

<b>Autumn 2: Anglo Saxons and Vikings</b>	
Lesson 1	LO: To know that England was divided into Kingdoms during Anglo-Saxon times. Success criteria: <ul style="list-style-type: none"> <li>• I can find Wessex on the Anglo-Saxon map of England.</li> <li>• I can label Wessex on my blank map.</li> <li>• I can find other Anglo-Saxon kingdoms and label them on my map.</li> </ul>
Lesson 2	LO: To understand that the Vikings came from Scandinavia to invade England. Success criteria: <ul style="list-style-type: none"> <li>• I can draw the correct shape of a Viking longship.</li> <li>• I can draw the mast and sail on a Viking longship.</li> <li>• I can add detail, such as a dragon on the prow of my Viking longship.</li> </ul>
Lesson 3	LO: To recognise the impact Viking invasions had on Anglo-Saxon Britain. Success criteria: <ul style="list-style-type: none"> <li>• I can write about the places the Vikings invaded.</li> <li>• I can describe what the Vikings stole and destroyed.</li> <li>• I can describe how I would feel if I was an Anglo Saxon</li> <li>• I can use the vocabulary on the working wall</li> </ul>
Lesson 4	LO: To understand why King Alfred the Great was important to the Anglo-Saxons. Success criteria: <ul style="list-style-type: none"> <li>• I can rewrite the story of Alfred and the Cakes.</li> <li>• I can explain that Alfred really wanted to defeat the Vikings, so he dreamed about it.</li> <li>• I know that Alfred was given the name 'The Great' to show what a good king he was fighting the Vikings.</li> </ul>
Lesson 5	LO: To describe the similarities between Viking and Ago-Saxon settlements. Success criteria: <ul style="list-style-type: none"> <li>• I can draw a wattle and daub Viking home.</li> <li>• I can add animals and people to my Viking home.</li> <li>• I can label my Viking home, including labels for jobs that people were doing.</li> </ul>
Lesson 6	LO: To understand that King Canute understood the limits of his power. Success criteria: I can include the accurate historical detail (What happened) I can use descriptive language to describe what happened

<b>Spring 2: Tudors</b>	
Lesson 1	<p>LO: To understand that the Wars of the Roses were fought between two families and ended at the battle of Bosworth.</p> <p><b>Success Criteria:</b>            I have identified three features about the House of Lancaster and York.            I have identified which rose belongs to which family</p>
Lesson 2	<p>LO: To understand how Henry VII became king.</p> <p><b>Success Criteria:</b>            I have explained how Henry VII became king.            I have used my own opinion to help me justify my answers.            I have explained how the Wars of the Roses ended            I can explain what the Tudor Rose represents.            I have coloured in the Tudor Rose using the correct colours.</p>
Lesson 3	<p>LO: To understand how Henry VII brought peace to England.</p> <p><b>Success Criteria:</b>            I have read and understood the source            I have extracted relevant information from the source            I have explained what Henry VIII was like as a young man</p>
Lesson 4	<p>LO: To gain an impression of young Henry VIII.</p> <p><b>Success Criteria:</b>            I have explained what became of each of Henry VIII's wives.            I have included the marriage dates of each wife.</p>
Lesson 5	<p>LO: To identify the wives of King Henry VIII and why his marriage to Catherine of Aragon was a reason for the Reformation</p> <p><b>Success Criteria:</b>            I have identified and explained the reasons why Henry VIII wanted to divorce Catherine of Aragon</p>
Lesson 6	<p>LO: To learn about Edward VI and other Tudor monarchs.</p> <p>I have identified three features about the House of Lancaster and York.            I have explained how Henry VII became king            I have explained how the Wars of the Roses ended            I can explain what the Tudor Rose represents.            I have explained what became of each of Henry VIII's wives.            I have identified and explained the reasons why Henry VIII wanted to divorce Catherine of Aragon</p>

<b>Summer 2: Stuarts</b>	
Lesson 1	<p>LO: To know that James VI of Scotland became James I of England and believed in the 'Divine Right of Kings'</p> <p>Success criteria:            I know when Elizabeth died in 1603,            I know James VI of Scotland, became James I of England. This was called the 'union of the crowns'            I know James I created the first 'Union Jack' by combing the crosses of St George and St Andrews            I know James I believed he had been chosen by God to be king and no one could challenge this power</p>
Lesson 2	<p>LO: To know that during the reign of James I there was a plot to blow up the Houses of Parliament (Gunpowder Plot)</p> <p>Success criteria:            The gunpowder plotters were a group of Catholics that were angry about how they were being treated under James Is rule            The plotters planned to blow up the houses of parliament on the 5<sup>th</sup> November 1605            Guy Fawkes was responsible for lighting the gunpowder            The Plot was discovered when one of the plotters, sent a warning letter to his friend, which was given to the king</p>
Lesson 3	<p>LO: To understand how Charles I's decisions led to Civil War.</p> <p>Success criteria:            Charles I was an unpopular king with many people and his decisions led to the civil war.            Charles did not call Parliament for 11 years            Charles' decisions that led to the war included: refusing to share power with parliament, marrying a Catholic, religious reforms, and taxing the British people in order to fight wars</p>
Lesson 4	<p>LO: To know that the English Civil War lasted for seven years and lots of people died.</p> <p>Success criteria:            Civil War broke out in 1642 between those in favour of the king (the Cavaliers/ Royalists) and Parliamentarians/Roundheads            After 7 Years the Parliamentarians (roundheads) won the war, and took Charles I prisoner.            In 1649, after two Civil Wars and endless discussions, Parliament finally decided they had to execute Charles I.</p>
Lesson 5	<p>LO: To know that when England did not have a king, Oliver Cromwell led the country as Lord Protector</p> <p>Success criteria:            After the execution of Charles I, Britain became a 'Commonwealth'            Oliver Cromwell ruled the English Commonwealth as 'Lord Protector' for nine years.            Oliver Cromwell is a controversial figure.</p>
Lesson 6	<p>LO: To know that Charles II (Charles I's son) was restored to the throne in 1660</p> <p>I know James VI of Scotland, became James I of England. This was called the 'union of the crowns'            The gunpowder plotters were a group of Catholics that were angry about how they were being treated under James Is rule            Charles did not call Parliament for 11 years            After the execution of Charles I, Britain became a 'Commonwealth'</p>

