



Burton Road Primary School



History: Viking Invasion and the struggle for Anglo-Saxon England

NC Content:

British History - Viking and Anglo-Saxon Struggle for the Kingdom of England (Reference to Mr T Does Primary History Unit)

Enquiry Questions:

Why did the Vikings target Britain?
How close did they get to taking it over?

Key Objectives:

To know: See Key Knowledge document

Key Themes:

Migration and Immigration
Autocracy – Political climate and struggle of power
Historical sources and evidence

Significant Historical Figures:

Alfred The Great Crowned 781 AD
Alfred and Guthrum sign treaty to divide England 886 AD, creating Danelaw
Eric Bloodaxe – last Viking King 954 AD
King Canute 1016 AD
Edward the Confessor – King Of England 1042 AD
William of Normandy Battle of Hastings 1066 AD

Significant Historical Periods/Events:

Roman Empire 31 BC 476 AD
Anglo-Saxon 410 – 1066 AD
Viking (with Britain) 789 – 1066 AD
Islamic civilization (Baghdad) 570 – 1258 AD
The Dark Ages 410 - 1066
Lindisfarne Raids 793

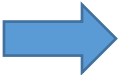

Phase: UKS2

Term: Autumn C1

Key Vocabulary:

Key Skills:

Knowledge	Skills
<p>Y5/6</p> <p>Re-connect: monastery Migrate/Migration</p> <p>Duration Concurrence Reliability Bias Relatively certain Treaty</p>	<ul style="list-style-type: none"> Develop an awareness of the past, use common words and phrases relating to the passing of time. chronological order , concurrence and duration of periods studied Question the reliability and viewpoint of sources cause and effect Speculate and enquire Follow a line of enquiry
<p>Subject Specific:</p> <p>Danelaw Danegeld</p>	<p>Historical Sources:</p> <p>Maps of Viking travel and exploration Islamic writing – description of the Vikings Anglo Saxon written records of Viking Raids</p>

<p>Knowledge Acquisition What do you want the children to know?</p> 	<p>Enhancement of knowledge Make links to the key themes and ensure a deeper understanding of the knowledge.</p> 	<p>Application of Skills/ Disciplinary Knowledge: What key questions will you ask the children to give them opportunity to apply their knowledge to skills?</p> <p>Explain, Summarise, Reason, Reflect, Challenge, Evaluate, Think Critically</p>
<p>1. Context Enquiry <u>LG: To know why Anglo-Saxon England was a target for the Vikings</u></p>	<p>Reconnect: Previous learning of linked time periods – Romans/Anglo Saxon</p> <p>To understand who the Vikings were</p> <p>To understand the context of the Viking Homelands – political unrest and dictators - autocracy/limited land and land to grow crops and rear animals/inability for all sons to inherit land/</p> <p>To understand the reasons that England was an attractive target – monasteries were wealthy, easily visible and poorly protected. Space to settle and quality land to farm.</p>	<p>Explain the reason was an attractive target for the Vikings to raid.</p> <p>Think critically about the issues with the Viking homelands.</p>

	To understand that England has a history of migration.	
<p>Chronology: 2. <u>LG 1: To make links between timelines</u></p> <p><u>To know the timeline of events through the Viking invasion of Britain</u></p> <p><u>L.G 2: To use sources to compare views of the Vikings</u></p> <p><u>(Extend over two lessons for future planning and revise the content of the timelines used)</u></p>	<p>Reconnect: BC BCE/ AD CE</p> <p>To understand the links between new and existing knowledge of time periods: Roman Empire 31 BC 476 AD Anglo-Saxon 410 – 1066 AD Viking (with Britain) 789 – 1066 AD Islamic civilization (Baghdad) 570 – 1258 AD</p> <p>To begin to understand the structure of England and its Kingdoms changed within this time period.</p> <p>To understand the concurrence and duration of these time periods.</p> <p>To understand that this period was known as the Dark Ages and the reason for this.</p> <p>To understand the key events in the Viking Invasion – Lindisfarne 793 AD migration</p> <p>To understand Alfred The Great’s role in defending the Kingdom of England. autocracy</p> <p>To use sources – maps showing Viking trade route and exploration migration/Early Islamic writings about the Vikings to identify different opinions about the Vikings</p>	<p>Reason that multiple timelines and periods of history can run concurrently</p> <p>Reason about which source was most useful and how it has added to our changed our understanding.</p>
<p><u>Chronology L2 (to be taught after France residential)</u></p> <p><u>LG: To make links between timelines -French and Viking History</u></p>	Understand the chronology of the events and places visited on the France Trip and its concurrence with the Vikings period.	Reason about the power struggle between V and AS with reference to at

<p><u>LG: To know that England was divided between the Anglo-Saxons and Vikings and power changed between them.</u></p> <p><u>To know how Viking rule came to an end.</u></p>	<p>Understand the link with William of Normandy and the end of the Viking era into the Norman period.</p> <p>saome of the power struggles and changes that occurred within the four kingdoms of Anglo Saxon rule. autocracy</p> <p>Understand a treaty was agreed between the leaders of AS England and the Vikings, resulting in Danelaw. Autocracy/democracy</p> <p>Understand how the Viking era came to an end.</p>	<p>least one key point, e.g. Battle of Hastings Treaty between Guthrum and Alfred.</p> <p>Explain how the Viking reign came to an end.</p>
<p>3.</p> <p>Interpreting Sources:</p> <p><u>LG: Know how the Vikings were viewed by the Anglo-Saxons</u></p> <p><u>LG: To know how to analyse and interpret sources of evidence</u></p>	<p>To understand how the Vikings were viewed by the Saxons using primary sources where possible.</p> <p>To understand that primary sources need to be evaluated for how reliable they are based on who wrote them.</p> <p>To identify bias and writer's motivation.</p> <p>To understand that bias and reliability must be used when interpreting sources.</p>	<p>Reflect upon the reliability and bias of sources.</p> <p>Reason on the AS view of the Vikings by interpreting sources.</p>
<p>4.</p> <p>Source work/Enquiry:</p> <p><u>L.G: To know how to interpret sources and draw conclusions</u></p>	<p>Understand how to use sources to extract information.</p> <p>Understand with support to interpret and evaluate sources before coming to conclusions.</p> <p>Children should be taught to interpret information from previous lesson and new research to answer the following question: Is calling the Vikings vicious killers and thieves fair?</p>	<p>Reason about the statement: Is calling the Vikings Vicious killers and thieves fair?</p> <p>Justify their response with reference to the sources studied.</p>

<p>5.</p> <p>Source Work/Chronology Cause and Effect:</p> <p><u>L.G: To interpret sources and assess impact of events</u></p>	<p>Children should be taught about the changing shape of England based on the victories in battles etc. Focus on cause and effect. Key learning is to use and apply their knowledge of analysing written sources to others including maps, artwork, etc. and interpret information in various sources.</p>	<p>Justify their response with reference to the sources studied.</p> <p>Reason about the cause and effect of a significant event within the Viking period.</p>
<p><u>6</u></p> <p>Source Work/Enquiry:</p> <p><u>L.G: Know how to pursue a line of enquiry and assess impact</u></p>	<p>Depth study into Alfred the Great: Autocracy/democracy</p> <p>Understand achievements, impact on England</p> <p>Compare with what a Viking victory may have meant.</p> <p>Understand how to apply enquiry skills (using sources) and draw conclusions from a range of sources.</p>	<p>Children can explain why Alfred is know as 'Great'.</p> <p>Reason if Alfred deserved the title 'Great'.</p> <p>Think critically about what a Viking Victory may have meant for England.</p>