**SUBJECT:** History

**THEME:** History in the UK

**TERM:** Autumn 2

**EXPEDITION:** The Vikings

**KEY QUESTION:**

**How did England change during the settlement of the Vikings?**

**EXPEDITION OVERVIEW:**

**Parents: https://www.youtube.com/watch?v=tvJ0pnmM6RI**

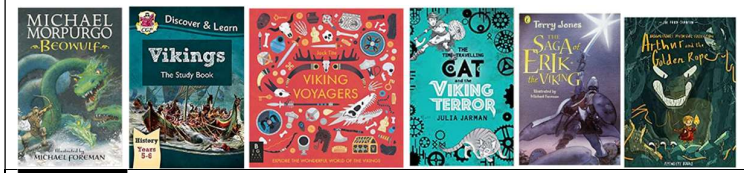
**Children develop their knowledge of the Viking invasion and settlement in Britain through a series of practical and informative blocks.**

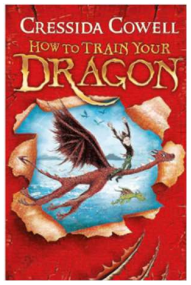
**This Expedition looks at the Vikings and their achievements from 793 CE to 1066 CE. The lessons explore how life in England changes because of the Vikings. We will discover who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time.**

Supporting Texts:

*Eric the Viking* by Terry Jones; *Arthur and the Golden Rope* – Joe Todd Stanton; and *Odd and the Frost Giants* by Neil Gaiman

Other texts include:




Class text: *How to Train Your Dragon* by Cressida Cowell

**HISTORY KEY CONCEPTS: These are areas of substantive knowledge within our curriculum which are repeated during their Voyage through the school.** Key Concepts and Substantive Knowledge: **(text in bold are key areas of focus in this expedition)**

**exploration & invasion (migration, trade, monarchy, settlement)**

Skills:

**Skills progression during this expedition:**

| Chronology | Evidence and Interpretation | Cause and Consequence | Change and Continuity | Similarity and Difference | Historical Significance |
|---|---|---|---|---|---|
| I can use dates accurately in describing events and people. | I can use sources of evidence to deduce information about the Saxons and Vikings.<br><br>I can discuss whether the evidence is reliable and explain why. | I can describe causes of invasion in Britain and what the consequences were. | I can identify periods of rapid change in history.<br><br>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. | I can compare similarities and differences between Anglo-Saxon and Viking culture. | I can describe the social and cultural significance of a past society. |

- **Know that a historical source can provide evidence relating to the events of the past (retrieval)**
- **Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person of historical interest (retrieval)**
- **Know that we can devise our own questions about history and begin to answer these using historical sources (retrieval)**
- **Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion**
- **Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people**

## Knowledge:

*Previous: Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.*

New: The children will continue to develop a chronologically secure knowledge and understanding of world history and will embed connections to our Journeys expedition. We will aim to answer a range of questions around location, chronological order of events, how artefacts were discovered, what life was like, why the Vikings were important, what their written language looked like, what their art looked like and what it tells us, who some leaders were and how they lived and who their Gods were and how this affected their way of living. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

The knowledge organiser can be used to support children with interleaved quizzes. This will be in their books and is used for pre-teaching key vocabulary or concepts.

# The Vikings




## Timeline

| 700 | 789 | 793 | 865 | 866 | 876 | 886 | 1014 | 1066 |
|---|---|---|---|---|---|---|---|---|
| The Viking Age begins | First recorded Viking attack | Viking raid on Lindisfarne | Viking army from Denmark invades England | Danes capture York ( orvik) | Vikings from Denmark, Sweden and Norway settle permanently in England | King Alfred defeats the Vikings / Allows them to settle in East England | King Canute (Cnut) of Denmark King of England | Battle of Hastings / William I King of England |

## Key Vocabulary

| | |
|---|---|
| Danelaw | An area of land ruled by the Vikings where they settled from York down to the east of England. |
| drinking horn | Made from the horns of goats and cattle, these were used when drinking water, milk or mead. |
| helmet | Helmets were made from iron with a bowl and nose guard and leather within. They did not have horns! |
| jewellery | Using a rage of materials from gold to animal bones they made rings, brooches, necklaces and bracelets. |
| long boat | Long, narrow ships that could travel fast, in shallow waters for incredibly long distances. |
| longhouse | Made of wattle and daub, wood or stone with an open fire in the centre of one single room |
| loom | Viking women would spin wool or flax which was then woven into cloth using a wooden framed loom |
| runes | The alphabet (Futhark) was made up of 24 characters (runes) making a sound, word or god. |
| shield | Wooden, circular and painted (often red and white). Often their only defence (armour was expensive). |
| Valhalla | Brave warriors were believed to go to Valhalla in the afterlife – a great hall, feasting alongside Odin. |

d i d y o u k n o w ?

Some of the names of our towns and villages have a little bit of Norse language in them Do you recognise any names with endings like these: '-by', as in Corby or Whitby, means 'farm' or 'town' '-thorpe', as in Scunthorpe, means 'village'

## General Knowledge

Invaders

The Vikings wanted new land because the places where they came from in Scandinavia (Norway, Sweden and Denmark). It was hard to grow crops, which meant there was a food shortage as the population got bigger. Britain and Europe had plenty of good farmland, so the Vikings tried to claim some of that land for themselves.

Religion

The Vikings believed in many different gods and they thought making sacrifices to the gods kept them all happy. They also told stories about the gods, called Norse mythology. Each god was in charge of something different such as war, travel or home.

- the king of gods and the god of war
- the god of thunder
- the god of love and war
- ___ – half god and half fire spirit causing trouble for the other gods

Clothes

Mostly made from wool or linen. They used dyes made from plants and minerals to make red, green, brown, yellow and blue, so their clothes were very colourful.

## Famous Figures

**Eric Bloodaxe (885-954)**
Eric Bloodaxe was king of the Viking kingdom of Jorvik between 947-948 and 952-954. Jorvik was a large Viking kingdom around York. He was the last king of York who was driven out in 954. The Vikings in England then agreed to be ruled by the king of England rather than having their own king.

**Leif Erikson (c.970-1020)**
Leif Erikson was a famous Viking explorer from Iceland who sailed all the way to North America.

**King Canute (990-1035)**
Canute was the first Viking king of England, ruling from 1016-1035. He won a battle against Edmund II that divided their kingdoms, but when Edmund died Canute ruled both kingdoms. His sons, Harold Harefoot and then Hardicanute, ruled until 1042.

**Harald Hardrada (c.1015-1066)**
Harald Hardrada was the king of Norway. He led Viking armies into England but was defeated at the Battle of Stamford Bridge in York by King Harold II.

## What do we know about the Vikings?

The **Vikings** were famous for being ruthless warriors and astute traders. They set sail in **longboats** from their homes in **Norway, Sweden and Denmark**, and raided and traded across Europe. Their raids were sudden and daring, often using surprise to overcome their victims. For Viking warriors, honour and glory in battle lasted forever. Warriors who died bravely were believed to go to **Valhalla**, the **Viking heaven**. This belief made them extremely tough, fearless opponents.

**Viking raids** on the coastline of Britain were **very common in the 700s** and it would have been common for the people who lived near the coast to be worried about impending attacks from **Vikings from Scandinavia**.

There were many theories (ideas) as to why these men left Scandinavia to raid and eventually settle in England.



## Lindisfarne Priory

In **793 CE**, a small island (known as Holy Island) off the coast of **Northumbria** was home to **Lindisfarne priory** – a **Christian settlement of monks**. The priory held many great treasures like **gold goblets**, **silver crosses** and **jewel-encrusted bibles**.

It became the target of a **Viking raid** (possibly originating from Norway) because it was protected by solders as only monks and villagers lived there.

Even if the monks had been able to defend themselves, they were no match for the strength of the Viking invaders – the Vikings were skilled in battle – using **shields, swords, spears, battle axes** and **arrows.**



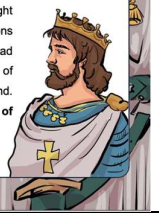

## Did the Anglo-Saxons and Vikings live peacefully together?

The Vikings' overwhelming strength and power controlled most of Britain by the **end of the 9th century**, even though kings like **Alfred the Great** tried to defeat them.

The land they controlled was named the **Danelaw** because the rules of these lands came from the **Danish** (Danes) and **Norse** overlords who had settled from **Scandinavia**. Living as an Anglo-Saxon under the Danelaw was very difficult because the lives of Anglo-Saxons were considered less than that of the Dane/Norse people. This all changed after King Alfred the Great made a treaty with invaders saying that the lives of both the Anglo-Saxon and Scandinavians would be treated as equal. It also clearly marked out the territories of **Wessex and the Danelaw**.

## The first king of England

Over the next hundred years, the Anglo-Saxons in Wessex and Mercia fought together to drive back the Danelaw regions and by **927 CE**, **King Aethelstan** had conquered the city of **York** and all of **Northumbria**, finally uniting all of England. This makes Aethelstan the **first king of England**.



www.grammarsaurus.co.uk

## Key Question: How did England change during the settlement of the Vikings?

**Continued Vocab:** AD, BC, BCE, CE, age, agriculture, artefact, chronology, civilisation, era, historian, invade, millennium, monarchy, trade, transport.

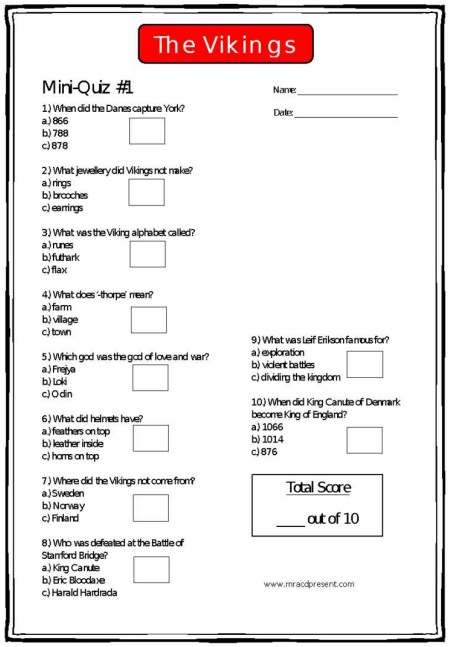
**Retrieval Vocab:**

**New Vocab:** aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe.

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Who were the Vikings? When did the Vikings arrive in Britain?** | **How did the Vikings travel?** | **Where did the Vikings settle and why?** | **How did they live? What were their houses like?** | **What was daily life like in Viking Britain?** | **Who were the Viking warriors? Were all Vikings warriors?** | **Why and where did Vikings trade?** | **What legacy have the Vikings left?** | **What legacy have the Vikings left?** | **What were their religious beliefs? How did this impact daily life?** | **How did the Viking era come to an end?** |

## Assessment:

- There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.
- A post-unit test will be used to assess the knowledge and understanding objectives taught throughout the unit. This will be done independently or have reading supported by a teacher.



The Vikings

Mini-Quiz #1

Name: _____

Date: _____

1) When did the Danes capture York?
a) 866
b) 788
c) 878

2) What jewellery did Vikings not make?
a) rings
b) brooches
c) earrings

3) What was the Viking alphabet called?
a) runes
b) futhark
c) flax

4) What does '-thorpe' mean?
a) farm
b) village
c) town

5) Which god was the god of love and war?
a) Freyja
b) Loki
c) Odin

6) What did helmets have?
a) feathers on top
b) leather inside
c) horns on top

7) Where did the Vikings not come from?
a) Sweden
b) Norway
c) Finland

8) Who was defeated at the Battle of Stamford Bridge?
a) King Canute
b) Eric Bloodaxe
c) Harald Hardrada

9) What was Leif Erikson famous for?
a) exploration
b) violent battles
c) dividing the kingdom

10) When did King Canute of Denmark become King of England?
a) 1066
b) 1014
c) 876

Total Score

___ out of 10

www.mrsedpresent.com

**Misconceptions:** Children may think that the Vikings came from one place when they were originally from three different countries. Children may think that the Anglo-Saxons and Vikings were separate from each other when they coexisted for a time together and they struggled for control of the land. Some children may think the Anglo-Saxons left and the Vikings arrived. Children need to understand that the Vikings are portrayed in a vicious, violent way, however that was not always the case and sources held bias.