



Shadsworth Junior School

Curriculum



Year 6 Scheme of Work

Term: Autumn 2

Topic: History- Britain Settlement by The Vikings

Key Skills and Knowledge:

Substantive Knowledge – children’s knowledge about the past.

Rulers, Invasion, settlement, migration, resistance, farming, trade.

Chronological Understanding

To know some features of Viking Britain life, clothes, houses, farming, tools/weapons (sense of period)

To be able to place the Viking periods of time BCE on a timeline.

To begin to make connections, contrasts, and trends over time.

Prior Knowledge – Anglo Saxon Britain

To know what Anglo-Saxon life was like in terms of farming, housing, villages, clothes, transport, Sutton Hoo.

To know that tribal kingdoms were ruled by tribal kings.

To know the seven kingdoms of Anglo Saxon Britain – Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex.

Invasions and settlement

To know who were the Vikings – beliefs (Norse Gods).

To know where the Vikings came from?

To know that the Vikings were excellent sailors with longboats.

To know that the Vikings came to Britain for similar reasons as the Anglo Saxons (Trade, metals, etc.) and also because their homeland was overpopulated and/or floods forced them to leave.

To know that the Vikings invasion started with raids and then settled (Example they attacked and raided Lindisfarne Priory (a Christian settlement of Monks)

To know the story of King Alfred ‘the Great’ and his resistance against the Vikings.

Anglo-Saxon/Viking Britain

To know that the Vikings’ overwhelming strength and power controlled much of Britain by the end of the 9th century.

To know King Alfred the Great defeated a Viking King called Guthrun and made a treaty with the invaders saying that the lives of the Anglo-Saxons and Vikings would be treated as equals.

To know that the areas the Vikings settled in were known as Danelaw because they made the law and collected taxes.

To know that living as an Anglo-Saxon under the Danelaw was very difficult because the lives of Anglo-Saxons were considered less than those of the Dane/Norse people.

To know that the treaty also clearly marked out the territories of Wessex and the Danelaw.

To know that during this time, Jorvik (York) grew into a big city (second only to London) and became an important international trading hub.

To know that over the next hundred years, the Anglo-Saxons in Wessex and Mercia fought together to drive back the Danelaw regions.

To know that by 927 CE, King Aethelstan, the Anglo-Saxon king, had conquered the city of York and all of Northumbria, finally uniting all of England. This made Aethelstan the first king of England.

The Vikings then attacked and became kings of England with Cnut.

Finally England was ruled in two kingdoms Viking and Anglo Saxon until 1066.

Knowledge

To tell the story of King Alfred. Why is he known as ‘the Great’?

To tell the story of the Battle of Edington and Alfred’s victory..

To tell the story about what life would have been like for people living in the Viking Britain.

What did they wear?

What did they eat?

What tools/weapons did they use?

What did their houses look like?

Disciplinary Knowledge – children’s knowledge of how historians think.

Historical Enquiry (How do we know?)

Reason about the reliability of sources presented to them. True or false? Probably true/probably false? Definitely true/definitely false? Don’t know?

Evidence and Interpretation

Extract from St Alcuin’s letter about the Vikings’ raids at Lindisfarne.

Anglo Saxon Chronicles.

Excavation in Jorvik tells us how Viking people lived

Change and continuity.

The kingdoms of England slowly converted to Christianity.

Viking settlements were largely rural, (villages, farms)

Jorvik was a great city

Cause and Consequence

Land that was controlled by the Vikings were named the Danelaw because the rules of these lands came from the Danish (Danes) and Norse overlords who had settled in Britain from Scandinavia.

Similarities and Differences

Farming and clothing, towns, houses, and roads remained similar.

Viking warriors were not provided with equipment and weapons like the Roman army. Instead, they had to supply their own clothes and weapons.

Significance

King Alfred the Great. because he:

- defeated the Vikings in the Battle of Edington in 878, then converted their leader Guthrun to Christianity;
- recaptured London from the Vikings and established a boundary between the Saxons and the Vikings - the area ruled by the Vikings was known as the Danelaw;
- strengthened his kingdom’s defences by creating a series of fortresses (burhs) and a decent army;
- built ships against Viking sea attacks, so beginning the English navy;
- had books translated into English and promoted learning;
- founded monasteries;
- Commissioned the writing of the Anglo-Saxon Chronicle, historical record of the Anglo-Saxons in Britain.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Hooks - Curious Minds - discovery of Sutton Hoo
 Now Press Play – listen to and role-play the story of King Alfred, and the story about the Viking attacks on Wessex and resistance by Alfred the Great.

Write a diary from the perspective of a child when the Vikings arrive in Britain.
 Creative ideas – Viking Runes, make a model of the Gokstad Viking ship.

Links to PSHCE, Equality and British Values Work

Place names, Roles of men and women, Law and order.

Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
aristocracy, barbarian, capital, emperor, empire, farming , hostile, idol, invasion , invaders, kingdom, laws, legion, migration , monk, native, Norsemen, pagan, pillage, priory, punishment, raid, rebellion, resistance , rebel, rulers , settlement , status, trade , tribal kingdoms, throne, Vikings,	Lancashire museum Anglo Saxon books Artefacts http://www.tattonpark.org.uk/learn/school_visits/educationprogramme/anglo_saxon_and_viking.aspx	file:///E:/History%20Scheme%20of%20Work/From%20Jonathan/Anglosaxons %20a%20brief%20history%20 %20Historical%20Association.html https://www.bbc.com/education/topics/zxsbcdm http://www.primaryhomeworkhelp.co.uk/saxons.htm
	<p>Misconceptions:</p> Children may think that the Anglo-Saxons came from one place when they were from three different tribes. 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 were biased because often written by Anglo Saxons. Children may think Viking helmets had horns, but they did not.	<p>Previous knowledge:</p> Year 3 -Children will learn about what life was like in Stone Age to the Iron Age in terms of farming, housing, clothing and tools used. Year 4 - Children will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Romans had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did. Year 5 - Children will know the chronology of Ancient Britain up to when the Anglo Saxons settled in Britain. Children will have a developed understanding of settlement and why people settled when and where they did.