

Year 3/4 - Vikings National Curriculum links: KS2 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 Examples		<u>School Threads</u> Legacy Leadership Conflict Settlements
Prior Knowledge KS1 - Significant historical events, people and places in their own locality (Local History – Westcliff over time) - Events beyond living memory that are significant (Humber Bridge, Flight -Amy Johnson)	Key Vocabulary Evidence – primary, secondary, Past BCE/CE Chronology Archology/archaeologist Artefacts Timeline Century Period Tribal/tribe Settlement/settlers Society Romans Monarchy King Religion Conflict Scots Vikings Angles/Anglo Saxon Jutes Kingdoms Monastery Long ship Danelaw Anglo Saxon Chronicles	Assessment Children will: - Know the Saxons arrived in Britain in 410 CE - Know the Saxons invaded for a mixture of reasons - Most of the sources of this period are highly partial - It was during the Saxon period that England became united - Britain had been divided into seven kingdoms - It was Wessex that emerged as the leading kingdom (King Alfred) - It was during the Saxon period that England became a Christian country - Know the Vikings arrived in Britain in 793 CE - The Vikings had multiple reasons for coming to Britain - The Vikings started with raids on important religious sites - The Viking period ended in 1066 - Know that they developed a system of law and order and used were geld as a form of punishment.

Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - Know the Saxons arrived in Britain in 410 CE - Know the Vikings arrived in Britain in 793 CE - The Viking period ended in 1066	<u>Chronological understanding</u> Pupils should continue to develop a chronologically secure knowledge and understanding of British history They should note connections, contrasts, and trends over time and	- Revisit KS1 chronology – can children talk about previous topic and identify which came first- Amy Johnson flight (1930) or bridge (1981)? (long time ago) - Discuss vocabulary from KS1- do children understand the past and events that are beyond their living memory? Place the Saxon and Viking Periods on your timelines as separate civilisations. Children to then order and scale the key events in the Saxon and Viking eras in Britain. 449CE: Angles and Saxons first arrive in Britain.

	develop the appropriate use of historical terms	• 476CE – Roman Empire in Britain collapses • 590sCE: Anglo-Saxons begin to convert to Christianity • 787CE: Viking invasions begin. • 793CE – Vikings raid the monastery at Lindesfarne. • 871CE – Alfred the Great becomes King. • 878: Establishment of the Danelaw. • 957-975: England united under King Edgar • 1016: Cnut becomes king of England • 1066: The Norman Conquest Look at sources – pictures, clips, maps, tables, charts. What might life have been like in this time?
Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> • Know the Saxons invaded for a mixture of reasons – can talk about 3 different reasons	<u>Cause and consequence</u> How historians makes judgements about why an event occurred, or the consequences of an event	Collapse of Rome – Romans left Britain, left it vulnerable. King Vortigen – the leader of the Britons – needed help to defend country – called Hengest and Horsa. They helped and then decided to stay – more Saxons came. Task Push and pull facts – what pushed the Angles, Saxons and Jutes out of their country – what pulled them into Britain? ie. Farming land drew in the Saxons, poor land forced them out of their homelands, pursuit of wealth/natural resources drew other people to Britain, Saxon land had flooded, helped to keep invaders out (like a paid army), pursuit of glory etc Refer to Mr T Primary History Cause and Consequence sheet for template idea. Opportunity to include Purple Mash?
<i>By the end of the lesson / session children should be able to:</i> • The Vikings started with raids on important religious sites	<u>Cause and consequence</u> How historians makes judgements about why an event occurred, or the consequences of an event	Lindisfarne – invasion 793CE (Geog – why Lindisfarne/County Northumberland and settled – land-use – natural resources farm land) What consequences came from the attack on Lindisfarne? Increased attacks from Vikings – easy targets as churches were wealthy and only monks lived there peacefully, Vikings didn't acknowledge religion they were attacking. It showed the Vikings how easy it was to claim large prizes with little risk. Other sites were targeted such as Jarrow and Iona after Lindisfarne. Iona being an island and Jarrow being coastal. Look at how they moved from isolated, small island attacks ie Lindisfarne and Iona, moved to coastal attacks ie Jarrow, establishing Jorvik, then moving southwards claiming Danelaw, later on attacks on Scotland. Links made to maps to show the movement of the attacks with corresponding dates. Children to provide a written support for these dates/pictures.