

**Year 5 History: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Summer Term**

Does Alfred the Great live up to his reputation?

Enrichment: That History Bloke workshop – Viking Invaders

Prior Learning: Changes within living memory; Great Fire of London; Grace Darling; Castles, knights and dragons; Florence Nightingale; Stone Age; Romans; Ancient Egyptians; Anglo-Saxons; Ancient Maya

| Curriculum Skill(s) | Learning Intention | Knowledge and Key Vocabulary |
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| <p>Chronology:</p> <ul style="list-style-type: none"> To know and sequence key events of a time studied To relate current studies to previous studies and make comparisons between different times in history Use dates precisely and accurately when talking about the past Place events, people and changes within a chronological framework To sequence ten or more events on a time line | <p>What did Britain look like before the Vikings invaded?</p> <ul style="list-style-type: none"> To recall and order significant historical events from my prior learning <p>Where did the Vikings come from and why did they come?</p> <ul style="list-style-type: none"> To order key events on a Viking timeline | <p>Knowledge:</p> <ul style="list-style-type: none"> Know where the Vikings fits onto a timeline and know the period of time they were here (AD793-AD1066) Know that the Vikings overlaps when the Anglo-Saxons were here and during the Mayan period Vikings came from Scandinavian countries (Denmark, Sweden, Norway) Vikings came to look for better land for farming and agriculture Anglo Saxon Britain was split into 7 kingdoms Vikings travelled in longboats <p>Vocabulary: Time line, period, chronology, BC, AD, century, settlement, raiders, trade</p> |
| <p>Sources:</p> <ul style="list-style-type: none"> To draw conclusions about a period from use of a range of sources To understand that there are, and offer some reasons for, many representations and interpretations of an event/historical period To compare accounts of events from different sources, fact or fiction | <p>How and what do we know about the Vikings?</p> <ul style="list-style-type: none"> To explore a range of sources and interpretations and draw conclusions <p>What did the Vikings really look like?</p> <ul style="list-style-type: none"> To understand that historical representations can sometime become stereotype | <p>Knowledge:</p> <ul style="list-style-type: none"> Vikings wrote in Norse York (known as Jorvik) was an important city for the Vikings Longboats were designed to travel in both deep and shallow water so that they could travel inland and get close to the shore Viking men and women looked quite similar – muscular due to farming and cold climates, pronounced brow ridges, |

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| <ul style="list-style-type: none"> • To recognise that there are many representations and interpretations of an event/historical period through studying a range of sources and categorising them by reliability • To confidently use a range of research techniques • To begin to select and combine information from different sources • To begin to identify primary and secondary sources • To carry out their own historical enquiry, using a range of sources to show how evidence is used to make historical claims • To compare primary and secondary sources of information • To understand that the type of information available depends on the period of time studied | | <p>bleached long hair and long beards on men</p> <ul style="list-style-type: none"> • Know that we can only draw conclusions from sources and interpretations |
| <p><u>Society</u></p> <ul style="list-style-type: none"> • To use knowledge and understanding to describe characteristic features of past societies and periods and know key dates • Give some reasons for, and results of, the main events and changes • To write explanations of past events using evidence to support and illustrate their explanation (e.g. cause and effect) | <p>What was the significance of Lindisfarne?</p> <ul style="list-style-type: none"> • To research the Viking raid on Lindisfarne • To write a report on the Lindisfarne raids and the effect on the people living here <p>Were all of the Vikings warriors?</p> <ul style="list-style-type: none"> • To look into different roles and structures within Viking society <p>Who did the Vikings worship?</p> <ul style="list-style-type: none"> • To look into who the Vikings worshipped and how their religion changed <p>How did Kings deal with Viking raids?</p> | <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • The first Viking raid on British shores was in AD793, on the Island of Lindisfarne (also known as Holy Island) in Northumbria. • Lindisfarne (Holy island) was an important monastery • Vikings raided Lindisfarne and committed offences against the monks • Vikings were usually one of three classes – Nobles or Jarls who were the wealthiest due to ownership of estates, ships or treasure; Middle class or Karls who were farmers, land owners, blacksmiths etc.; |

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| | <ul style="list-style-type: none"> To explore how Kings dealt with Viking invasions | <p>Slaves or Thralls at the bottom. The highest rank of all was King.</p> <ul style="list-style-type: none"> Vikings worshipped Gods – Odin, Thor and Frey were the main ones. Many Vikings began to convert to Christianity to maintain peace and help establish trade links. King Alfred partitioned England between the Vikings and English and took back London, fortifying it. His Grandson Athelstan gradually defeated the Vikings and regained all English land. |
| <p><u>Changes:</u></p> <ul style="list-style-type: none"> To recognise that there are many representations and interpretations of an event/historical period through studying a range of sources and categorising them by reliability To discern how and why contrasting arguments and interpretations of the past have been constructed Give some reasons for, and results of, the main events and changes | <p>Why did the Vikings stop raiding? To find out why the Viking age came to an end.</p> | <p><u>Vocabulary:</u> Lindisfarne/Holy Island, monks, monastery, nobles/jarls, karls, slaves/thralls, Gods, Odin, Thor, Freya, Christianity, Kingdom, Alfred the Great, invasions, Kings, peace, settlements, Danelaw, fortified</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> There was no ‘end’ to the Vikings They eventually stopped raiding and lived in peace The arrival of the Christian Church at the end of the Viking timeline impacted on raids The Vikings weren’t conquered <p><u>Vocabulary:</u> Monasteries, conquest, Christian Church</p> |

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| <p>Legacy:</p> <ul style="list-style-type: none"> • Select and present appropriate information to show what they have found out • To use knowledge and understanding to describe characteristic features of past societies and periods and know key dates • To begin to produce structures work (including extended writing, written narratives and analysis), making appropriate use of dates and terms – including abstract terms such as empire, parliament and peasantry – and bringing various sources together | <p>What did the Vikings do for us?</p> <p>To recognise the lasting impact of the arrival of the Vikings</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> • The result of Old Norse (Viking language) and Old English developed together into the English language • They brought skills to England such as ship building and navigation • They developed new farming techniques • They brought different forms of art and jewellery |
| <p>Vocabulary: Legacy, Kingdom</p> | | |
| <p>Thinking Deeper: How did the Vikings change the North East? Would Britain look different today if the Vikings hadn't invaded?</p> | | |
| <p>Links to other subjects:</p> | | |
| <ul style="list-style-type: none"> • Subject Specific links: Geography – Locating where the Vikings came from and where they invaded England, knowing how the UK looked very different during these times as the countries were ruled by different people and split into different kingdoms; English – report writing; RE – Looking at different Gods and conversion to Christianity, ICT – Using online sources for research. | | |
| <ul style="list-style-type: none"> • Personal Development: Recognising the significance of the north east for Viking attacks; recognising the impact of the Vikings on today's society | | |
| <ul style="list-style-type: none"> • SMSC: Understanding of different forms of religion and worship; understanding Viking hierarchy; understanding the diversity within our society and the history of our ancestors | | |
| <ul style="list-style-type: none"> • Cultural Capital: knowing the impact and legacy of the Vikings | | |
| <ul style="list-style-type: none"> • Careers: Archaeologist; historian; Warrior, roles of women in the community | | |
| <ul style="list-style-type: none"> • British Values: Awareness of a diverse society | | |
| <ul style="list-style-type: none"> • Equality: rights of settlers from other countries; hierarchy of Viking society | | |