

## Year 4 History – Vikings and Anglo Saxons

<b>Inspiration</b> Culture & Creativity			<b>Partnership with parents</b> Place and Belonging – Viking and Anglo Saxon Settlements locally	<b>Skill Development</b> <ul style="list-style-type: none"> <li>- There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.</li> <li>- Evidence is generally chosen for its suitability.</li> <li>- A range of evidence is selected in order to gain a more accurate understanding of history.</li> <li>- Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ.</li> <li>- Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.</li> <li>- Some of the changes to the locality of the school over time are explained with some examples and detail.</li> <li>- The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explained and described.</li> <li>- Historical events around the world are selected and compared.</li> <li>- The past is described by selecting which aspects to focus upon.</li> <li>- The main characteristic features of the past are generally described.</li> <li>- The chronological order of the past is understood and is represented on a time line accurately.</li> <li>- The concept of change in key themes is understood and some good examples of this are represented on timelines.</li> <li>- Key dates are generally used.</li> <li>- Historical language is selected and used appropriately.</li> </ul>	<b>By the end of this unit, children will be able to:</b>			
<b>Content Concepts</b> <ul style="list-style-type: none"> <li>- Trade</li> <li>- Conflict</li> <li>- Invasion</li> </ul>	<b>Procedural concepts</b> <ul style="list-style-type: none"> <li>- Causation</li> <li>- Change and continuity</li> <li>- Chronology</li> <li>- Evidence and historical enquiry.</li> </ul>	<i>Also covered in:</i> <ul style="list-style-type: none"> <li>Y1 – Causation Great Fire of London</li> <li>Y2 – Evidence and historical enquiry</li> <li>Y3 – Evidence and historical enquiry</li> <li>Y3 – Anglo Saxons, Scots and Romans - Invasion</li> <li>Y6 – World War 2</li> </ul>						
<b>Knowledge</b> <ul style="list-style-type: none"> <li>- The Anglo-Saxon age in Britain was from around AD410 to 1066. They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England</li> <li>- Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain.</li> <li>- Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. Each king ruled a kingdom and led a small army. From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain.</li> <li>- The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines.</li> <li>- If they ran away, they became 'outlaws' (outside the law), and anyone could hunt them down - unless they hid in a church. The fine for breaking into someone's home was five shillings (25p), paid to the home-owner. For minor crimes like stealing, a nose or a hand might be cut off.</li> <li>- The Saxons had a system called 'wergild', which meant that if you injured someone, you had to pay for the damage!</li> <li>- If a person killed someone, they paid money to the dead person's relatives. The idea was to stop long fights or 'blood feuds' between families by making them pay money instead.</li> <li>- There were many famous Anglo-Saxon kings, but the most famous of all was Alfred, one of the only kings in British history to be called 'Great'. He stopped the Vikings taking over all of England. He agreed to make peace with them and some Vikings settled down to live in their own area of eastern England, called the Danelaw. The Anglo-Saxons and Vikings became neighbours in Britain, but they didn't always get along peacefully.</li> <li>- The Vikings (also known as Norsemen) came from three countries of Scandinavia: Denmark, Sweden and Norway. The name 'Viking' means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. Vikings sailed the seas on longboats raiding and taking over land.</li> <li>- In AD865 an army of Vikings sailed across the North Sea. This time they wanted to conquer land rather than just raid it. Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia.</li> <li>- By AD874, almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain.</li> <li>- After years of fighting the Vikings and Alfred made a peace agreement. But even after this agreement, fighting went on for many more years. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the north west</li> <li>- The Danegeld was a tax paid to Viking raiders, to stop them from attacking the coast and invading.</li> <li>- After Alfred the Great, English kings gradually recaptured more and more land from the Vikings.</li> <li>- Alfred's son Edward fought for control of the Danelaw and Alfred's grandson, Athelstan, pushed English power north as far as Scotland.</li> <li>- Edward died in January of 1066. His successor was Harold Godwinson.</li> </ul>								
<b>Topic Specific Vocabulary</b>		<b>NC Subject content</b> Pupils should be taught about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.						
<b>Subject Specific/Academic Vocabulary</b> This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.								
Year 3	Year 4	Year 5	Year 6					

Categories	Occur	Assume	Labour	Export	Affect
Identified	Period	Economic	Obtained	Imply	Analyse
Involved	Relevant	Impact	Significant	Justify	Deduce
Major		Interpretation	Source	Locate	Valid
<b>We are historians /Being a historian /I am a historian</b>					

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