. People discovered clay to make pottery Where and what is Skara Brae? What do you know about it? What did people do in the ‘new’ stone age? Start to farm the land as the climate changed – This is when they settled. Artefacts from Skara Brae give us clues. People settled due to farming. Children will know: • The Neolithic Era saw lots of changes for early humans in Britain. • Animal bones found during excavations suggest that this is when humans began to domesticate animals such as cattle. • This was the first time that people started deliberately planting and harvesting crops. • Excavations at Skara Brae have unearthed barley seeds, suggesting cultivation. • New technologies developed: this is the first period from which archaeologists find pottery, including at Skara Brae. Vocabulary: Neolithic Era - the Neolithic Era is also known as the New Stone Age and is the third and final part of the Stone Age Domesticated - a domesticated plant or animal is under human control Pottery - items made out of clay are called pottery	WALT: know the religious beliefs and practices of the early Anglo-Saxon people Activities: Look at artefacts of religious significance from A-S times – What does this tell us about their beliefs? Polytheism. Legacy of the A-S gods and Goddesses – Oestre, Thursday, Wednesday etc How the pope Gregory hoped to convert people to Christianity. St Augustine landed in Kent and converted the powerful King Aethelberht to Christianity. Augustine built Canterbury Cathedral and consequently became the first Archbishop of Canterbury. Look at sources linked to religion. Children will know: • Anglo- Saxon religious beliefs and practices and use these to ask and answer my own questions. • Anglo- Saxons believed in may gods/goddesses • Anglo-Saxon god and how and why the Anglo-Saxons worshipped this god Vocabulary: Pagan - pagan religious beliefs and practices are those that are different from the main or recognised religions Convert - to convert someone to a new religion means to change their religious beliefs to that of your own Missionary - a missionary is a person sent on a religious mission, especially to promote Christianity in foreign countries Practices - practices are ways of doing something such as religious rituals like prayer	WALT: know how Vikings impacted farming, settlement and technology Activities: Vikings decided to take down all the Romans stone buildings and replaced them with wooden huts. Look at evidence from Jorvik on life in the Vikings time. How did they live? JORVIK Viking Centre What customs and ways of life did they bring with them? Explain that they are to produce a poster about their aspect of Viking history and will need to collect information from the Viking Life Facts to help them The Vikings turned to Christianity There is lots of evidence for there being a Viking-era church just behind Coppergate and there were many other new churches built in Jorvik at this time. Lindisfarne Gospels The Gospels are richly illustrated and were originally in a fine leather binding covered with jewels and metals. During the Viking raids on Lindisfarne, this cover was lost, and a replacement was made in 1852. Children will know: - How farming, settlement and technology impacted the Vikings life. - How the Vikings converted to Christianity Vocabulary: Farming – Settlement – a settlement is place where people come to live in Converted - when someone changes to a new religion or belief they have converted Christianity -

6	WALT: place evidence that archaeologists have found from the different periods of the Stone Age in Britain on a timeline. Activities: What is an artefact. Discuss stone age tools and artefacts. Flint, antler bone etc. necklaces, pots, shaped stones. Children to create their own museum. Ask children to draw pictures or make clay models of artefacts from the Stone Age. Write labels, posters and information leaflets for the museum. Invite other classes to explore your class museum. (Children may make replicas using clay if time allows) Children will know: • Archaeologists have discovered many different artefacts from across the Stone Age. • The types of artefacts found show the changes that have taken place throughout the period. • Generally, archaeologists have found more artefacts from the more recent parts of the Stone Age. • Different types of artefacts can be dated to different parts of the Stone Age. Vocabulary: Stone Age - the period in history when humans used stone to make tools is called the Stone Age Artefact - an artefact is an item made by humans in the past Archaeologists - an archaeologist studies human history by searching for artefacts Dated - when an item is dated, the time period it was made in is identified	WALT: know how about Normans invading the Anglo Saxons in 1066. Activities: The AS did not leave Britain other invaders and settlers arrived. The invasion of the Normans 1066. Harold Godwinson and Harald Hadrada - Look at the Bayeux Tapestry and analyse what has happened – most of information we know comes from this – how accurate could it be? Begins with death of Edward the Confessor and ends with Battle of Hastings. Battle of Hastings – most important battle of the Norman conquest. Children will know: • Why the Normans invaded • Where and when the battle happened Vocabulary: Normandy – A reign in Northern France Norman Conquest – when the Normans invaded and gained control of England. Invade – To send in an army to take over land. Norsemen – People who live in Scandinavian countries during medieval times.	WALT: retell the story of how the Vikings came to settle in large parts of Britain Activities: Vikings first arrived 793BC -raided coasts. Recap why raided coasts. What happened during the raids. Timeline opportunity – began to establish camps rather than go home. Explain reasons why stayed – after years of success they had captured all kingdoms of Britain. 866CE – Yok and Northumbria. 869CE – East Anglia. Wessex the last to be captured. King Alfred defeated Guthrun at battle of Eddington. King Alfred allowed the Vikings some control. Children will know: • The Vikings first came to Britain in small raids on monasteries and these grew more frequent. • The Great Heathen Army came to Britain, bringing lots of Vikings who began to settle on Anglo-Saxon land. • The Great Heathen Army overcame all of the Saxon kingdoms apart from Wessex, which came to be ruled by King Alfred. • Fighting back against Guthrum and the Great Heathen Army, Alfred managed to confine the Vikings to the Danelaw. • A good story of how the Vikings came to settle in large parts of Britain will use knowledge from across this unit. Vocabulary: Raid - a raid is a rapid surprise attack, usually involving stealing something Monastery - a monastery is a building lived in by a community of monks who follow religious vows Settled - when you are settled you make a permanent home somewhere Danelaw - the area that Alfred allowed the Vikings to rule was called the Danelaw
Key Knowledge	Children will know: • Stone Age people were Britain’s first farmers • Early stone age lived in small groups hunted for mammals and gathered, plants, fruit and berries • Tools and weapons were used to gather food, hunt, eat and build • Stone was used to make these tools • Artefacts from times in history give archaeologists clues about the past	Children will know: • When and how the Anglo-Saxons invaded Britain • Why the Anglo-Saxons settles in Britain • Key features of an Anglo-Saxon village • The religious beliefs of Anglo-Saxons • How Christianity came to Britain • Invasion of the Normans in 1066.	Children will know: • Where the Vikings were from and why and when they invaded Britain • Why trade was important to the Viking and who they traded with • Why Viking settled in Britain and key features of their settlements and village life • Features of crime and punishment enforced at the time • How Britain was shaped by the last Anglo-Saxon Kings