

Invaders & Settlers - Year 5 (Key Knowledge, Skills and Concepts Organiser)



Develop an understanding of life as an Anglo-Saxon and Viking as well as locational knowledge

Term:	No. of Weeks	No. of Afternoons
Autumn	1	
WoW Moment:	Parental Enrichment:	
Cross-curricular Reading/Texts: (Include opportunities to read and access reading content domains within lesson)		
Beowulf – Michael Morpurgo / Anglo-Saxon Boy – Tony Bradman		

General Knowledge: (Provide opportunities for writing/sentence level work/spelling development) Viking & Anglo-Saxon Struggle

The Anglo-Saxon period in Britain spans six centuries from 410-1066AD. Known as the Dark Ages, because written sources for the early years of Saxon invasion are scarce. Historians now prefer the term 'early middle ages'. It was a time of war, of the breaking up of Roman Britannia into several separate kingdoms, of religious conversion. After the 790s, they had continual battles against a new set of invaders: the Vikings. Climate change influenced the movement of the Anglo-Saxon invaders to Britain: in the centuries after 400 AD Europe's average temperature was 1°C warmer than we have today, and in Britain grapes could be grown meaning better crops and a rise in population in the countries of northern Europe. Melting polar ice caused more flooding in low areas, particularly in what is now Denmark, Holland and Belgium. These people began looking for lands to settle in that were not likely to flood. After the departure of the Roman legions, Britain was a defenceless and inviting prospect... When the Roman legions left Britain, the Germanic-speaking Angles, Saxons, Jutes and Frisians began to arrive. They met little resistance from the defenceless inhabitants of Britannia. Around 500 AD, however, the Romano-British resisted the invaders fiercely. The Celtic areas of Britain regarded the Saxons as enemies and foreigners on their borders. After 793, when the Vikings raided Lindisfarne Monastery, the history of the Anglo-Saxons became entangled with that of the Vikings.

410: Romans left Britain	527: Kingdom of Essex formed	871-899: Alfred the Great Ruled
455: Kingdom of Kent formed	547: Kingdom of Northumberland	1016-1035: Canute the Great Ruled
477: Kingdom of Sussex formed	575: Kingdom of East Anglia formed	1066: Battle of Hastings: Normans defeated the Anglo-Saxons
495: Kingdom of Wessex formed	586: Kingdom of Mercia formed	

The Vikings came from Scandinavia to take over better land for farming from 700AD to 1050. Vikings (Norsemen) spoke Norse, which had an alphabet made up of letters called runes. They travelled the sea in longboats. First attacked in 787AD and began to settle in 793. In 878, King Alfred the Great defeated the Vikings and a treaty was signed to keep them to their own land – Danelaw. Jorvik was a large kingdom around York, the last King of Jorvik was Eric Bloodaxe in 954. England once has a Viking king: King Canute 1016-1035. In 1066, Vikings defeated Anglo-Saxons in the Battle of Hastings.

793: Vikings began to settle in England	878: Alfred the Great defeats Vikings	1016-1035: Canute the Great - King
866: Conquered York (Kingdom of Jorvik)	886: Treaty signed – Danelaw Land	14.10.1066: William the Conqueror won the battle of Hastings and Normans ruled.
871: Defeated Ang-Sax's in Battle Ashdown	994: Viking armies raided London	

General Knowledge: (Provide opportunities for writing/sentence level work/spelling development) What was life like then?

Food: Ate what they could grow/hunt - mainly vegetables, wild nuts and berries, herbs and leaves such as spinach. Meat and fish were eaten a lot. Some kept sheep, goat and chickens. Honey was sourced from wild bees and beer was drank in the form of mead. They ate oats/barley/wheat.

Clothes: Made their own clothes from wool, linen and skins. Skilful weavers. Men wore tunics and trousers. Women wore long dresses/pinafores. Clothes fastened with belts and brooches. The richer Anglo-Saxons used colourful dyes and exotic borders.

Men & Women: Men were practical, boat builders, leather workers and smiths. They knew how to fight to protect their family/settlements. Women baked bread and made clothes. Looked after children and tended to farming.

Children: Boy's took their fathers name. Did not go to school. Learnt about Viking history, religion and law. Girl's fathers often chose their husband.

Pastimes: Men enjoyed swimming, wrestling and horseracing. Board games similar to chess. Toys were homemade, wooden dolls and played football.

(Provide opportunities for writing/sentence level work/spelling development) Primary Secondary Sources

Visual: Rivers/Roads and Canals/Photographs/Paintings/Burials	Written: Manuscripts/Printed Books/Letters/Diaries/Legal Documents/Maps	Physical: Archaeology/Buildings/Monuments/Tombstones/Pottery
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Historical Enquiry: Children to develop understanding and answer questions in books relating to key aspects of historical concepts.

Continuity & Change: How has daily life changed?	Significance: The Vikings and Anglo-Saxons created Kingdoms/towns.	Cause & Consequence: What caused them to arrive in UK?	Evidence: What different types of evidence have you used?
Perspectives: Without law, both sides believed they had the right to own and settle on UK land.	Ethical Aspects: Was life fair for men and women? Compare it to your life.	Children to develop an understanding of all aspects of historical concepts and discuss them when questioned.	

Locational Knowledge: United Kingdom

Location: England, Scotland, Wales, Northern Ireland, Ireland.	Surrounding Seas: Irish Sea, North Sea, Atlantic Ocean, English Channel
Capital Cities: London, Edinburgh, Dublin, Cardiff, Belfast	Links to Anglo-Saxon settlements: Northumbria, Wessex, Sussex

Geographical Skills: Fieldwork / Human and Physical features

Physical Features: Rivers / Mountains / Seas/ Oceans / Vegetation / Coast / Soil / Hills	Human Features: Houses / Farms / Towns / Kingdoms / Village	UK Population Graph: Create a graph showing the estimated population during the Anglo-Saxon/Viking period and a contrasting graph showing modern day population – why has it changed?
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Key Words: (Key vocabulary to be added to unit topic page by child to assess understanding)

Key Words	Definition	Key Words	Definition
Invasion	Instance of invading a country or region with an armed force.	Legion	A division of 3,000–6,000 men, including a complement of cavalry, in the ancient Roman army.
Settlement	A place, typically one that has previously been uninhabited, where people establish a community.	Foreigner	A person born in or coming from a country other than one's own.
Kingdom	Country, state, or territory ruled by a king or queen.	Weavers	A person who weaves fabric.
Century	A period of one hundred years.	Longboats	A long boat that Vikings used to invade the United Kingdom.
AD	Anno Domini (used to indicate that a date comes the specified number of years after the traditional date of Christ's birth).	Vegetation	Plants considered collectively, especially those found in a particular area or habitat.
BC	Before Christ (used to indicate a date is before the Christian era).	Conqueror	A person who conquers a place or people; a vanquisher.
Population	All the inhabitants of a particular place.	Archaeology	The study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
Resistance	The use of force or violence to oppose someone or something.	Burials	A ceremony at which someone's body is buried; a funeral.
Inhabitants	A person or animal that lives in or occupies a place.	Landmarks	A building or monument of historical importance.

Development of Skills: See further planning

Geography	Maths	English	British Values / SMSC
Using fieldwork to collate and present information to compare population from the Viking/Anglo-Saxon period to now.	Data Handling – Graphs: Population	Reading Opportunities: Different sources of evidence	Rule of Law: What happened without laws? Battles/Death Liberty: Did women and men have equal freedom? Slaves? Social: How did society differ to modern times? Employment/classes

Sequence of Learning: (Please state brief description of sequence of lessons)

1	Anglo-Saxon: Knowledge	2	Anglo-Saxon: Knowledge	3	Viking: Knowledge
4	Viking: Knowledge	5	Lifestyles including sources.	6	Lifestyles including sources.
7	UK: Locational Knowledge	8	UK: Physical/Human Features	9	Historical Concepts: Question and Answers

