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To Learning!

**Topic Title: Scandalous Scoundrels**

**Year Group: 4**

**Academic Year: 2022 -2023**

**KS2 History Intent:**

The children will know who the Anglo-Saxons and Vikings were, as well as when and where they raided and settled. They will know 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.

<p><b>Prior Historical Learning/Linked Topics:</b> Romans (Y4)</p>	<p><b>Literacy Links (including texts/media used):</b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• How to train your dragon.</li> </ul>	<p><b>Maths Links:</b></p>
<p><b>Historical Knowledge</b></p>		
<p><b>Area of study:</b></p>		
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>		
<p><b>Historical Skills</b></p>		
<p><b>Historical Interpretation:</b></p> <ul style="list-style-type: none"> <li>• Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>	
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Order significant events and dates on a timeline.</li> <li>• Describe the main changes in a period in history.</li> </ul>	<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>• Use evidence to describe what was important to people from the past.</li> <li>• Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>• Describe similarities and differences between people, events and artefacts studied.</li> <li>• Describe how some of the things I have studied from the past affect/influence life today.</li> </ul>	



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### Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, , pictures, photographs, music, artefacts,
- Ask questions and find answers about the past.

### Key Questions:

Who were the Saxons? Why did they settle in Britain?  
What was Anglo-Saxon home life like?  
What was the mystery of Sutton Hoo?

Who were the Vikings? Where did the Vikings come from? What made the Vikings successful?  
What made the Viking Longship a good mode of transport? How did they make them?  
Can you make a longship? Were all Vikings warriors?  
Why and where did the Vikings trade? Did they invent something to trade? What might trading have been like?

### Content:

## Anglo-Saxons

### Lesson 1: Who were the Anglo-Saxon invaders?

To find out where the Anglo-Saxons came from.

To think about what it might have been like to be an Anglo-Saxon invader coming to Britain.

This lesson introduces the Anglo-Saxons and explores where the different invaders came from. Pupils will look at maps to trace the origins of different tribes and make a profile of a Saxon invader. They will discuss how/what they have learned about movement or people in Anglo-Saxon times links to modern day immigration.

### Lesson 2: Why did the Anglo-Saxon want to settle in Britain?

To understand the terms 'invaders' and 'settlers'.

To explain some of the reasons the Anglo-Saxons wanted to settle in Britain.

In this lesson, pupils learn the difference between invading and settling. They explore some of the key reasons the Anglo-Saxons wanted to settle in Britain, looking at push and pull factors. Pupils will then write a letter from British King Vortigern to persuade some Anglo-Saxons to move to Britain.

### Lesson 3: What was it like in an Anglo-Saxon village?

To explore the features of an Anglo-Saxon settlement

To consider what life might have been like for different people living in an Anglo-Saxon village

This lesson explores life in an Anglo-Saxon settlement. Pupils will take a video tour and think about how the Anglo-Saxons used natural resources to make their settlements safe and self-sufficient. Pupils will design their own settlement maps and think about what different people might be doing in the settlement on a



day-to-day basis.

**Lesson 4: What kind of clothes did the Anglo-Saxons wear?**

To find out what Anglo-Saxon clothing looked like

To discover how Anglo-Saxons made clothes out of natural materials

In this lesson, pupils think about how their own clothing choices compare to the clothes available to Anglo-Saxons. Pupils will find out about typical clothing for Anglo-Saxon men and women and they will have a go at colouring their own wool using natural materials for dyes. Finally, pupils will have the opportunity to reflect on the sources of evidence that might tell historians about Anglo-Saxon clothing.

**Lesson 5: How was Anglo-Saxon Britain ruled?**

To find out how Anglo-Saxons kingdoms were organised

To investigate Anglo-Saxon place names

This lesson looks at five major kingdoms from Anglo-Saxon Britain. Pupils will look at the social hierarchy and will use character cards to rank different people in order of importance. Then they will look at how their local area relates to the kingdom structure and investigate the meaning of local place names that originate from Anglo-Saxon times.

**Lesson 6: Who was Alfred the Great?**

To explore the story of Anglo-Saxon King Alfred

To consider why Alfred is remembered as 'The Great'

In this lesson, pupils will find out why Alfred was a significant figure in Anglo-Saxon history. Pupils will listen to his story and consider why he left a legacy as a great king. They will then design a commemorative statue and be challenged to think about why historians sometimes doubt the truthfulness of the historical sources that tell us about King Alfred.

**Lesson 7: What was Anglo-Saxon food and drink like?**

To find out which foods were available in Anglo-Saxon times

To follow an Anglo-Saxon recipe for honey bread

This lesson allows pupils to think about the foods they like and compare them to the foods available in Anglo-Saxon Britain, both in terms of everyday meals and feasting foods. Pupils will design an Anglo-Saxon menu and have the opportunity to make and taste Anglo-Saxon honey bread.

**Lesson 8: How did the Anglo-Saxons write things down?**

To discover what runes looked like

To explore how writing changed during the Anglo-Saxon period

To find out about some famous Anglo-Saxon manuscripts



In this lesson, pupils will look at the runic alphabet and learn about how writing changed from runes to manuscripts after the conversion to Christianity. Pupils will work in groups to research famous Anglo-Saxon manuscripts and then they will have a go at reading and writing secret messages written in runes.

### **Lesson 9: How did the Anglo-Saxons find out about Christianity?**

To find out about Anglo-Saxon religious beliefs

To learn about key figures who helped the Anglo-Saxons to find out about Christianity

This lesson is designed to help pupils to understand key concepts of paganism and Christianity. Pupils will complete a dictionary challenge to become familiar with associated vocabulary. They will watch a video to reflect on how Christianity spread across Britain and then design commemorative stained glass windows depicting key figures.

### **Lesson 10: What was the mystery of Sutton Hoo?**

To explore the significance of the Sutton Hoo discovery

To investigate artefacts from an Anglo-Saxon grave

In this lesson, pupils will learn about the mystery of Sutton Hoo. Pupils will go on a treasure hunt to find out about some of the artefacts and they will discuss what deductions can be made from them. Pupils will look at the evidence and decide what kind of person was at the heart of the burial.

## **Vikings**

### **Lesson1: Introduction to the Vikings – Where did the Vikings come from?**

To understand the terms 'invade' and 'settle' and to place the Vikings on a timeline.

Ask children if anyone in the class has moved, either to a different part of the country or to a different country. Explore the reasons why they moved: was it work, family, necessity? Explain that people move around for very different reasons and introduce the terms 'refugee', 'immigration', etc. Explain that the reasons people moved in the past are similar to the reasons people move today. Display the words 'invade' and 'settle' on the board and ask children what they think they mean. Explain that different groups of people have been invading and settling in Britain for a very long time. Sort associated words into 'invade' and 'settle' columns. Show children the timeline. How many years ago did the Vikings invade Britain? Use a calculator to find out how many times the children would have to have lived their life to make the same amount of time, e.g. if the Vikings arrived 1200 years ago,  $1200 / 8 \text{ years} = 150$ , so an 8 year old would have to live their lives 150 times to show how much time has past since the first Viking invasions. Children label the different parts of the Viking's outfit, using as much detail as possible, and then explain what we can learn about the Vikings from the kinds of clothes they wore.

### **Lesson2: To investigate why the Vikings explored many parts of the world.**

Look at the timeline to show when the Vikings invaded Britain. We know when they invaded Britain but where did they invade Britain from? Ask for children's suggestions about where the Vikings homeland was. Show children a modern map of Norway, Sweden and Denmark. What do you know about these countries? What are they like? • Go through the slides explaining why the Vikings raided, invaded and settled in Britain. Explain that there is also evidence that Vikings invaded many other countries too. Choose a child to 'hot seat' being a Viking farmer who is planning to come over to Britain. Get the other children to ask him questions about what his home is like and why he is



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planning to settle in Britain. Children complete fact sheet for a Viking farmer, explaining what his homeland is like and why he is planning to settle in Britain. Extension : Ask children to get into pairs to role-play a conversation between a Viking husband and wife. The husband is trying to convince the wife that it would be a good idea to move to Britain but the wife wants to stay in their home. Challenge children to get as many different reasons for both points of view as they can. • When they have had a chance to practice, ask children to perform their role-play to the rest of the class, who count the reasons given by each character. Whoever manages to get the most reasons into their argument wins!

**Lesson3: Viking Raiders - To use a range of sources to find out about Viking longboats.**

Look at the map on the slides and ask children how they think the Vikings travelled from Scandinavia to Britain and other parts of the world. Look at a picture of a Viking longboat and ask children in pairs to discuss why they think the Vikings used boats like this. What features does it have? How do you think it moves? Go through the information about longboats, asking questions along the way to check children understand. Ask children to create their own fact file about Viking longboats using information from books, the internet etc. Encourage children to include information on how it moved, how it protected passengers from the wind and rain, what we can learn about the Vikings from longboats, etc.

**Lesson 4: To find out where and when the Vikings raided Britain, and the Anglo-Saxon interpretation of these events.**

Who was in Britain when the Vikings first raided? Find the Anglo-Saxons on the timeline and make sure that children understand that the Anglo-Saxons had settled in Britain before the Vikings. Read the Anglo-Saxon accounts of the Viking raids. What do they think of the Vikings? How would you have felt if you were Anglo-Saxon? How might the Vikings have written about the raids? What would they have seen differently?

In mixed ability groups, ask children to create their own sources to show one of the Viking raids on Britain from the points of view of both the Vikings and the Anglo Saxons. Sources could include diaries from a Viking and from an Anglo-Saxon, diagrams, treasures stolen/gained, a storyboard, pictures etc. or : Ask children to get into groups of 3. In each group there must be 1 interviewer, 1 Viking and 1 Anglo Saxon. Set up the role-play as a talk show, with the Anglo-Saxon and Viking arguing about the recent Viking invasion. The interviewer must ask questions to establish why the Vikings invaded, why the Anglo-Saxons are so scared and angry with the Vikings, and where they intend to go from here. Give children some time to rehearse their role-play. If possible, record the role-play on video. • When they have had enough time to rehearse, show the role-play to the rest of the class (or show the video).

**Lesson 5: To learn about the monastic way of life in Anglo-Saxon Britain and why monasteries were targeted by Vikings**

Read through the information on the slides about who the monks were, where they lived, what they did, and why they would not fight when the Vikings invaded. Compare this to Viking beliefs about religion. Ask children why they think the Vikings raided the monasteries. What might they find there that would be attractive to them? Why were the monasteries easy to attack? Can you understand why the Vikings would feel no qualms about attacking a religious institution? to find out the names of 8 Norse gods and facts about them. When finished, children to choose one of the gods to draw a picture of and label.

**Lesson 6: To use artefacts and other sources to find out about the Viking way of life.**

Tell children about the Coppergate excavations in York and what was found. Show children some pictures of some Viking artefacts. How do you think we can use these to



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find out about Viking life? If possible, watch the video about the Jorvik Centre and ask children to keep an eye out for clues that might help them to find out about how the Vikings lived: <http://video.google.co.uk/videosearch?q=viking&hl=en&emb=0&aq=f#q=jorvik+viking&hl=en&emb=0> Tell children that today they will be researching Viking life. What things might we want to find out about? Ask children to think, pair, share their ideas. Come up with a list of questions that children might want to research, e.g. What work did they do? What were their homes like? What tools did they use? Give children a copy of the fact file on worksheet 6C and ask them to fill in each of the boxes using information they find out from either Fact Sheet B or from other books and information sources.

**Lesson 7: To learn about King Alfred and the impact he had on Britain.**

Read through the story of King Alfred on the slides, explaining how he defeated and made peace with the Vikings and how he is considered to be the first King of England. Why do you think he was called 'Alfred the Great'? He is the only English monarch ever to be called 'Great'. What does this tell you about him as a leader? Ask children to discuss in pairs how they think Alfred's reign impacted on England. What kinds of things might have changed in England after he became king? Ask children to create a job description poster for King Alfred's job. Children to give details about what kind of character he would need, what kinds of things he would do and any special skills he would need.

**Mythology, Art and Culture** – *Learn about the beliefs of the Vikings, the god and goddesses, the Viking creation myth, the Norse nine worlds and Tree of Life. Find out about their writing, sagas and legacy through a range of tasks. including dance, painting, mod-roc modelling, poetry, and message making.*

**Key Vocabulary:**

Mast, shield, travel, conquer, spices, merchant, cloak, Danelaw, runes, seafaring, Old Norse, Norway, longship, descendants, hoard, Sweden, helmet, settlement, craftsman, trade, helmet, Jorvik, chieftain, Scandinavia, explorer, Danegeld, colonise, Denmark, invader, myths, raid, warrior, figurehead.

**Stunning Start/Marvellous Middle/Fabulous Finish: tba**

Stunning Start:

Marvellous Middle:

Fabulous Finish:

**OAA/Trips/Visits/Visitors: tba**