

History Year 3



Unit	Anglo Saxons	Vikings	Maya
National Curriculum	Britain's settlement by Anglo-Saxons and Scots Develop a chronologically secure knowledge of history Understand how knowledge of the past is constructed from a range of sources Learn about change, cause, similarity and difference, and significance in history	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Develop a chronologically secure knowledge of history Understand how knowledge of the past is constructed from a range of sources Learn about cause and consequence in historical events	A non-European society that provides contrasts with British history (Maya civilisation) Develop a chronologically secure knowledge of history Understand how knowledge of the past is constructed from a range of sources Learn about cause and consequence in historical events
Title of Unit (Enquiry Question)	 Who were the Anglo-Saxons and how did they live in Britain?	 Who were the Vikings and what were the major changes during this period?	 How did the Maya build such a powerful civilization and why did it eventually disappear?
Disciplinary Skill	Chronology Similarity and difference Use of evidence Cause and consequence 	Chronology Cause and consequence Use of evidence Similarity and difference 	Chronology Cause and consequence; Use of evidence Significance 
Theme - Substantive	Where the Anglo-Saxons came from and when they lived Settling in Britain Daily life and society Beliefs and stories Evidence from artefacts 	Where the Vikings came from and when they lived Raids and journeys to Britain Settling in Britain and the Danelaw Daily life and beliefs How we remember the Vikings today 	Maya civilization and chronology Trade and the environment City-states and daily life Beliefs and culture Decline of the Maya 
Knowledge	Lesson 1 I know that the Anglo-Saxons came to Britain after the Romans left and settled in different parts of the country. Lesson 2 I know that Sutton Hoo is an important Anglo-Saxon burial site and that historians use artefacts to learn about the past. Lesson 3 I know that Christianity spread through Anglo-	Lesson 1 I know where the Vikings came from and when they lived, and how this fits into British history. Lesson 2 I know that Vikings raided Britain and were feared, but different sources tell us different things about them. Lesson 3 I know that Vikings raided and settled in Britain	Lesson 1 I know when the Maya civilisation existed and how it fits alongside other periods in history, such as Anglo-Saxon Britain. Lesson 2 I know that different regions of the Maya world had different natural resources which people needed to trade. Lesson 3 I know the main features of a Maya city-state,

	Saxon Britain and changed people's beliefs and way of life. Lesson 4 I know that Anglo-Saxon kingdoms were ruled by kings who made laws and maintained order. Lesson 5 I know that Alfred the Great was an important Anglo-Saxon king who defended his kingdom and introduced changes.	and that this changed parts of the country, including the Danelaw. Lesson 4 I know that Vikings were not just raiders but also traders, settlers and craftspeople. Lesson 5 I know that Viking place names show where they settled and that we still see their impact today.	including temples, palaces and public spaces, and what they were used for. Lesson 4 I know that maize was central to Maya life and was important for food, trade and religious beliefs. Lesson 5 I know that there are different natural and human reasons that may explain why Maya cities were abandoned.
Skills	Lesson 1 I can use maps and evidence to explain where the Anglo-Saxons settled and why they came to Britain. Lesson 2 I can use artefacts as evidence to make suggestions about who may have been buried at Sutton Hoo. Lesson 3 I can use sources to explain how Christianity changed life in Anglo-Saxon Britain. Lesson 4 I can use historical evidence to find out about Anglo-Saxon rulers and laws. Lesson 5 I can use evidence to evaluate whether Alfred deserves to be called 'Great'.	Lesson 1 I can place the Vikings on a timeline and describe where they came from. Lesson 2 I can describe why Vikings were feared and use simple examples to explain how stories about them can be different. Lesson 3 I can sequence Viking raids and settlements and describe what happened over time. Lesson 4 I can use pictures and objects as evidence to describe what Viking life was like. Lesson 5 I can identify Viking place names and describe what they tell us about where Vikings settled.	Lesson 1 I can place the Maya civilisation on a timeline and make simple comparisons with other periods I have studied. Lesson 2 I can describe how trade worked in the Maya civilisation and explain why it was important. Lesson 3 I can use pictures of Maya ruins to describe what buildings were used for and what they tell us about daily life. Lesson 4 I can explain why maize was important to the Maya people and how it was used in different ways and design my own Maize God Lesson 5 I can choose a possible reason for the decline of the Maya and explain my choice using simple evidence
Vocabulary	Angles, Saxons, kingdom, settlement, longhouse, king, runes, artefact, burial, village	Viking, Scandinavia, longship, raid, settlement, Danelaw, monastery, artefact, monk, trader	Maya, civilisation, city, temple, pyramid, trade, maize, jungle, timeline, ruin
Career Links	Judge	Cartographer	Epigrapher
Significant individuals	 Robert Rinder	 Harald Hardrada "Last Great Viking King."	 Yuri Knorozov

Assessment

End of unit
Smart Task:

I can describe how Anglo-Saxons lived and use simple evidence to explain life in the past

End of unit
Smart Task:

I can evaluate different views of the Vikings and explain whether they should be remembered as raiders or settlers using evidence.

End of unit
Question

How did the Maya live and why did their civilisation decline?