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| Year 5 – Term 1 - HistoryViking and Anglo Saxon struggle for the Kingdom of England |
| Prior KnowledgeAnglo-Saxon invasion of Britain and the use of natural resources. The Roman Empire in Britain, use of resources and things they left behind. Children know about language use, place names, calendars and numbers.  | Prior Skills:Timelines-dated and comparative, comparing versions of events to assess reliability, assessing fact, fiction and opinion, understanding longer term impact on Britain of early civilisation. |
| Planned outcome: Children can explain who the Vikings were, why they invaded, why they settled and the end of the Viking rule. Children can place events in the Viking period in order.

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| Hierarchy and Power | Community and Culture | Conflict and Conquest | Exploration and Invention |
| democracyempiremonarchyslaveryequalityprotestjustice | The Vikings eventually settled in Britain, civilisationnationsettlementeconomytradearchitecture learningmigration | The Vikings were famously fierce warriors. To a Viking warrior, honour and glory in battle were the only things that lasted forever. Warriors who died bravely were believed to go to Valhalla. The Viking heaven. The Vikings raided Britain through the 8th century and finally invaded and occupied areas of Northumbria, East Anglia and Mercia | Viking longships were long, light and slender so they could move around easily. They had a square sail and a mast but also could be rowed if there was no wind. The Vikings were superb sailors.  |

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| Similarities and Differences | Chronology | Causation and Consequence | Changes over Time | Significance | Enquiry |
| Comparison of experiences of different people at the time.Compare people’s motivations and actions in response to events.Comparison of different periods of time already studied.Comparison of different parts of the world during the same period of history.Comparison with past and present day.  | Understanding where in the story of hi**story** a specific event or time period fits. Being able to establish on a timeline where the event or period happened, but what was going on at the same time elsewhere, or before and afterwards. The internal narrative of each period of history we learn about. Not the complete story, but key events.  | The relationship in history between an event, a condition or a decision (the cause) and the events that follow (the consequence).Historical events are caused by things that occurred before them.Historical events have consequences long after the event is over.  | What has changed since this period of time or event.What has stayed the same (continuity). What changed during the period of time. What stayed the same (continuity).  | Firstly - what makes a time period or event significant now – why do historians/we study it?Why is this important?How is it remembered?Did it lead to change?Does it shine a light on bigger issues?How were people affected?Secondly – why was the time period/event significant at the time? This is more likely to be covered through cause and consequence or changes over time. | An enquiry question that links the whole unit together. An enquiry question based on one piece of evidence.Children asking their own enquiry questions around a piece of evidence. Links with significance and cause and consequence. |

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| Learning Journey – small steps in learning to meet the planned outcome **Contextual Story-Who Were the Vikings**?The Vikings came from Scandinavia and travelled by longships to countries like Britain and Ireland. They left their homeland because they were looking for better places to farm. ‘Viking’ is an old Norse word and means ‘pirate’.**Viking Longships**Viking longships were used in battle. They were long, light and slender so they could move around easily. They had a square sail and a mast but also could be rowed if there was no wind. The prow was often adorned with a dragon or snake head. Small rowing boats were carried on some of the larger boats so that the warriors could get ashore without damaging the boats. The Vikings were superb sailors. Ships were so important to the Vikings that their richest nobles were buried in them. **Viking Warriors**The Vikings were famously fierce warriors. They raided societies with sudden and daring attacks. To a Viking warrior, honour and glory in battle were the only things that lasted forever. Warriors who died bravely were believed to go to Valhalla. The Viking heaven. This belief made them fearsome opponents. A man had to be ready to follow his chieftain of king into battle or on a raid at any time. Viking warriors didn’t wear a uniform and had to supply their own clothes and weapons. A warrior would be buried with their most prized possessions-his sword or spear.**Invasion of England**The Vikings first of all raided England in the late 8th century, primarily on Anglo-Saxon monasteries which were targeted for their precious silver or gold chalices, plates, bowls and crucifixes. The first monastery to be raided was in 793 at Lindisfarne, a small holy island. The Anglo-Saxon Chronicle described the Vikings as ‘heathens’. The treasures were stolen and the monks were killed. **Continuing Invasion!**The Vikings continued to make regular raids around the coast of England, looking for treasure and other goods and capturing people as slaves. They fought the local people and burned buildings to the ground.**Vikings Fight Saxons for Control and Begin to Settle!**Gradually, the Viking raiders began to stay and invade-first in winter camps then settling in land they had seized, mainly in the east and north of England. The Vikings took over Northumbria, East Anglia and parts of Mercia. In 866 they captured modern York (Viking name: Jorvik) and made it their capital. They continued to press south and west. The kings of Mercia resisted as best they could but with little success until the time of Alfred of Wessex-Alfred the Great. **Who was Alfred the Great?**King Alfred ruled from 871-899 and after many battles he defeated the Vikings at the Battle of Edington in 878. In 886, Alfred took London from the Vikings and fortified it and signed a treaty with the Viking leader, Guthrum. The treaty partitioned England between the Vikings and Angles. The Viking territory became known as the Danelaw. It comprised of the north-west, the north-east and the east of England. People who lived here were ruled under Danish law. Alfred became king of the rest of England. Impact on modern England: place names, language, units of measurement, voting, trade, government.**Was this Peace?**Viking raiding did not stop. Different Viking bands made regular raiding voyages around the coasts of England for over 300 years and England went on to have four Viking kings between 1013 and 1042. The final Viking invasion came in 1066-the Battle of Hastings. **The Battle of Hastings-Invasion from the Normans**In 1066 there was a long and bloody battle between the English King Harold and his men who defeated the Viking invaders. Immediately after the battle, King Harold hears that William of Normandy (in France) had landed in Kent with yet another invading army. With no time to rest, Harold’s army marched south to meet this new threat. The exhausted English army fought the Normans at the Battle of Hastings on 14th October, 1066. At the end of a long day’s fighting, the Normans won, King Harold was dead and William the Conqueror was the new king of England. The irony is that William was of Viking descent. His great-great-great grandfather (Rollo) was a Viking who in 911 had invaded Normandy in northern France. His people had become French over time, but in one sense, this final invasion of England was another Viking one.  | Tiered Vocabulary heathen, chronicle, chieftain, fjord, manuscript, ousted, martyr, pagan, truce, priory, sparse **3** **2** **1**repelled, tapestry, confessor, legend, brutality, monarch, invasion, ransack, plunder, heir, exile, descendantplace, sea, document, leader, religion, factual, warrior, England, Scandinavia, struggle, chronological, timeline |
| Scaffolds | Oracy Activities |
| * Label Viking Artefacts
* Photobloom
* Snapshot Mat
* Matching Key Words to Definitions
* VIP Sheets (Vocabulary, Infer, Prediction)
* Johun-Journey of a Viking (video)
* Cloze Procedure
* Sentence Stems
* Dictogloss-Who Were the Vikings?
* Activities from Vocabulary Ninja
* Connection Map
* Graphic Organisers
* Substitution Table
 | * Peer Teaching
* Summary Bullseye
* Odd One Out
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