

Calcot Schools Knowledge organiser: History- Year 5

Topic: The Vikings

Phase: 5

Strand: the Viking and Anglo-Saxon struggle for the Kingdom of England

Prior Knowledge

Pupils should now have a secure understanding of key components of Anglo-Saxon society in historical Britain, including settlement sites, religious beliefs and how that changed over time. The impact changing religion had on art, society and architecture, Anglo-Saxon warfare, key significant individuals and famous artefacts. Children should recognise the artefacts contributing to the Sutton Hoo burials and why they are paramount to Anglo-Saxon history. This will help to inform the children of the changes that occurred during the beginning Viking settlements and raids.

Historical skills and Enquiry

Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within the period they are studying and draw comparisons with other cultures. 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, including artefacts, textiles and written sources.

Diagrams

Image 1 and 2: Viking shields and a Viking longboat.

Vocabulary

Axe	A type of weapon used to defend and was a status symbol.
Freja	A goddess in Norse mythology, associated with love, beauty and gold
Gods	The Vikings believed in many gods, mainly the Earth and Sky Gods.
Helmet	Used for protection, but also a crucial status symbol for Vikings.
King	A Viking king had to be perceived as a strong leader. Different tribes had different kings.
Longboat	The longboats could travel in shallow water. They had dragons carved onto the prows to scare enemies.
Settlers	Some Vikings would move their families to new lands they had conquered, they would settle there.
Runes	The Vikings alphabet- more than just letters- a status symbol.

Artefacts/Resources to use

Artefacts to use should include Viking helmets, armour, shields, alongside monuments such as cathedrals and longboats. Artefacts provide the children with an exciting and engaging hook. If not already addressed, written sources, such as the Bayeux Tapestry, should also be utilised to provide context for the children.

Significant People

William, Duke of Normandy: conquest of England in year 1066. The Bayeux tapestry depicts this conquest. **Erik the Red:** founded Greenland. **Ragnar Lothbrok:** arguably the most famous Viking warrior of them all. Ragnar's fame is to the prominent role he plays in the stories written down by the Vikings known as "sagas". In these sagas, which were based on real people and events, Ragnar's many 9th century raids on Francia and Anglo-Saxon England granted him great fame and status.

What will the children know by the end of the unit?

LI: Who were the Vikings (?): Pupils will understand and recognise Viking people and that the Viking age in European history was from about AD700 to 1100. **Chronology** should be addressed and this should be compared and directly linked to the pupils' prior learning of the Anglo-Saxons. Children will understand that during this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground. The people of Britain called the invaders 'Danes', but they came from Norway and Sweden as well as Denmark. The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors. Some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings. Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes. **Viking trade** should also be addressed and recognised by the pupils.

LI: To recognise and understand Viking warfare: Pupils will understand that Viking warriors fought using long swords and axes and that the Viking longboat/long ship was pivotal to their military success. The Viking shields are recognisable worldly and children should be able to recognise their key designs and how that contributes to their culture and identity.

LI: To identify Viking raids and address why they happened: The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books and food and drink available- all part of their incentive to continue raiding. 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. 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. 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. The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east.

Timeline

791: Raids begin on the British Isles.
 830: The Oseberg ship is buried.
 840: Norse settlers found Dublin.
 844: Muslims repel a Viking raid in Spain (**Meanwhile, elsewhere...**).
 866: Vikings establish a Kingdom in York.
 872: Harald I gains control of Norway.
 878-890: The Danelaw pact.
 910: Battle of Tettenhall/Wednesfield.
 915-918: Battles of Corbridge.
 941: Rus Vikings attack Constantinople
 995: Norway's Viking King builds a Christian church.
 1000: Christianity arrives in Iceland and Greenland.
 1066: Battles in England.