



## Lowerhouse Junior School

### History Overview Sheet



## Year 5 – Is it fair to call all Vikings brutal invaders?



**Rationale:** This unit will teach your class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents.

### **Substantive Knowledge:**

- Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain.
- Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings
- Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld.
- Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain.

### **Disciplinary Knowledge:**

#### Enquiry, Interpretation and Using Sources:

- Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?'
- Evaluate sources and make inferences
- Recognise that some events, people and changes are judged as more historically significant than others

#### Chronology:

- Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends
- Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales

#### Communication:

- Discuss how Britain has influenced and been influenced by the wider world
- Discuss and debate historical issues acknowledging contrasting evidence and opinions
- Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society

### **Overview:**

Lesson 1: Artefact session: What can you tell about the Vikings from a chess piece?  
Lesson 2: Who Were the Vikings? - Place the Viking era within the wider historical timeline and understand the reasons for Viking migrations.  
Lesson 3: The Viking Raids – Brutality or Survival?  
- Evaluate sources to understand different interpretations  
Lesson 4: Vikings as Settlers - Explore evidence of Viking settlements and their impact on Britain.  
Lesson 5: Interpretation Over Time – Vikings in Popular Culture  
Lesson 6: Debate and Reflection – Were All Vikings Brutal Invaders?

### **Key Vocabulary**

**Danelaw** - An area of land ruled by the Vikings where they settled from York down to the east of England.  
**Drinking horn** - Made from the horns of goats and cattle, these were used when drinking water, milk or mead.  
**Helmet** - Helmets were made from iron with a bowl and nose guard and leather within. They did not have horns!  
**Jewellery** - Using a range of materials from gold to animal bones they made rings, brooches, necklaces and bracelets.  
**Long boat** - Long, narrow ships that could travel fast, in shallow waters for incredibly long distances.  
**Longhouse** - Made of wattle and daub, wood or stone with an open fire in the centre of one single room.  
**Loom** - Viking women would spin wool or flax which was then woven into cloth using a wooden framed loom.

### **Assessment/Key Skills**

**Most Children will:** • Explain where and why some Viking raids or attacks took place. • Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild. • Compare and contrast aspects of AngloSaxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments.

**More Able Children will:** • Demonstrate a full understanding of how the Vikings have shaped British culture and history by composing historically valid questions. • Evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history. • Confidently compare and contrast the modern day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences.