

Key themes: **Transport**, **Power**, **Religion**, **Invasion**

YEAR THREE	Content (NC Objectives)	Essential Knowledge - Historical Things Children Are Going to Learn in Y3			Key Vocabulary
		<u>Chronology – Ordering events or data according to when it happened.</u>	<u>Interpretation – Explaining the meaning or significance of something.</u>	<u>Enquiry – Finding out by asking and answering questions.</u>	
	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>H2.4 (Vikings)</i> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <i>H2.9 (Chocolate)</i> <p>Year 3 Topics</p> <ul style="list-style-type: none"> Vikings Dinosaurs Mayans 	<ul style="list-style-type: none"> Know who the Vikings were and where they originated from (Vikings) Know about the impact of the Mayan Civilization (timeline) (Mayans) Know about the Triassic, Jurassic and Cretaceous periods (Dinosaurs) 	<ul style="list-style-type: none"> Know about significant figures during the Viking period (Alfred the Great - power/religion) (Vikings) Understand the significance of religion during the Viking period religion (Vikings) Know why Mayans were considered an advanced society to others at that time in Europe (trade) (Mayans) Know how dinosaurs adapted to their surroundings and the changes in land mass (Dinosaurs) 	<ul style="list-style-type: none"> Know the reasons why the Vikings invaded Britain (power/invasion) from (Vikings) Know how the Vikings made the voyage (Transport) (Vikings) Know how Mayans lived (compare/contrast) (Mayans) 	<ul style="list-style-type: none"> Triassic Jurassic Cretaceous raiders AD and BC century and decade Anglo-Saxons Vikings Mayans
		Historical Skills			
		<u>Chronology – Ordering events or data according to when it happened.</u>	<u>Interpretation – Explaining the meaning or significance of something.</u>	<u>Enquiry – Finding out by asking and answering questions.</u>	
		<ul style="list-style-type: none"> Can I describe and order events and periods using the words: BC, AD and decade? (Vikings & Mayan) Can I describe events from the past using dates when things happened and relevant vocabulary? (Vikings & Mayan) Can I use a timeline within a specific period in history to set out the order special events may have happened? (Vikings & Mayan) Can I use mathematical knowledge to work out how long ago events would have happened? (Vikings & Mayan) Can I recognise and quantify the different time periods that exists between different groups that invaded Britain? (Vikings & Mayan) 	<ul style="list-style-type: none"> Can I use sources to show that the early Brits would not have communicated as we do or have eaten as we do? (Vikings) Can I use sources to show what life would have been like for the early settlers? (Vikings & Mayan) Can I use evidence to suggest why certain events happened as they did in history? (Vikings & Mayan) Can I use evidence to suggest why certain people acted as they did in history? (Vikings & Mayan) 	<ul style="list-style-type: none"> Can I explain the role of archaeologists in helping us understand more about what happened in the past? (Dinosaurs & Vikings) Can I use sources of evidence to answer questions? (All topics) Can I get better at using my 'information finding' skills in writing to help me write about historical information? (Viking letter) <p>Can I get better at using research to identify similarities and differences between given periods in history? (Vikings & Mayans)</p>	

Key themes: **Transport**, **Power**, **Religion**, **Invasion**

Extra Information About Lesson Content:

Vikings (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)

- ❖ **Who were the Vikings?** Explanation as to where the Vikings came from: Scandinavia (Norway, Sweden and Denmark). Children begin to ask questions about what they would like to find out about the Vikings from the images given and the reasons why the Vikings invaded (to settle; farm due to rich lands; raiders – steal from monasteries).
- ❖ How did people find out about the Vikings? Artefacts, archaeologists' findings and primary and secondary sources.
- ❖ Children ask questions as to what information can be gleaned from a historical artefact.
- ❖ Where Vikings fit in time and space in relation to the Romans and the Anglo-Saxons: Anglo-Saxon, King Alfred the Great, defeated the Vikings but allowed them to reside in Northern and Eastern England. (Roman rule ends → Anglo Saxons → Vikings invade and are defeated).
- ❖ Research into Viking transport: longboat. In-depth look into the different parts of the ship; materials that were used; reference made to the journey from Scandinavia to Britain.
- ❖ Explicit links made to the journey the Vikings made from Scandinavia (Norway, Denmark and Sweden) on the longboats.
- ❖ **Alfred the Great:** exploration into why he was named Alfred the Great; his resistance against the Vikings; thoughts and opinions on what made Alfred Great (allowing the Vikings to stay in Britain if they converted to Christianity).
- ❖ **Research into Viking life:** food, clothing, religion and Gods, jobs, homes and writing. What was life like for a child living in the Viking time period?
- ❖ Comparison made between the life of a child living in the Viking times and one in the 21st Century.

Mayan Civilisation (a non-European society that provides contrasts with British History: Mayan civilization c.AD 900)

- ❖ **Who were the Mayans?** Where do they fit in time and space and link to the Vikings?
- ❖ Use secondary sources to research aspects of Mayan life: clothes/jewellery/written and spoken language/beliefs and customs/food and houses
- ❖ Which civilisation would you prefer to live in? Vikings or Mayan?
 - similarities: thatched houses, trading, one room, fire inside, girls/boys treated differently
 - differences – weather, language, writing system (?)

~~❖ **Mayan artwork:** Fresco Bonampak. Children to create a Fresco which depict scenes of daily life, stories, battles and religious events.~~

Dinosaurs

- ❖ Triassic, Jurassic and Cretaceous periods
- ❖ How dinosaurs adapted to their surroundings and the changes in land mass

Links made: Year 2 compare the life of Victorian child at school to one in the 21st Century

Year 3 compare the life of a Viking child to one in the 21st Century