

# ACET

## Scheme of Work for History

### Unit 6: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.



#### About this unit:

This Scheme of Work continues to develop children's historical narrative of the British Isles. Continuing with the broadly chronological framework, children will learn about the Viking invasions which began around 790CE and the impact that these had on Britain and the people living there. Children will learn that although the Vikings were raiders at first, over time they became settlers and during this period England became one united strong country. They will also consider the key features of Viking life and compare this to life under the Romans considering change and continuity over time. Children may also have the opportunity to link their learning to their local area. In this unit, children should increasingly draw links with previous learning, asking more probing questions and handling evidence with increasing confidence. Concepts will also be re-visited and new ones introduced. They will also start to understand that interpretations/reconstructions of the past are not always accurate.

#### Unit structure

This unit is structured around five sequential history enquiries:

1. The Vikings: Who? When? Why?
2. Why did the Vikings travel in long ships?
3. What no horns? What can we find out about the Vikings from archaeology?
4. Was Alfred really 'Great'?
5. Did the Vikings ever come here?
6. How different was life in Britain in 1066 compared to life in Roman times?

#### National Curriculum unit:

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

#### Links to previous and future National Curriculum units

- the Roman Empire and its impact on Britain. (Y4 HT1.1)
- Britain's settlement by the Anglo-Saxons and Scots. (Y4 HT2.1)

## Enquiry 1: The Vikings: Who? When? Why?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children should have already learnt about Britain's settlement by the Anglo-Saxons and the Scots. They will also have produced and used a timeline.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> England was a rich country so the Vikings started to raid the country around the 790CE. Overtime many Vikings started to settle in Britain.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Cause and consequence Change Chronology</p>	<ul style="list-style-type: none"> <li>- Chronology - place events on a timeline.</li> <li>- Enquiry - use evidence to build up a picture of the past.</li> <li>- Enquiry - ask a variety of questions.</li> </ul> <p><b>Key concepts:</b></p> <p>AD/CE Invasion Viking Raider Settler.</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- place events on a timeline?</li> <li>- make simple inferences based on evidence?</li> <li>- identify some places where the Vikings settled?</li> <li>- give reasons why the Vikings came to Britain?</li> <li>- pose an enquiry question?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Children could start with the BBC clip outlining the first Viking attack on Lindisfarne. From the clip, what can we infer about this group - where they came from, what they were good at, why they came? Why were they called the 'Heathen Army'?</p> <p>Next, children could watch another of the BBC short clips outlining who the Vikings were and where they came from - children could then annotate and label a simple map showing where the Vikings came from and where they eventually settled in Britain. <i>NB. Remember this happened over time and the children should include this on their map.</i> Children could also look at some possible push and pull factors that led to the invasions - pull factors include treasure, cattle and slaves, push factors include lack of farming land and herring!</p> <p>Finally, explain when the Vikings first came to Britain - the first recorded raid at Lindisfarne was in 793CE - encourage the children to look at the class timeline - who was already in Britain at this point? How do you think they will react? Encourage the children to write questions for the Enquiry Wall - what would they like to find out about this group?</p>		<p>BBC clips</p> <p>Map showing when and where the Vikings came from and settled.</p> <p>Cards with push/pull factors.</p> <p>Class timeline.</p>	<p>Tim Lomas, 'Viking and Anglo-Saxon struggle for the kingdom of England', <i>Primary History</i> 69 (spring 2015).</p> <p>Alf Wilkinson, <i>Invaders Pupil Book</i> (2019), pp.40-45.</p> <p>Kevin Jane, <i>Folens Primary History: Invaders</i> (2006), pp.46-63.</p> <p>For an introduction outlining the attack on Lindisfarne and who the Vikings were: <a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty">https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty</a></p> <p>For push and pull factors: For a simple map showing the Viking settlements try: <a href="https://www.twinkl.co.uk">https://www.twinkl.co.uk</a></p>	

## Enquiry 2: Why did the Vikings travel in long ships?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children should know that over time many Vikings started to settle in Britain. They should also understand from previous units that historians use a range of evidence - including archaeological.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The Vikings were excellent sailors and built longships. A longship doesn't sit low in the water and can be sailed or rowed inland along rivers. The Vikings did not only travel to Britain but traded, raided and settled around the world.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Similarity and difference.</p>	<ul style="list-style-type: none"> <li>- Range &amp; depth - use evidence to reconstruct life in time studied and identifying key features.</li> <li>- Enquiry - use evidence to build up a picture of the past.</li> </ul> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>Viking</li> <li>Conquest</li> <li>Invasion</li> <li>Settler</li> <li>Invention</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- identify the key features, and describe the advantages/disadvantages of a long ship?</li> <li>- identify some of the places the Vikings went and why?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Children could begin by looking at a picture of a Viking long ship - encourage the children to consider size (20-25m long) with each able to carry about 40 men - children could measure this out using newspaper and then arrange how they would sit. How is this similar/different to boats they may have been on? How would the boat move? You could also consider conditions on the ship - eg journey across the North Sea to Britain.</p> <p>Children could then draw and label a diagram of a long ship - you could even make a simple model. What are the advantages/disadvantages of this design?</p> <p>Next children could look at where the Vikings sailed to - annotate a map. Children could consider/measure using a map the distance the Vikings travelled from their homes - what difficulties/hardships would they have faced? Why did they do it? Why did they come to Britain?</p> <p>Is this the only type of ship that the Vikings built? Children could research the other types of boats and think about what this tells us about the Vikings - warships, merchant ships, fishing boats, coasters. OR they could look at the Oseberg Viking ship burial as a comparison to their work on the Anglo-Saxons,</p>		<p>Picture/diagram of a Viking long ship.</p> <p>Props so that children can create a simple reconstruction - newspaper etc.</p> <p>Worksheet of a Viking long ship.</p> <p>Map showing where the Vikings sailed to.</p> <p>Access to the Internet/range of books for individual research.</p>	<p>Tim Lomas, 'Viking and Anglo-Saxon struggle for the kingdom of England', <i>Primary History</i> 69 (spring 2015).</p> <p>Alf Wilkinson, <i>Invaders Pupil Book</i> (2019), pp.40-41.</p> <p>Kevin Jane, <i>Folens Primary History: Invaders</i> (2006), pp.50-1.</p> <p>For a short clip about a long ship and what life would have been like on board: <a href="https://www.bbc.co.uk/bitesize/clips/zgmxp4">https://www.bbc.co.uk/bitesize/clips/zgmxp4</a> OR <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-viking-ships/znxn382">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-viking-ships/znxn382</a></p> <p>For an interactive diagram of a Viking longship: <a href="https://www.dkfindout.com/uk/history/vikings/viking-longship/">https://www.dkfindout.com/uk/history/vikings/viking-longship/</a></p> <p>For a Viking world map try: <a href="https://brilliantmaps.com/viking-world/">https://brilliantmaps.com/viking-world/</a></p>	

### Enquiry 3: What no horns? What can we find out about the Vikings from archaeology?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children should know that over time many Vikings started to settle in Britain. They should also understand from previous units that historians use a range of evidence - including archaeological.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> Historians use a range of evidence to find out about the past - including archaeological. Artefacts can tell us a lot about the past but there will still be gaps in our knowledge.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Change and continuity</p>	<ul style="list-style-type: none"> <li>- Range &amp; depth - use evidence to reconstruct life in time studied and identifying key features.</li> <li>- Enquiry - use evidence to build up a picture of the past.</li> </ul> <p><b>Key concepts:</b></p> <p>Viking Archaeology Evidence Artefact</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- label a picture of a Viking warrior and make simple inferences?</li> <li>- examine a range of artefacts and make inferences?</li> <li>- create their own interpretation of the Vikings based on evidence?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Children could start by looking children a picture of a Viking warrior - ask the children to label the picture and to make inferences about the impression it gives us of the Vikings. <i>NB. Find one that is historically inaccurate eg. horns on helmet.</i> Ask the children how has the artist come up with this interpretation? How do historians find out about the past? Next children could look at Jorvik and the excavations made by archaeologist from 1977 - provide the children with pictures of a range of artefacts - you could get the sand trays out and re-create an archaeological dig but remember the land around York was muddy!. For each artefact, the children should make a sketch, label what it was made from and key characteristics and then think about what it tells us about the Vikings - inferences. Also encourage the children to consider similarity and difference between the lives of the Vikings and their own. Children could finish the lesson by then either considering whether the interpretation they looked at to begin with was accurate or by creating their own interpretation - either written or drawn based on the evidence they 'unearthed'.</p>		<p>Picture of a Viking warrior - one with horns on their helmet!</p> <p>Range of pictures of artefacts from Jorvik.</p> <p>Trays of sand and brushes if you want to re-create an archaeological dig.</p> <p>Worksheet for children to record their findings.</p> <p>Writing frame if the children want to write their own interpretation.</p>	<p>Tim Lomas, 'Viking and Anglo-Saxon struggle for the kingdom of England', <i>Primary History</i> 69 (spring 2015).</p> <p>Alf Wilkinson, <i>Invaders Pupil Book</i> (2019)</p> <p>Kevin Jane, <i>Folens Primary History: Invaders</i> (2006)</p> <p>For archaeological finds from Jorvik: <a href="https://www.jorvikvikingcentre.co.uk/about/jorvik-artefact-gallery/">https://www.jorvikvikingcentre.co.uk/about/jorvik-artefact-gallery/</a></p>	

## Enquiry 4: Was Alfred really 'Great'?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>From their work on the Anglo-Saxons, children should know that Britain was divided into kingdoms. They should also know that Viking settlement in Britain was gradual and have asserted that they may not have been welcome.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> Alfred the Great was an Anglo-Saxon who fought off the Vikings. Under Alfred, England was divided into two. Cnut united the whole of England under one king.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Cause and consequence Significance</p>	<ul style="list-style-type: none"> <li>- Chronology - place events on a timeline.</li> <li>- Range &amp; depth - identify key events of the time studied.</li> <li>- Range &amp; depth - look for effects in the time studied.</li> </ul> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>Viking</li> <li>Invasion</li> <li>Conquest</li> <li>Settlement</li> <li>Conflict</li> <li>King</li> <li>Resistance</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- make simple inferences?</li> <li>- identify key events and place them on a timeline?</li> <li>- use criteria to consider whether Alfred was great?</li> <li>- describe what happened after Alfred died?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Children could begin by looking at a coin of Alfred the Great - what kind of impression is Alfred trying to give? Do you think he actually looked like this? Does he look similar to anyone else/other coins?</p> <p>You could then remind the children that Britain at this time was split into kingdoms with a king controlling each area. The Vikings attacked Britain for a long period of time and the Anglo-Saxon kings had to fight them off. Explain that Alfred is said to have saved Wessex from the Vikings and was the first 'King of all the Anglo-Saxons'.</p> <p>Next children could read through a simplified version of Alfred's resistance and create a timeline of key events/battles. They could then look at what Alfred is credited with having done for Britain - possible card sort/diamond nine for importance. This could then lead onto consideration of whether Alfred deserves to be called 'Great' - children could use Dawson's criteria for significance.</p> <p>Finally, children could look at what happened after Alfred died and how England was united under Cnut.</p>		<p>Picture of a coin showing Alfred the Great - simple worksheet to accompany?</p> <p>Story of Alfred's resistance.</p> <p>Timeline worksheet for children to complete</p> <p>Card sort with Alfred's achievements</p> <p>Tick list with criteria for significance</p> <p>Account of what happened after Alfred died.</p>	<p>Tim Lomas, 'Viking and Anglo-Saxon struggle for the kingdom of England', <i>Primary History</i> 69 (spring 2015).</p> <p>Alf Wilkinson, <i>Invaders Pupil Book</i> (2019), pp.40-41.</p> <p>Kevin Jane, <i>Folens Primary History: Invaders</i> (2006), pp.50-1.</p> <p>For a simple overview of Alfred the Great: <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f</a></p> <p>For a timeline of Alfred's achievements and some key facts: <a href="https://www.theschoolrun.com/homework-help/alfred-the-great">https://www.theschoolrun.com/homework-help/alfred-the-great</a></p> <p>For Ian Dawson's criteria for significance: <a href="http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html">http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</a></p>	

## Enquiry 5: Did the Vikings ever come here?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children know that over time the Vikings settled in Britain - particularly in the north where they live. Children should also know that settlers influence place names etc. (link back to their work on the Anglo-Saxons.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) The Vikings settled all over England. <i>This will also depend on your local area.</i></p> <p><b>Second order concepts:</b> (What the children should understand) Similarity Difference</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Enquiry - choose relevant material to present a picture of one aspect of life in the past.</li> <li>- Enquiry - conduct research.</li> <li>- Communicate - communicate findings verbally to the rest of the class.</li> </ul> <p><b>Key concepts:</b> Vikings Settler Evidence</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- identify key places in the local area which may have an Viking connection?</li> <li>- start to explain why they may have had a local connection?</li> <li>- use the internet and other resources to research their local area?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>This is a good opportunity for children to make a link between what was happening nationally and their local area. <i>NB. There maybe members from a local history group who are willing to come in and talk to the children. Local libraries often have a local history society.</i></p> <p>A good place to start is with place names - introduce the children to Viking place names - provide a list. Then give children a map of the local area - can they find evidence of any place names with Viking origins?</p> <p>Children could then research their local area - churches, buildings, remains - what evidence is there that the Vikings came to their area? Encourage children to think about similarities and differences between Viking and modern times. This could then lead onto a local history display/presentation/assembly.</p> <p><i>NB. This links in with the local study of the National Curriculum. The extent to which children are able to draw links of course depends on their local area</i></p>		<p>List of Viking place names their meanings.</p> <p>Map of the local area with place names.</p> <p>Links to a local history group.</p> <p>Range of websites and online resources.</p>	<p>Tim Lomas, 'Viking and Anglo-Saxon struggle for the kingdom of England', <i>Primary History</i> 69 (spring 2015).</p> <p>Alf Wilkinson, <i>Invaders Pupil Book</i> (2019).</p> <p>Kevin Jane, <i>Folens Primary History: Invaders</i> (2006).</p> <p>Jon Nichol, 'Place names and the National Curriculum for history', <i>Primary History</i> 68 (Autumn 2014)</p> <p>If you can get hold of a copy, it could be worth looking at: AD Mills, <i>A Dictionary of British place names</i>, (2011)</p> <p>There are a range of websites for Viking place names - the ones which are most useful to you will depend on your area.</p>	

## Enquiry 6: How different was life in Britain in 1066 compared to life in Roman times?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Over Year 4, children have studied the key features of life in Britain from the Romans to 1066. They should be able to identify and describe key features of life under each time period.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> There were many changes between the Romans coming in 43CE and the Norman invasion in 1066 CE. There were also many continuities over this time period.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Change and continuity</p>	<ul style="list-style-type: none"> <li>- Range &amp; depth - identify key features and events of time studied.</li> <li>- Enquiry - use evidence to build up and present a picture of an aspect of the past.</li> </ul> <p><b>Key concepts:</b></p> <p>Romans Anglo-Saxons Vikings</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- show on a timeline the key time periods they have studied?</li> <li>- identify key changes and continuities across the time periods?</li> <li>- describe and start to explain whether there has been more change or continuity?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p> <p>Children could start by looking at the class timeline - where did they begin their history study in Year 4? Where have they got up to up the timeline? The children could consider how long the period of time is that they have studied and whether life in Britain changed a lot or a little over this time period.</p> <p>Children could work in groups looking at different features of life over time - they could be provided with information packs containing pictures, written evidence etc that could for a carousel activity. Themes could be houses, clothes, beliefs, leaders, food etc. The children could complete a simple table of information showing similarity/difference over time.</p> <p>Children could then present their work to the rest of the class/another class explaining in what ways life changed a lot and in what ways it stayed the same over this time period. Children could end by considering the greatest change/continuity and why.</p> <p>Revisit the enquiry questions posed at the start of the unit - are there any that children still cannot answer?</p>		<p><b>Resources:</b></p> <p>Class timeline</p> <p>Information packs with key details about each time period.</p> <p>Topic books - children's own books could be used as a source of reference.</p> <p>Paper, access to computers etc to that they can present their works</p> <p>Enquiry questions from the start of the unit</p>	<p><b>Useful links:</b></p> <p>'The Roman Empire and its impact on Britain', <i>Primary History 70</i>: summer 2015</p> <p>Tim Lomas, 'Britain's settlement by the Anglo-Saxons and the Scots', <i>Primary History 68</i> (Autumn 2014)</p> <p>Tim Lomas, 'Viking and Anglo-Saxon struggle for the kingdom of England', <i>Primary History 69</i> (spring 2015).</p> <p>Alf Wilkinson, <i>Invaders Pupil Book</i> (2019).</p> <p>Kevin Jane, <i>Folens Primary History: Invaders</i> (2006).</p> <p>BBC - 'The Story of Britain': <a href="https://www.bbc.co.uk/programmes/p01zfvrv">https://www.bbc.co.uk/programmes/p01zfvrv</a></p> <p>BBC Bitesize also has key information on each of the key topics: <a href="https://www.bbc.co.uk/bitesize/subjects/zcw76sg">https://www.bbc.co.uk/bitesize/subjects/zcw76sg</a></p>	

## END POINTS:

### Knowledge and second order concepts:

#### Substantive knowledge:

*(What the children should know)*

This is not an exhaustive list but an outline of what might be expected:  
England was so rich that the Vikings started to raid the country around 790CE.  
Many Vikings settled in Britain over time.  
There were lots of fights between the Anglo-Saxons and the Vikings over who would control the country.  
The Anglo-Saxon king Alfred the Great managed to defeat the Vikings.  
King Cnut united the country.  
There were many changes between the Romans coming in 43CE and 1066CE.  
*Taken and adapted from Sue Temple and Alf Wilkinson, 'Collins Primary History: Teacher's Guide', (2019), p.74.*

#### Second order concepts:

Children should start to have an understanding of:  
cause and consequence  
change and continuity  
similarity and difference  
significance  
chronology

### Key concepts developed:

AD/CE	Evidence	Romans
Anglo-Saxons	Invasion	Settlement
Archaeology	Invention	Settler
Artefact	King	Viking
Conflict	Raider	
Conquest	Resistance	

### Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- place events on a timeline developing understanding of AD/CE.
- conduct their own research increasingly independently.
- make inferences from evidence.
- investigate a range of evidence.
- ask and pose questions about the enquiry.
- start to assess significance of individuals.
- present their findings in a variety of ways.
- consider different ways in which the past has been interpreted.

### The next step ...

This is the last unit of Year 4. This unit will have allowed children to build on their historical narrative of the British Isles while continuing to develop their historical skills and understanding of key concepts. They may also have had the opportunity to link the Vikings to local history. In the next history unit, children will consider life in Britain post 1066 by looking at the Tudors. This will allow children to continue to acquire and develop their chronological narrative of the history of the British Isles while considering significant events and people and the impact that these had on Britain. Children will also have more opportunities to start to develop their handling of written sources of evidence.