

Year Group	5	Area of Study	Anglo Saxons and Vikings
Key NC Reference and Key Objectives	<i>To address and sometimes devise historically valid questions</i> <i>To construct informed responses by selecting and organising relevant historical information</i> <i>To understand that different versions of the past may exist, giving some reasons for this</i> <b>5.1i</b> To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered. <b>5.1ii</b> To know about settlements within Britain by Anglo Saxons and the Viking and Anglo Saxon struggles up to the time of Edward the Confessor. <b>5.1iii</b> To note connections, contrasts and trends over time, between periods studied: Stone Age to Romans to Vikings to Anglo Saxons		
Possible Enquiry Questions	<ul style="list-style-type: none"><li>• What happened to Britain when the Romans left?</li><li>• How well did the Saxons and Vikings get on with each other?</li><li>• Was life better in Anglo Saxon, Viking or Roman Britain?</li><li>• What did the Anglo Saxons and Vikings leave behind?</li><li>• Why did the Vikings have such a bad reputation? Was this correct?</li><li>• ‘Just brutal savages who did no good’. Is this your opinion?</li><li>• Raiders or settlers: how should we remember the Vikings?</li></ul>		
Key Concepts	<b>Substantive</b>	<b>2<sup>nd</sup> Order</b>	
	Society and civilisation Invaders Settlers Migration Government/ kingdoms conflict Migration	<b>Chronology</b> <b>Enquiry</b> Change and continuity Similarities and differences Significance Historical interpretation	
Key Vocabulary	<b>Century:</b> a period of 100 years <b>Vikings:</b> People who travelled from Northern Europe to other regions including England. The <b>Vikings</b> raided and traded with other regions. <b>Kingdoms:</b> A large area of land ruled by a King. <b>Bretwalda:</b> ruler of all Britain <b>Earls:</b> Highest members of the Anglo-Saxon aristocracy. Rules an Earldom <b>Anglo Saxons:</b> People who settled in Britain after the Romans left and lived in England when the Normans invaded. <b>Invade:</b> enter a country to take control <b>Settle:</b> stay and build somewhere to live <b>Settlement:</b> A place where people make their homes. <b>Settlers:</b> people who migrate to a new place and start a community <b>Thrall:</b> a slave <b>Runes:</b> very old letters which Germanic people used before they started using Latin letters in the Middle Ages <b>Pagan:</b> Someone who believes in the existence of a wide range of gods or spirits rather than one single god	<b>Battle:</b> <b>Longhouse:</b> <b>Danegeld:</b> Money, or goods, paid by the Anglo-Saxons to the Vikings to stop them invading more places <b>Wergild:</b> The cash value of someone’s life in Anglo-Saxon England. This was paid as a punishment if someone was killed <b>Battle of Hastings:</b> <b>Burh:</b> A fortified town built by the Anglo-Saxon Kings. <b>Danelaw:</b> An area of Viking origin in England. <b>Interpretation:</b> one person’s view of an event in history. <b>Hoard:</b> items buried and left, possibly for safekeeping <b>Migration:</b> movement from one place to another in order to settle there <b>Picts:</b> ancient tribes who lived in northern Scotland <b>Raid</b> An unexpected attack where an enemy comes to steal and/or destroy. <b>Trade:</b> Buying and selling goods or services. <b>Saga:</b> a long story usually of heroic achievement <b>Cyning:</b> King	

**Core Substantive Knowledge for**

- Anglo-Saxon period in Britain spans approximately the six centuries from 410-1066AD/CE.
- The Anglo Saxon period has been called the Dark Ages, the Middle Ages or the Early Medieval period. It was called the Dark Ages because there was very little evidence about their lives.
- As the Romans began to leave Britain, Britain was attacked by the Scots and Picts and German speaking Angles, Saxons, Jutes and Frisians also began to arrive. They were Migrants and wanted to settle in Britain.
- The Anglo Saxons came for four main reasons; To fight (they fought the Britons were weak without the Romans around); to farm (many came peacefully to farm, because their homelands were flooded); To make new homes (they brought tools, weapons and farm animals); they were invited (by the Picts and Scots to help them invade) and then they stayed.
- Some people believe King Arthur fought against them.
- Some famous Anglo Saxons were Beowulf, Horsa and Hengist. Offa was a powerful king.
- Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different **tribes** and each took over different parts of Britain.
- Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. Each king ruled a **kingdom** and led a small army. From time to time, the strongest king would claim to be '**bretwalda**', which meant ruler of all Britain.
- By 600AD/CE there were 5 kingdoms Northumbria, Mercia, East Anglia, Wessex, Kent
- Vikings began to arrive in Britain 789AD/CE. They started with raids.
- The Vikings came from many places in the world: Denmark, Norway, Sweden, Russia, Iceland and Greenland. They were a mixture of raiders, invaders, settlers and traders. They later became Christians.
- Vikings were excellent sailors. They have a reputation of being 'bloodthirsty', but were also well-organised.
- The Vikings were in conflict with the Saxons. They controlled the Danelaw.
- The main source of information about the Vikings is The Anglo Saxon Chronicle
- The Vikings raided Lindisfarne in 793AD/CE, Jarrow in 794AD/CE and Iona in 795AD/CE
- The Vikings wiped out the Picts who lived in what we would call Scotland.
- The largest raids were in Kent in 835AD/CE
- From 850 ADCE onwards the raids became invasion and conquest. This was because of population growth in their native land (so need more land to live in) and because of the resources in Britain. The weather was better for invading too!
- Britain was made up of a number of kingdoms
- To know the key characteristics of the raids/invasion:
  - The key invasion routes were 1. From Norway into Scotland, Ireland and Wales and the other from Denmark to the east and south coasts.
  - 350 ships sailed up the Thames: key features of the Viking ships that made them powerful, different types of ships (Long ships, small rowing boats, trading boats and warships)
- 865AD/CE to 878AD/CE Most of England had been conquered by the Vikings.
- 871-899AD/CE Alfred the Great reigned as King in Wessex and Mercia, one of the most important Kingdoms in Anglo Saxon England. He was famous for putting up most resistance to the Vikings. He won 9 battles with the Vikings in 871AD/CE and won a famous battle at Ashdown. He paid Danegeld to the Vikings to stop them invading more.
- 911AD/CE Aethelred succeeds as ruler of Mercia.

- Other important rulers were Athelstan who brought all of England together under one ruler, Eric Bloodaxe and King Aethlred.
- King Canute the King of Denmark's son invaded in 1016 AD/CE and reigned until 1035 AD/CE. He was a ruthless tyrant until he conquered and then issued laws, founded monasteries and became a Christian King, who rewarded loyalty. He was king of a vast Empire- England, Denmark, Norway and Sweden. He created four Earldoms: Wessex, Mercia, East Anglia and Northumbria.
- A famous Viking woman was Emma (wife of Aethelred and King Cnut).
- Edward the Confessor was king from 1042 to 1066 AD/CE. He ruled in peace. Edward died without any children and Harold claimed the throne, leading to the invasion by William of Normandy (William the Conqueror) and the Battle of Hastings. Harold's death marked the end of the Anglo Saxon era.

#### **Key characteristics of life in Anglo Saxon Britain**

- People found guilty of crimes were either **executed** or **punished with fines**. If they ran away, they became '**outlaws**'. For minor crimes like stealing, a nose or a hand might be cut off.
- Life was not easy in Anglo Saxon Britain. Most worked on farms in their settlement
- Know about Anglo Saxon houses and villages, dress, jobs and food: They lived in small wooden huts with a straw roof, and inside was just one room in which the whole family lived, ate, slept and socialised together.
- Girls worked in the home. They were in charge of housekeeping, weaving cloth, Cooking meals ,making cheese and brewing ale. Boys learned the skills of their fathers. They learned to chop down trees with an axe, how to plough the field and how to use a spear in battle. They also fished and went hunting with other men from the village. The Anglo-Saxons were great craftsmen. Metalworkers made iron tools, knives and swords. Woodworkers made wooden bowls, furniture, carts and wheels. Potters made pottery from clay. Jewellers made beautiful brooches, beads and ornaments from gold, gemstones and glass.
- Anglo-Saxons warriors fought on foot during battles. They carried spears, axes, swords, bows and arrows.
- They wore helmets and carried shields that were usually made of wood.
- The Anglo-Saxons would pray to the Pagan gods to give them good health, a plentiful harvest or success in battle.
- Anglo Saxon kings built fortified towns

#### **Key characteristics of life for the Vikings:**

- There was a social order: Thralls (slaves) Bondi and Karls (usually farmers) Jarls (Upperclass including landmen)
- Women played important roles in the court, in church and even on the battlefield. They had their own property and money.
- Vikings mostly lived in the countryside. York was unusual- it became a large Viking settlement in 866AD/CE.
- Viking houses were mostly rectangular, made of one room with a central fire (hearth) It was about 15-20 metres long and built of stone and turf or wood with a thatched roof.
- By the end of the 10<sup>th</sup> century there was evidence of crafts: textiles, jewellery making, silver smiths, wood workers and goldsmiths.
- They ate beef, mutton, pork, venison, fish, peas, carrots, beans, flat heavy bread, buttermilk, cheese, berries, walnuts and ale. They had wooden bowls and plates and knives and spoons made of wood, horn or bone.
- In Scandinavia Vikings worshipped gods such as Odin, Thor and Frey. Christianity came slowly. By 1035 AD/CE Christianity was well established.
- Important artefacts include Runes, Viking coins, archaeological finds including combs, silver armbands and lead weights, brooches, chains and buckles.

	<ul style="list-style-type: none"> <li>The most common place names have the suffixes – by (homestead) –thorpe (New village) and Thwaite (meadow or piece of land)</li> </ul> <p><b>Other knowledge</b></p> <ul style="list-style-type: none"> <li>The reasons why the Saxons and Vikings migrated to Britain- comparison- Often they arrived to raid but gradually settled; They came from a range of reasons partly because of pressure in their homelands but also because of the wealth expected from the new lands</li> </ul>
<b>Core Knowledge: 2nd Order/ Procedural</b>	<p>To deepen knowledge of the difference between secondary and primary sources, and be able to recognise a range of sources.</p> <p>To know how to ask historical questions and what evidence is needed to answer them.</p> <p><b>Enquiry skills:</b></p> <p>As for Year 4 but begin to...</p> <ol style="list-style-type: none"> <li>1. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>2. Recognise primary and secondary sources</li> <li>3. Asks a range of questions about the past.</li> <li>4. Chooses reliable sources of evidence to answer questions. Select relevant sections of information</li> <li>5. Realises that there is often not a single answer to historical questions.</li> <li>6. Use evidence to build up a picture of a past event</li> </ol> <p>Knowledge linked to Chronology and use of time lines (See Progression)</p> <p><b><i>To understand that time is recorded as CE (Common Era) or AD Anno Domini and BCE (Before Common Era) or BC (Before Christ) CE and BCE are now the accurate terms.</i></b></p>
<b>Prior Knowledge</b>	Prior knowledge from Prehistoric unit and Romans unit, particularly knowledge linked to why the Romans left Britain and migration.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Low Stakes Quizzes linked to knowledge</li> <li>Longer written response to enquiry question</li> <li>Respond to a small selection of evidence – what do they show us about the Romans?</li> <li>Ongoing formative assessment</li> </ul>
<b>Links</b>	<a href="https://www.bbc.com/teach/class-clips-video/history-ks2--ks3-vikings/zhys92p">https://www.bbc.com/teach/class-clips-video/history-ks2--ks3-vikings/zhys92p</a> <a href="https://www.bbc.com/bitesize/articles/zqrc9j6">https://www.bbc.com/bitesize/articles/zqrc9j6</a> <a href="https://www.bbc.com/bitesize/articles/zq2m6sg">https://www.bbc.com/bitesize/articles/zq2m6sg</a> <a href="https://www.bbc.com/teach/class-clips-video/history-ks2-anglosaxon-britain-animation/zdh2t39">https://www.bbc.com/teach/class-clips-video/history-ks2-anglosaxon-britain-animation/zdh2t39</a> <a href="https://www.bbc.com/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx">https://www.bbc.com/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx</a> <a href="https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/">https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/</a> <a href="https://www.twinkl.co.uk/search">https://www.twinkl.co.uk/search</a> <a href="https://www.twinkl.co.uk/resource/tp2-h-056-planit-history-lks2-vikings-and-anglo-saxons-unit-pack">https://www.twinkl.co.uk/resource/tp2-h-056-planit-history-lks2-vikings-and-anglo-saxons-unit-pack</a>

