Walk On Water

St. Paul's C of E VA Primary and Nursery School

History Curriculum Coverage Year 5

The Vikings, Anglo Saxons and Scots

Key Knowledge—Anglo Saxons and Scots

The Roman Empire had started to collapse so bit by bit the empire was conquered by invaders that the Romans called barbarians.
In former times, **barbarians** were people from other countries who were thought to be uncivilized and violent.
In AD 410 the Romans left Britain. Although the Romans could read and write the invaders couldn't so very little was written about this time period from AD 400 to AD 600 and it is known as 'the dark ages'.
The Scots attacked from Ireland, the **Picts** attacked from the North and the Saxons attacked from Europe.
The **Scots** eventually settled in Britain in what is now known as Scotland and the Saxons settled in the South. They became part of a group called the Anglo-Saxons.
By about AD 550 Britain had been broken up into many small kingdoms each ruled by a different leader.
The name England is derived from 'Angle Land' meaning land of the Angles.
By AD 660 the **Anglo-Saxons** controlled most of Britain.
Mercia was the most powerful **kingdom** during the Anglo-Saxon period. Offa was the king of Mercia from AD757 to AD 796. He was a great warrior and is famous for building Offa's Dyke a defensive barrier made of earth which ran along the border between Wales and Mercia. Some of it can still be seen today.
Anglo-Saxons built their own **settlements** with each village having a **chief** who protected the villagers.
Place names tell us where the Anglo Saxon settlements were set up. East Anglia on the east coast of Britain is named after the Angles who settled there. Some towns and villages have old Anglo-Saxon words in their names for example -ton and -ham both mean 'village' e.g. Luton, Taunton, Birmingham etc.
Anglo Saxons grew their own food and farmed animals to eat. Houses were simple - built of wood and had **thatched** roofs made of straw.
Kings had large impressive halls to entertain guests in.
Settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning. Houses were heated with an open fire. Toilets were a pit dug in the ground.
Food was often bread and a type of vegetable soup called pottage made with peas and beans, leeks, onions and turnips. Farm animals provided meat, milk and eggs.
There were no medicines and lots of illness - many people died at a young age. Anglos Saxons worked hard farming the land and did not have a comfortable life.
Many children died very young (about a third died before their 5th birthday) due to illness. Most children didn't go to school unless they were training to be a priest, nun or **monk**. Most children worked hard helping in the home.
Anglo-Saxons wrote poems and stories for entertainment - these can tell us about life in this time.
Beowulf (pronunciation: bay-uh-wulf) is a famous poem/story from this time.
Sutton Hoo—An Anglo-Saxon burial site dug up in the first half of the 20th Century and provides evidence for what life for the rich might have been like.
A ship was found in which a man most likely a king was buried. It was filled with weapons and treasures including a helmet. Before this discovery historians were unclear about the burial rituals of the Anglo- Saxon kings. We now know they were buried in ships with their treasures.
Lindisfarne Priory is a **monastery**, which was built on Holy Island in around AD 630. A monastery is a building or collection of buildings in which **monks** live. The **monks** at **Lindisfarne** wrote the famous
Lindisfarne Gospels. The gospels are examples of Anglo-Saxon **illuminated** texts. An illuminated text is a piece of writing that is decorated with pictures and patterns. The Lindisfarne gospels are written on calfskin and the pictures coloured with expensive dyes.
Most texts at the time were written in **Latin** - the language used by monks.
By the late 8th Century Britain, was known as a wealthy country with treasures and fertile ground for growing crops. A group of people from **Scandinavia** called The Vikings began to attack Britain.
The Anglo-Saxons built defensive **forts** called Burhs to protect the Anglo Saxon people.
The Anglo-Saxons had started off as **invaders**. They settled in Britain, developed its culture and made it wealthy again. But after a few hundred years the Anglo-Saxons became threatened by overseas
raiders themselves - the **Vikings**.

Key Knowledge—Vikings

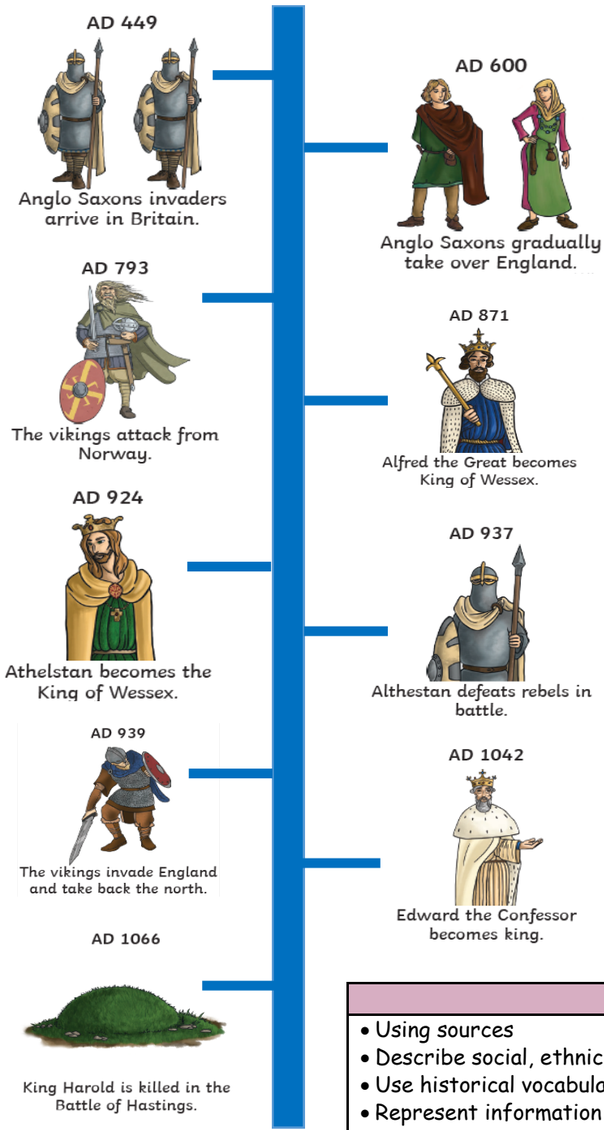
Vikings came from lands we now call Norway, Sweden and Denmark - **Scandinavia**. The Vikings were Norsemen - meaning 'Men of the North'. They travelled across the seas in **longships**.
Began exploring and **raiding** from the end of the 8th Century (700-799 AD) until the middle of the 11th Century (1000-1099 AD)
The first Viking raids (790CE to 850 AD) to Britain were short trips to steal treasure and take slaves.
Locate Norway, Denmark and Sweden and understand the routes that the early Viking raiders took.
The Vikings often carried out raids to fit in with the cycle of farming. They would plant crops in spring and then carry out raids until harvest time.
Vikings valued bravery and a 'good death' in battle. How brave you were in battle decided where you would go in the '**afterlife**'
The Vikings believed the world was actually made of nine worlds: Midgard, Asgard, Vanaheim, Jotunheim, Niflheim, Muspelheim, Alfheim, Svartalfheim and Helheim.
Told many stories about their gods which involved mythical creatures like giants and elves. Norse gods: Odin, Frigg, Thor, Tyr and Loki.
If a Viking died bravely, they believed they would go to Valhalla (a hall in Asgard where Odin ruled) it was believed they would be heroes in the afterlife and every day they would feast and drink mead (an alcoholic drink made with honey)
Norsemen that didn't die bravely would go to Helheim. In one part of Helheim evil and dishonest people were punished. There were also areas for the good people that were not warriors.
The first planned Viking raid was on the island of Lindisfarne in 793 AD.
A small community of **monks** lived on **Lindisfarne** in an undefended priory. Like most **monasteries** at the time, the priory was rich - it had gold and silver treasures, plates, candlesticks and beautiful books. The Vikings who raided Lindisfarne would have seen that the small church communities along the shores of Britain were easy targets. They were all in isolated places far from help. The raid on Lindisfarne terrified the church (differentiate between the two meanings of church 1. a building 2. the institution - we are referring to the institution of the church in this instance).
Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others.
Anglo-Saxon Chronicle says that great lightning storms warned people of the Vikings coming.
The Vikings managed to defeat all the Anglo-Saxons kingdoms except for Wessex where King Alfred reigned.
In 871 AD Alfred became king of Wessex and made peace with the Vikings. Alfred managed to pay off the Vikings and keep the peace for five years but in 876 AD a new leader of the Danish Vikings called Guthrum attacked Wessex. Alfred fought against Guthrum's armies for two years but in 878 AD A great battle took place at Chippenham where many of Alfred's men were killed. Alfred ran away to Somerset.
Alfred raised an army and beat the Danish Vikings in 878 AD. Alfred and Guthrum made a treaty. As part of the treaty Guthrum had to be baptised as a Christian. Guthrum had to leave Wessex and retreat to East Anglia. England was safe from Viking raids for now. Alfred became known as Alfred the Great.
Peace lasted in Wessex until 884 AD when Guthrum attacked again but was defeated by Alfred's army. Alfred forced Guthrum to sign another **treaty**. Mercia was split with Alfred taking the south and west and the Danish Vikings taking the east and north. The Danes now owned an area of Britain, which they ruled from York. This area was called the Danelaw.
Jorvik (pronunciation: yor-vik) (which we now know as York) was an important town in the Danelaw.
We know a lot about Viking settlement in York from excavations in the area. Archaeologists have dug into the earth and found the remains of many items including pottery and clothing.
Alfred the Great had a grandson called Athelstan who became known as the first king of England. He was crowned king of the Anglo-Saxons and began moving up England from the south taking back the land from the Vikings. In 928 AD Athelstan had retaken York from the Vikings.
His idea was to unite all of Britain but could not fully defeat the Scottish King Constantine. The border between Scotland and England was set and Athelstan became the first king of England and Constantine remained as king of Scotland.
A new period of Viking raids began in 978 AD after a new king called Aethelred was crowned. Aethelred could not stop the raids and became known as 'Aethelred the Unready'. He gave in to the Vikings and paid them to go away. This was known as paying Danegeld. Aethelred paid 3300kg of silver (over a million pounds in today's money) He hoped this would stop further invasions. It didn't.
Further Viking attacks happened and Danegeld was paid many times to different groups of Vikings. In 1002 AD Aethelred took revenge on the Vikings and ordered that all Danish men in Britain should be killed. It became known as the St Brice's Day Massacre. Archaeologists have found mass graves containing the skeletons of young men who it is believed died during this time.
After Aethelred died the next king of England was King Canute. When Canute died one of Aethlred's sons, Edward, became King in 1042 AD. He became known as 'Edward the Confessor'. England was very peaceful and safe under his rule. When he died in 1066 there was no one to take the throne as he had no children. Three people believed they should be king - Harold Godwineson, William, Duke of Normandy and Harald Hardrada, King of Norway
A huge battle took place which is known as the Battle of Hastings where William, Duke of Normandy defeated and killed Harold. He became known as 'William the Conqueror'. The battle is depicted in the Bayeux Tapestry - an embroidered cloth which is 70m long and 50cm tall which was made shortly after the battle.
Historians study the Bayeux (pronunciation: bay-yah) tapestry in great detail to discover more about the time period.

National Curriculum—Key Stage 2

- **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.**
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.**
- **They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.**
- **They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.**
- **They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.**

Pupils should be taught about:

- **Changes in Britain from the Stone Age to the Iron Age**
  - ◊ Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
  - ◊ Bronze Age religion, technology and travel, for example, Stonehenge,
  - ◊ Iron Age hill forts: tribal kingdoms, farming, art and culture
- **The Roman Empire and its impact on Britain**
  - ◊ Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC
  - ◊ The Roman Empire by AD 42 and the power of its army
  - ◊ Successful invasion by Claudius and conquest, including Hadrian's Wall
  - ◊ British resistance, for example, Boudica
  - ◊ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- **Britain's settlement by Anglo-Saxons and Scots**
  - ◊ Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
  - ◊ Scots invasions from Ireland to north Britain (now Scotland)
  - ◊ Anglo-Saxon invasions, settlements and kingdoms: place names and village life
  - ◊ Anglo-Saxon art and culture
  - ◊ Christian conversion – Canterbury, Iona and Lindisfarne
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
  - ◊ Examples (non-statutory) This could include: Viking raids and invasion
  - ◊ Resistance by Alfred the Great and Athelstan, first king of England
  - ◊ Further Viking invasions and Danegeld
  - ◊ Anglo-Saxon laws and justice
  - ◊ Edward the Confessor and his death in 1066
- **A local history study**
  - ◊ Examples (non-statutory): a depth study linked to one of the British areas of study listed above
  - ◊ A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
  - ◊ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**
  - ◊ Examples (non-statutory): the changing power of monarchs using case studies such as John, Anne and Victoria
  - ◊ Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
  - ◊ The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - ◊ A significant turning point in British history, for example, the first railways or the Battle of Britain
- **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China**
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world History 192**
- **A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**



Key Vocabulary
Scots
settlement
chief
Picts
barbarians
Anglo-Saxons
kingdom
border
thatched
Beowulf
Sutton Hoo
monk
monastery
illuminated text
Latin
invader
fort
Scandinavia
Vikings
conversion
raid
longship
Afterlife
treaty

Key Historical Skills

- Using sources
- Describe social, ethnic, cultural and religious diversity
- Use historical vocabulary
- Represent information on a timeline
- Note connections, contrasts and trends over time
- Ask and answer historically valid questions about change, cause, similarity and difference, and significance.

Christian Conversion

- To begin with Anglo Saxons followed Pagan religions. Pagan religions often worship many gods and goddesses and nature plays a big part. In AD 596 the Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity. The missionaries were lead by a monk called Augustine. Augustine began his mission by visiting King Aethelbert, the Pagan king of Kent. The king had married a Christian princess named Bertha. Together Bertha and Augustine converted Aethelbert to Christianity.
- By about AD 700 Christianity was a big part of life and everyone was expected to go to church. Kings who became Christians expected their followers to convert too.
- The church in England was organised around ministers. These were places where a group of monks, priests and nuns organised worship
- Christianity helped to develop Anglo-Saxon society and culture.
- An English monk named Bede (and now often referred to as The Venerable Bede - Venerable meaning deserving a lot of respect) wrote 'The Ecclesiastical History of the English People' in 731AD. He was the first writer to use the initials AD for the years after the birth of Jesus. This stands for Anno Domini - in the year of our lord - in Latin. He is an important early historian because he wrote many books describing the events and culture of the Anglo Saxon period and, in particular, described how Christianity arrived in England.