



**Biscovey Academy Progression  
of Knowledge and Skills  
History - Year 5**



	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>
<u><b>Umbrella Question</b></u>	<b>Anglo-Saxon Britain So how dark were the Dark Ages, really?</b>	<b>Vikings; Blood thirsty monsters or a civilised culture?</b>	<b>The Victorians: A Dark Age or a Golden Era?</b>
<b>National Curriculum Statements</b>	<b>Britain's settlement by the Anglo-Saxons and Scots</b>	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 &amp; a local study</b>
<b>Knowledge (Substantive)</b>	<ul style="list-style-type: none"> <li>Saxon warriors were invited to come to the area now known as England, to help keep out invaders from Scotland and Ireland.</li> <li>Another reason for coming may have been because their land often flooded and it was difficult to grow crops, so they were looking for new places to settle down and farm.</li> <li>Much of what we now know about the Anglo-Saxons comes from one major discovery at Sutton Hoo.</li> <li>One of the most important discoveries of the 20th century. They found a huge wooden ship, a coffin and many other items, including armour,</li> </ul>	<ul style="list-style-type: none"> <li>They did not wear horned helmets. This didn't become a popular image until the 1800s.</li> <li>They did not burn their dead in ships. They were either buried or cremated on a pyre. If you were extremely wealthy and important you might be buried in a ship.</li> <li>Most Vikings were farmers and only some went raiding and that on a part-time basis. Most Viking men were farmers, craftsmen and traders.</li> <li>The Viking's reputation was exaggerated by the accounts written by monks.</li> <li>Until recently monks' records were the main source of evidence.</li> <li>The same event can be portrayed differently depending upon who</li> </ul>	<ul style="list-style-type: none"> <li>Victoria was a British monarch who reigned from 1837 to 1901.</li> <li>She became Queen aged 18.</li> <li>The 'Victorian' period of history is named after her.</li> <li>Victoria married Albert and they had 9 children.</li> <li>Albert died when Victoria was 42. She never recovered from his death and dressed in black as a sign of mourning for the rest of her life.</li> <li>During her reign, Great Britain became the largest Empire in the world.</li> <li>Many innovations occurred during her reign including the invention of the telephone, electric lighting, the</li> </ul>

weapons, ornaments, jewellery, silver and gold tableware, musical instruments and gold coins! However, there was no sign of a body.

- Prior to the excavation, the Anglo-Saxon period was viewed as 'a dark age' and the people of the time unsophisticated. However, the quality and craftsmanship of the objects found show that they were a highly skilled, well-travelled and cultured society.
- Pagan shrines were turned into churches, magic water became holy water, and various pagan gods were gradually turned in Christian saints.
- People visited churches for the first time, and it started to rule their daily lives.
- Albert was considered a strong, fair ruler, who defended Wessex from the Vikings.
- He translated books from Latin, which only a few people could understand, into English, so more people could read them.
- He advocated justice and order and established a code of laws.

wrote the account (Saxon, Viking, monks)

- History can be abused in the interests of a good story/headline/stereotype.
- The most negative accounts come from the period when they were raiding.
- 789 AD Three Viking ships from Norway attack for the first time.
- 795-830AD Vikings pose no real threat.
- 865AD A 'Great Army' of Vikings landed and captured York in 867AD.
- By 872AD the kingdoms of Cumbria, Mercia and Northumberland were under Viking control.
- 878AD Wessex attacked. Vikings defeated by King Alfred.
- 878AD Viking King Guthrum accepted peace terms and divided the kingdom in two. The area north of the line was under Viking control and called the 'Danelaw'.
- 920AD Alfred's son Edward, recaptured East Anglia and Mercia.
- 937AD King Athelstan defeated the Vikings.
- 1016AD Saxon King Aethelred was forced to share England with the Viking King Cnut.
- 1037AD England re-united after Cnut's death.

underground railway and photography.

- Victorian England was a time of great change and progress. Many famous and important people were born or lived during this period.
- These individuals made significant contributions to society (literature, art, science, politics) and left a lasting legacy.
- Charles Dickens was one of the most famous and popular authors of the Victorian era.
- Charles Darwin was born in 1809 and spent his life studying animals and plants. He is best known for his work on the theory of evolution.
- George Stephenson was an English civil engineer and locomotive builder. He is considered to be the "father of railways".
- Brunel was a renowned English engineer and architect. He was one of the most innovative and creative engineers of his time.
- Florence Nightingale was an English social reformer, and the founder of modern nursing.

that churches, monasteries, writings, manuscripts and crosses still survive today.

- Alfred is the only English king to have gained the title "the Great".
- The 'Dark Ages' started when the Roman army left Britain and finished when the Saxons ruled the whole of England from about AD 410 to AD 710.
- This was the time when the British were ruling by themselves without Roman help. The Saxons were fighting them and taking over parts of the country. The Scots were fighting the Picts and taking over parts of the country too.
- This period of history is called 'Dark' because, in the past, historians knew very little about it.
- We now know a lot about this period of history. So, some historians call it 'post-Roman'.

- 1066AD The last Viking attempt to conquer was beaten off at the Battle of Stamford Bridge.
- The Cuerdale hoard is the largest ever found in Europe. It was discovered only as recently as 1840 and contains over 8,000 silver items including coins which Guthrum started to mint, based on Alfred's Saxon coinage.
- As the Anglo-Saxons made few brooches, they are a distinguishing feature of the Viking settlers, rather than raiders.
- Street names that still exist in York bear clear Viking origins.  
Skeldergate- Street of the shield maker.  
Hungate Hounds Street.  
Swinegate Pig Street.  
Coppergate- Cup maker street.
- There was an archaeological dig at Coppergate, Jorvik (York) between 1976 and 1981.
- In the Viking layers, the archaeologists found a range of well-preserved artefacts, including items in wood, leather and wool, all of which normally rot to dust very quickly when buried. The contents of the rubbish pits provided evidence for food waste (animal bones and oyster shells), giving

- Queen Victoria's reign brought many improvements to education, particularly for the poor.
- In early Victorian England, most children didn't go to school except for the upper- and middle-class children. Children from poorer families were sent out to work.
- It wasn't until 1880 that schooling became mandatory. All children had to school until they were 10. In 1889, the school leaving age was raised to 12.
- There could be as many as 70 or 80 pupils in one class.
- Teachers were very strict. Once female teachers got married, they had to leave the profession.
- Pupil-teachers helped with the teaching. They were boys and girls of 13 and over. After 5 years of apprenticeship, they could become teachers.
- Typical lessons included teaching the three R's - Reading, Writing and Arithmetic.
- Once a week, the children learnt geography, history and sewing and the girls were taught sewing.

insights into the diet of the people of York. The buildings of the city were mostly made of wood, in common with buildings elsewhere in the Viking world.

- Evidence suggests that York was a thriving centre for many trades, including making items in metal, bone, antler and wood, as well as for every stage of textile production. It also imported materials from far-off places, including amber from the Baltic.
- People differ in their view of the Vikings, not just at the time, but also later.
- The term raiders describes an early part of their contact with Britain whereas 'traders' relates to a later stage.
- Opinion on the Vikings has changed over time.
- Opinions will differ according to: date of writing, the impact of the early sagas and monks' accounts, the fact that we like to caricature larger than life figures and that archaeological discoveries have forced us to change our views more recently.

- Morning lessons ran from 9am to 12pm. Children often went home for a meal and then returned for afternoon classes from 2-5pm.
- **1872 - 1992 Lodge Hill**  
Originally Par St Mary's National school; later Biscovey Board School, St.Blazey; from 1903 Biscovey Council School, later County Primary, Junior and Infants schools; from 1980 the junior school was called Lodge Hill.
- **1862-1992 St Blazey County Primary School**  
National School from 1862, later Board school, County School from 1903, County Primary from 1957; boys and girls, then mixed from 1961.
- **In 1992**, both schools closed and a junior school was built on a new site. This became Biscovey Junior School and then Biscovey Academy.
- The census shows that most people didn't move far from where they were born.
- Only professional people like the doctor, came from further away.
- Jobs included cordwainers, grocers, drapers and milliners.

			<ul style="list-style-type: none"> <li>• Many people were employed as miners, including children.</li> <li>• St Blazey was a tin and copper mining area.</li> <li>• Many families had a large number of children.</li> <li>• If a family member wasn't at home on the night of the census, they wouldn't have been included.</li> <li>• 1841 census - ages were rounded to the nearest 5 years.</li> <li>• High illiteracy meant mistakes were made with spellings and ages.</li> <li>• Some children listed as scholars may have still been sent out to work.</li> </ul>
<p><b>Skills (Disciplinary)</b></p>	<p><b>Historical enquiry</b> I can use a variety of sources to find out why the Anglo- Saxons invaded.</p> <p><b>Historical interpretation</b> I can see how archaeological finds can give us a different interpretation of a group of people.</p> <p><b>Historical enquiry</b> I can use primary and secondary sources to draw conclusions about how we know what affect Christianity had on Anglo-Saxon Britain.</p>	<p><b>Chronology</b> I can use prior knowledge to make statements about a period of history. I can sort dates over a longer period of time.</p> <p><b>Historical interpretation</b> I understand why some people might write different versions of the same event.</p> <p><b>Range &amp; depth of historical knowledge. Change &amp; continuity.</b> I can identify and explain why there were several turning points in the Vikings' fortunes.</p>	<p><b>Chronology</b> I can sort dates over a longer period of time.</p> <p><b>Historical enquiry</b> I can use a range of evidence to discover the changes that took place in the Victorian era.</p> <p><b>Range and depth of historical knowledge - Change and continuity.</b> I understand that some changes are more significant than others.</p>

	<p><b>Historical interpretation</b> I understand that all history is to some extent interpretations and see why some people might write different versions.</p> <p><b>Historical enquiry</b> I can answer a key historical question, using evidence to support.</p> <p><b>Historical interpretation</b> I understand that all history is, to some extent, interpretation and why some people might view events differently.</p>	<p><b>Historical enquiry</b> I can use a range of different sources to collect evidence about the past.</p> <p><b>Historical interpretation</b> I understand that people have different opinions of the past and some may be more accurate or reliable than others.</p>	<p><b>Range and depth of historical knowledge - Characteristics features of periods.</b> I understand that people's experiences varied depending on status.</p> <p><b>Historical enquiry</b> I can use a range of different sources to collect evidence about the past.</p> <p><b>Historical enquiry</b> I can use primary and secondary sources of information to investigate the past.</p> <p><b>Historical enquiry</b> I can use a range of different sources to collect evidence about the past.</p> <p><b>Range and depth of historical knowledge</b> I can identify and note connections, contrasts and trends over time in the everyday lives of people.</p>
<p><b>Fieldwork/ Cultural Capital Opportunities</b></p>	<p>Anglo-Saxon visitor.</p>	<p>Falmouth Maritime Museum</p>	<p>The Lady Time Traveller.</p>
<p><b>Significant Individuals</b></p>	<p>Alfred the Great. Offa of Mercia. Athelstan. Harold II (Harold Godwinson)</p>	<p>Alfred the Great. King Guthrum. King Athelstan, King Aethelred. William the Conqueror.</p>	<p>Queen Victoria. Prince Albert. Charles Darwin. Charles Dickens. Florence Nightingale. George Stephenson. Isambard Kingdom Brunel.</p>

**Career**

**Architectural investigator.**



Become a building detective!

**Experimental archaeologist**



Create Viking pottery and food.

**Archivist**



Delve into Queen Victoria's diaries to discover more about her life.