



History – Year 5, Unit 1

The Vikings and Anglo-Saxons

Enquiry Questions:

How did England change over the course of this period of history?
Who won what in the struggle for Britain?

NC/PoS: the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130

Prior Learning (what pupils already know and can do)

- Understand the concept of invasion, kings & leaders.
- Understand invasion happens over time.
- Understand Britain had been a part of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders).
- Know where Scandinavian countries are (LKS2 geography Europe unit).
- Know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language.
- Know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome.

End Points (what pupils MUST know and remember)

- Know the Angles, Saxons and Jutes began to settle in Britain after the Romans had left.
- Know The Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. This was followed by a larger invasion.
- Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place.
- Know there were many Anglo, Saxon and Viking kingdoms in Britain during this time.
- Can make comparisons between the Anglo- Saxon and Vikings (settlements, political systems, religion).
- Know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings.
- Know this period is significant because Kingdom of England was formed during this period.
- Know this period ends with the Norman invasion.

Key Vocabulary

tribe, empire, settlement, raids, resistance, conquest, migration, territory, reign, treaty

Substantive concepts – invasion, conquest, kings, migration, governance, trade, paganism

Session 1: **Chronological knowledge**

Disciplinary knowledge: Chronology – When did these events happen in relation to each other? Change & Continuity – How did Britain change during these periods?

Review prior learning and build a chronological timeline of previously taught units (Romans, Ancient Greece, Stone Age, Iron Age, Bronze Age, Incus Valley, Ancient Egyptians, Shang Dynasty, Ancient Sumer).

Key Vocabulary: chronology, invade, invasion, migrate, migration, settlers, settlements

Session 2: Who were the Anglo-Saxons?

Disciplinary knowledge: Chronology – Who invaded after the Romans? Investigating sources – How do we know so much about the Anglo-Saxons? Do all sources give us the same perspective? Change and Continuity – How did Britain change during the Anglo-Saxon period? Cause & Consequence – Why did the Anglo-Saxons invade England? What happened in Britain as a result?

Investigate who invaded after the Roman lefts Britain including the Scots. Discuss how the Romans leaving gave the opportunity for the Picts and Scots to invade from the North and Anglo-Saxons from the south. (<https://timemaps.com/history/britain-750ad/>)



Discuss how we know about this time period using sources such as archaeology and the writings of Gildas the Wise and Bede. Discuss how these writings come from different perspectives and help historians gain a better idea of the time.

Explore Anglo-Saxon settlements, including the different tribes and kingdoms, and house structure.

Investigate Anglo-Saxon culture, including roles of men and women, trade and language. You could look at the King Offa coin (<https://intriguing-history.com/king-offas-gold-coin/>) as an example of a standardized English coinage.



Anglo-Saxon trade map



Offa's Gold Coin

Explore Anglo-Saxon beliefs.

Look at the Sutton Hoo 1939 archaeological discovery that informs our understanding of Anglo-Saxon beliefs. (https://www.youtube.com/watch?v=HMKkMi_Wggg , https://www.youtube.com/watch?v=jbn9_IKA3ow)



Give the children opportunities to explore artefacts images and deduce what they believe they were used for.



warrior helmet made of iron covered with decorated sheets of tinned bronze – certainly manufactured to a Scandinavian design



gold elephant brooch almost certainly for fastening a cloak



two shoulder clasps inlaid with gold, enamel and garnets



gold sceptre—a staff carried by rulers on ceremonial occasions.



gold purse lid decorated with garnets and enamel figures (leather purse that would have attached to the lid had rotted away)



gold belt buckle



spears



silver coin from Gaul (present-day France, Belgium, Germany and northern Italy)



gold coin from Gaul



warrior battle shield with gold, copper and garnet inlays.

Explore some of the main gods such as Tiw, Woden, Thunor and Frige. Discuss Ethelbert and Augustine and the change to Christianity.



"Your words are fair, but of doubtful meaning; I cannot forsake what I have so long believed. But as you have come from far we will not molest you; you may preach, and gain as many as you can to your religion"

Meeting of King Ethelbert and Saint Augustine AD 597. The Dictionary of National Biography. Founded in 1882 by George Smith, DQC.

Explore links to Warrington.

Britain's settlement by Anglo-Saxons and Scots

- The Anglo Saxons: The archaeologists are unclear about what the area was like in the Dark Ages.
Why Warrington? The road network continued to play an important role.
- Late 530s A.D: Population numbers fell dramatically probably due to plagues. Some agricultural communities existed, however some were given back over to woodland.
- 600 A.D: Warrington was a frontier settlement again between the Northumbrians and the Mercians, who reached the Mersey around this time, just as the Northumbrians were seeking to extend their control. They had defeated the Welsh in a major battle at Chester, but then became in conflict with the Mercians.
- 642 A.D: One of the key battles. The Northumbrians were defeated by Mercians and their Welsh allies fought just North of the town at Maserfelth. The two tribes were separated by the Mersey (Cheshire was part of Mercia and South Lancashire was Northumbrian) and Warrington lay exactly on the frontier.
- Early 7th century: The Parish system had been introduced and this was central to all village life. Baptisms, marriage, burials, taxes, feast days, festivals all happened around the main churches. The most important parish centres in Warrington were St Elphin church (opposite), named after an obscure Anglo-Saxon saint and Winwick's church honoured St Oswald, (who was killed in the battle of 642 A.D)



Key Vocabulary: invade, invasion, migrate, migration, settlers, settlements, kingdom, trade

Session 3: Who were the Vikings?

Substantive knowledge: Know the Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. This was followed by a larger invasion. Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place. Know there were many Anglo, Saxon and Viking kingdoms in Britain during this time. Can make comparisons between the Anglo- Saxon and Vikings (settlements, political systems, religion).

Disciplinary knowledge: Chronology – Who invaded after the Anglo-Saxons? Investigating sources – How do we know so much about the Vikings? Do all sources give us the same perspective? Change and Continuity – How did Britain change during the Viking period? Cause & Consequence – Why did the Vikings invade England? What happened in Britain as a result?

Introduce the Vikings, who invaded during the Anglo-Saxons settlement in Britain. Place on a timeline to show chronology alongside Anglo-Saxons:

Discuss how despite popular belief, Vikings never wore horned helmets but wore round metal helmets.



Map work – Explore where the Vikings came from and where they travelled to. Discuss how the invasions began as small opportunistic raids.



Read stories of Viking raids, including Lindisfarne. It is important to note these raids were a part of a wider movement across Europe.

These are Primary Sources written by Anglo-Saxons. Translations and definitions have been added in brackets to make it easier to read and understand.

An extract from the Anglo-Saxon Chronicle

793 AD. This year came dreadful fore-warnings over the land of the Northumbrians, terrifying the people most woefully: these were immense sheets of light rushing through the air, and whirlwinds, and fiery dragons flying across the firmament (**the heavens**). These tremendous tokens were soon followed by a great famine: and not long after, on the sixth day before the ides of January in the same year, the harrowing inroads of heathen men made lamentable havoc in the church of God in Holy-island, by rapine (**violently taking someone's property**) and slaughter.

Alcuin of York – An Anglo-Saxon scholar

Never before has such terror appeared in Britain as we have now suffered from a pagan race ... The heathens poured out the blood of saints around the altar, and trampled on the bodies of saints in the temple of God, like dung in the streets.

Alcuin of York – a letter to Etheired, King of Northumbria

Lo, it is nearly 350 years that we and our fathers have inhabited this most lovely land, and never before has such terror appeared in Britain as we have now suffered from a pagan race, nor was it thought that such an inroad from the sea could be made (**it wasn't thought possible for ships to just appear on the horizon**). Behold, the church of St. Cuthbert spattered with the blood of the priests of God, despoiled (**violently steal or remove possessions**) of all its ornaments: a place more venerable (**given a lot of respect**) than all in Britain is given as a prey to pagan peoples.

Simeon of Durham, Historia Regum

In AD 794, there was an attack on the Northumbrian monastery at Jarrow, where Bede (**a significant monk**) once had resided, and the year after that, on St. Columba's monastery on the island of Iona. There also were attacks on the coast of Wales and Scotland. In AD 802 and 806, Iona again was devastated.

It was as a later entry recorded: the Vikings "burned and demolished, killed abbot and monks and all that they found there, brought it about so that what was earlier very rich was as it were nothing."

Look at themes of settlements by exploring where the Vikings developed their settlements in Britain, including their influence on town names. Look at how archaeologists have excavated a number of Viking longhouses in both Scandinavia and Britain which help inform our understanding of the time.

Look at the Viking settlement of York.

Investigate or teach about the Viking social structure and political systems, including the three social classes Thrall, Karl and Jarl.

Investigate or teach about Viking culture, including roles of men and women, trade and language.

Explore Viking beliefs, including some of the main gods such as Odin, Thor, Frigg and Heimdall.

Discuss questions linked to cause and consequence – What was the cause of the Anglo-Saxon/ Viking invasions? What were the consequences of Viking raids?

Key Vocabulary: invade, invasion, settlers, settlements, kingdom, trade, raid

Session 4: **Is King Alfred worthy of being called great?**

Substantive knowledge: Know the Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. This was followed by a larger invasion. Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place. Know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings. Know this period is significant because Kingdom of England was formed during this period.

Disciplinary knowledge: Significance – Why is King Alfred a significant figure in History? What impact did he have on Britain? Cause & Consequence – Why did the Vikings invade Britain? What happened in Britain as a consequence of the invasion? Investigating sources – Do all historical sources depict Alfred the same? Why might views differ?

Introduce the name 'King Alfred the great'. Explain how he is the only English King to bare this title.



Discuss – what makes a King or Queen great? What qualities might they possess? What criteria would make them great? (Be honest and have integrity, defend and protect his kingdom, improve the lives of his people, good communicator, make the right decision when needed). Link back to prior learning about leaders (Y2 Queen Elizabeth II).

Look at the Anglo-Saxons response to the Viking invasion after 865AD. Discuss how by 870AD, the only kingdom of England that had not been conquered by the Vikings was Wessex.

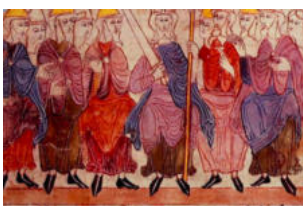
Complete a case study of Alfred the Great, including how the treaty known as Danelaw was introduced. Use evidence such as Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ.



King Guthrum of the Vikings kneeling before King Alfred. After the battle King Alfred persuaded King Guthrum to be baptised and to become a Christian.

Look at Alfred's descendants (Aethelflaed Lady of Mercia, Edward the Elder, Athelstan, Edmund I)

Discuss- how important were Alfred and his descendants in shaping England? What impact has he had on my life today?



Alfred set up a group of noblemen and church leaders called the Witan (today known as the Privy council (the monarch advisors) to give guidance and help him make decisions for the benefit of everybody.



Alfred saw the power and might of the Viking longships and ordered his own 'ship army' to be built. This was the start of the English Navy.

	Alfred set up a standing army with professional paid soldiers instead of the previous army of untrained volunteers.		Alfred built 30 fortified towns with defences to prepare for any future enemy attacks. He made sure that everyone was within 30km of a garrison town.
	Alfred ordered all Christian books to be translated from Latin to English. This meant everyone could know read them and follow church services. Alfred translated some books into English himself.		Many people in England were illiterate, so he ordered all priories, abbeyes and churches to start schools for boys to ensure there would be educated people in leadership. This was the start of compulsory education in Britian.
	Alfred introduced a 'law code' which replaced many physical punishments with fines. Alfred appointed judges in courts which were held once a month to try those accused of crimes. Alfred told the judges they had to be fair, saying 'not one judgement for the rich and another for the poor'.		

Show children an image of Alfred's statue in Wantage (his birth town). Read the inscription ("Alfred Found Learning Dead, and he restored it. Education Neglected, and he revived it. The Laws Powerless, and he gave them force. The Church Debased, and he raised it. The Land Ravaged by a Fearful Enemy, from which he delivered it").

Discuss – was he worthy of the title 'Great'?



Key Vocabulary: kingdom, reign, invasion, descendants, treaty

Session 5: **What did the struggle between the Anglo-Saxons and Vikings look like?**

Substantive knowledge: Know the Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place. Know there were many Anglo, Saxon and Viking kingdoms in Britain during this time. Know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings. Know this period is significant because Kingdom of England was formed during this period.

Disciplinary knowledge: Change & Continuity – What changed during the Anglo-Saxon age? What stayed the same? Significance & Cause & Consequence – Why was the Danegeld tax introduced? What were the consequences of it? Why was it significant? Chronology – When did these events happen in relation to each other?

Create a timeline to show the events after Athelstan (King of all England), drawing attention to further Viking raids and key figures such as King Cnut and Aethelred the Unready.

Investigate the Danegeld tax, including the causes that led to its introduction and the consequences of it.

Consolidate chronology of period and how kingdoms changed during the push and pull between the Kingdom of Wessex and the Vikings.

- Angles and Saxons continuously fought over land in England.
- England was divided into four kingdoms (Mercia, Wessex, Northumbria and East Anglia).
- This lasted for approximately four hundred years.

Discuss change and continuity questions– What changed during the Anglo-Saxon Age? What stayed the same?

Explore links to Warrington.

The Struggle for the Kingdom of England between the Anglo- Saxons and Vikings

- Viking raids were growing in intensity and increasingly inland not just on the coast threatening the survival of Anglo-Saxon kingdoms.
- 874 A.D: Danes seized control of Mercia.
- 893 A.D: Chester was attacked but they resisted.
- 900 A.D: Mercia recovered its independence and control using a series of "**burhs**", (fortified strongholds along the banks of the Mersey as a line of defence, first thought of by King Alfred the Great- see opposite).
- From 900 A.D: The stone from the Wilderspool ruins were re-used for buildings in the village which was developing around the Saxon Warrington church.



- 900 A.D: Anglo- Scandinavian evidence (2 fine polished chess pieces) was found on Mote Hill.
- Forts began to be built in the area - Eddisbury (914 A.D) Runcorn (915 A.D) Manchester (919 A.D). The Roman walls at Chester were refortified. Once again, the Mersey was a frontier between two peoples: the Scandinavians and the English, as well as the two kingdoms of Mercia and Northumbria.
- 919 A.D: A small defended burh was built at Thelwall by the Saxon Mercians to control the fords over the river (just near the southern end of the modern day M6 viaduct but as the channels change, the fort may have been on an island which has now disappeared.)

Key Vocabulary: kingdom, reign, invasion, descendants, treaty

Session 6: How were the Anglo-Saxon and Vikings different?

Substantive knowledge: Can make comparisons between the Anglo- Saxon and Vikings (settlements, political systems, religion).

Disciplinary knowledge: Similarity & Difference – What was the same about the Anglo-Saxons and Vikings? What was different? What similarities and differences did they share with the ancient civilisations? Investigating sources – Do different sources give us different interpretations? Why?

Compare the settlements, beliefs and political systems of the Anglo-Saxons and Vikings.

Explore the different interpretations of these people.

Review prior learning regarding the Romans and ancient civilizations and widen the comparison focusing on settlements, beliefs and political systems.

Ask the children how they are similar and different and discuss progress.

Key Vocabulary: interpretation

Session 7: Why did the Normans invade?

Substantive knowledge: Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place. Know this period ends with the Norman invasion.

Disciplinary knowledge: Chronology – Who invaded after the Vikings?

Significance & Cause & Consequence – Why was the Battle of Hastings significant? Why did the Battle of Hastings occur? What happened as a consequence of it?

Map work – Plot Normandy on a map.

Look at Edward the Confessor and how his links to Normandy and William the Conqueror led the way to the Norman invasion in 1066.

Explore the question - What was the significance of the Battle of Hastings?

Key Vocabulary: kingdom, reign, invasion, invade, significance

Future learning this content supports:

- Further units on Medieval Britain in KS3