



Knowledge Organiser	Subject: History	Topic: Anglo-Saxons vs Vikings	Year: 5
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Key Knowledge/Prior Knowledge

This unit builds on the unit Angles, Picts and Scots studied in Year 4. There should already be an awareness of where the Angles, Saxons and Jutes originated from and why they came to Britain. This unit should examine reasons why the Vikings came from Scandinavia and the impact on the Anglo-Saxons and their way of life. We know from language and place names that many Vikings lived alongside the Anglo-Saxons, but there were also power struggles for the throne. Anglo-Saxon England was at one point seven different kingdoms that eventually unified. These varying kingdoms led to many power struggles before a unified kingdom emerged.

Significant People:

King Alfred—King of Wessex 871AD— 899AD. Defended Wessex from Viking invasion. **Athelstan**—First king to unite the English kingdoms in 927AD. **Guthrum**—King of the Vikings in Danelaw at the time of the treaty with the Saxons. **King Canute**—King of England, Denmark and Norway between 1028AD and 1035AD. **Edward the Confessor**—penultimate Saxon King of England (before Harold II who lost at the Battle of Hastings).

<https://www.bbc.co.uk/bitesize/articles/z8q487h#zrmyvwx>

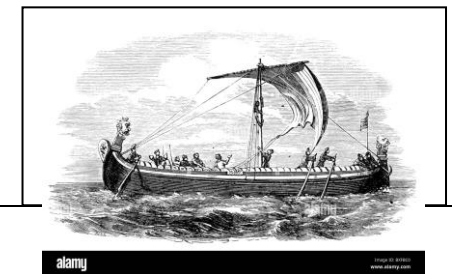
<https://www.english-heritage.org.uk/members-area/kids/saxons-vikings/vikings-in-england/>

Being an Historian/Key Skills Developed

- use a range of evidence to interpret events, linking this to factual understanding about the past;
- evaluate the usefulness and reliability of primary and secondary sources;(Anglo-Saxon Chronicles, Sutton Hoo artefacts, Viking sagas).
- pose and address questions about change, cause, similarity and difference, and significance; the quest for the throne, ultimately led to the end of the Anglo-Saxon era and the beginning of the Norman period.
- develop a chronologically secure knowledge and understanding of British and world history; (Know why different peoples invaded Britain, how the invasions ultimately led to the arrival of the Normans).
- identify connections, contrasts and trends over time.

Multi-Disciplinary Skills

Pupils should have a good understanding of primary and secondary sources and begin to deduce facts from the evidence and question the reliability of the source. The pupils will have a foundational knowledge of the Anglo-Saxons' arrival in Year 4, this unit should focus on the impact on society of the arrival of the Vikings. The pupils should be able to place key events on a timeline – the Romans, the Anglo-Saxons, the Great Fire of London and WWII – all having been taught by now.



The Big Question

Key Concepts

Time,Change.Chronology:

to create a sense of period and time, the sequence of when things happened; what changed and what continued; what we might see as progress.

Reasons and Results:

how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems using historical sources?

How did the Anglo-Saxons and the Vikings change England forever?

Key Vocabulary	
Generic Vocabulary	Settlement, invasion, Scandinavia, tribe, raids, sagas.
Wergild	Blood price'. Saxon system of compensation paid to victim.
Archaeologist	Someone who finds items from the past to learn about what life was like
Danelaw	An area in the north of England ruled by the Vikings.
Runes	The symbols used as letters of the Viking alphabet.
Conquer	To invade and take over a place.
Myth	An ancient story or set of stories, especially explaining the early history of a group of people.
Society	The people who live in a place and their way of life.

Key Information to Consider:

Before the Vikings. The Anglo-Saxons were a group of farmer warriors who lived in Britain. Made up of three tribes who came over from Europe, they were called the Angle, Saxon and Jute tribes. The two largest were the Angles and Saxons which is why we call it the Anglo-Saxon period. They conquered the Romanised Britons who came before them.

Danelaw. Vikings were largely from Denmark, Norway and Sweden. Over a period of around 100 years the Vikings invaded large parts of northern England but there were large areas in the south (Wessex) that they never managed to invade. By 884AD an agreement was signed so that the Vikings could rule over "Danelaw" in the north of England.

A Reason to Invade. Farming was tough for the Vikings. The northern part of Scandinavia was full of mountains. The soil along the coastline was sandy. It was difficult to grow crops. As the population grew they could not grow enough food for everyone. Around 750AD, some Viking started to explore other places to live and began to settle in Britain where the Anglo-Saxons lived.

Viking Language. The English language has lots of evidence of the Viking invasion of Britain. This is especially the case with lots of place names of many towns and villages in the north of England.

Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences.	Homes in the past – Comparing homes in our local area, then and now – consider living conditions, the developing area.	The Great Fire of London. In this unit, Year 2 would have begun to look at primary sources, as well as understanding significant events.	Roman Britain Understand the life of Romans in Britain, their practices and their lasting impact on the World today. Begin to understand sources in history.	Settlements Unit. Anglo-Saxons, Picts and Scots -Understand life in Britain for these differing groups, how they interacted, similarities and differences.	Anglo-Saxons vs Vikings – This unit will look at the changing dynamics of a multi-kingdom Britain and how it became one nation due to multiple power struggles.	Crime and Punishment - Previous learning on the Romans in Britain, the Anglo-Saxons and Vikings will link to this unit. See previous knowledge organisers