

Morpeth First School Knowledge Organiser

History	Year group	Spring
Vikings and Anglo Saxons	4	6 sessions

Background knowledge

The Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago. They invaded Britain after the Romans left. They were fierce people, who fought many battles during their rule of Britain - often fighting each other! Each tribe was ruled by its own strong warrior who settled their people in different parts of the country. Many towns and villages still carry their Anglo-Saxon names today, including "England" which comes from the Saxon word "Angle-Land". Anglo-Saxons liked to party! They loved a good meal and would often host huge feasts in the chief's hall. Meat was cooked on the fire and they ate bread, drank beer and sang songs long into the night!

From 793 AD, the Vikings invaded Anglo-Saxon Britain several times, plundering and raiding towns and villages along the British coastline. groups of Vikings eventually settled in different parts of the country, especially York (or Jorvik, as they named it) - making it the second biggest city after London.

Resources

Twinkl - Vikings and Anglo Saxons

History Rocks (songs) - I'm an Anglo-Saxon, Viking Warriors, Viking Boast Battle

What should I already know?

I can begin to describe similarities and differences in artefacts. I can find answers to simple questions about the past from sources of information and begin to discuss the effectiveness of a source.

I can sequence events and objects into chronological order.

I can begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past.

I can place time studied on a timeline including the Roman Empire and Stone Age.

I am beginning to identify and give reasons for different ways that the past is represented.

I can discuss sources of information and question whether a source of information is always true and reliable.

I am developing my understanding of historical concepts such as continuity and change, similarity and difference. and significance.

National Curriculum Objectives / Key Skills	The Journey
<p>Range and depth of historical understanding Look for links in times studied Offer a reasonable explanation for events. Develop a broad understanding of ancient civilizations</p> <p>Chronology Use terms related to the period studied and begin to date events Develop a chronological secure knowledge and understanding of British history</p> <p>Historical enquiry and sources Use sources to build up a picture of a period of time.</p> <p>Interpretations of history Look at the evidence available Begin to evaluate the usefulness of different sources</p>	<ol style="list-style-type: none"> 1. Explain when and where the Vikings came from and why they raided Britain. 2. Compare the significance of the Anglo-Saxon kings during the Viking period. 3. Explain who King Ethelred II was and say when and why Danegeld was introduced. 4. Identify key aspects of Viking life 5. Explain how the legal system worked in Anglo - Saxon and Viking Britain. 6. Explain how the last Anglo - Saxon kings shaped Britain

Cultural Capital
<p>Laptops and I pads for independent research Forest School activities A high quality and varied curriculum ensures that children are not just learners - they are explorers, investigators, enthusiasts, performers, decision makers, contributors, creators, role models, members of society, and ultimately the future of our community and the world beyond it.</p>

Outcomes

Developing: Say where the Vikings came from and why they invaded Britain. Describe some aspects of everyday Viking and Anglo Saxon life. Put Vikings and Anglo Saxons onto a timeline and begin to make links between areas that they have studied. Learn some vocabulary related to this unit of work as well as periods of history e.g. empire, civilisation, century, decade etc.

Secure: Explain where the Viking came from and why they invaded Britain and offer some reasonable explanations for some events. Describe some aspects of everyday Viking and Anglo Saxon life. Put Vikings and Anglo Saxons onto a timeline and begin to make links between areas that have been studied. Compare and contrast aspects of Anglo - Saxon, Viking and modern day everyday life e.g religion, cultural traditions and crime and punishments, make comparisons across events and periods. Ask questions to develop their understanding, increasingly using words and phrases to indicate time, talking about decade, centuries, millennium etc.

Mastery: Demonstrate a full understanding of how the Vikings have shaped British culture and history by asking historically valid questions. Evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions shaped British culture. Use at least one type of source of information confidently and begin to use a variety of sources such as books, internet, visual clips etc.

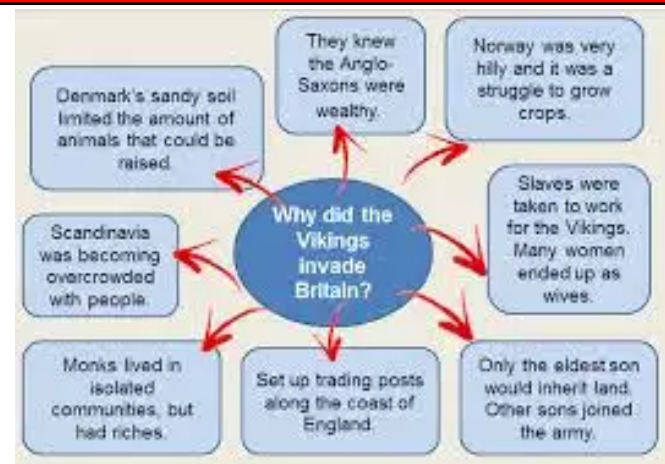
Key Vocabulary

Danegeld - a tax raised to pay tribute to the Viking raiders to save a land from being ravaged.

Wergild - also known as man price, was established on a person's life, paid as a fine or compensatory damages to the family when that person's life is taken or is otherwise injured

Expected vocabulary for this unit of work; connections, chronology, conquest, invade, invasion, settle, settler, settlement, nation, tribe, immigration, conflict,

Timeline / Diagrams



Key people / places

King Ethelred II

Bamburgh

Wessex

York

Assessment questions / outcomes

1. Where did the Vikings come from and why did they invade Britain?
2. Who were the most influential Anglo- Saxons kings and why?
3. What was the danegeld and the wergild?
4. Can you compare life in the Anglo-Saxon time to modern day
5. What was the significance and impact made by some Anglo Saxon kings and how have their actions shaped Britain?