

**Year 3/4**

## The Historical Association's Scheme of Work for Primary History

### Unit X: The effects of Anglo-Saxon, Viking and Scots settlement in Britain

© Copyright Historical Association 2015 (updated 2020)



#### About this unit

Children can be introduced to the idea that people from other societies have been coming to Britain for a long time. They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons and Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based. It also aims to show that the Anglo-Saxons did not exist in isolation but interacted with others around the world.

#### Unit Structure

This unit is structured around 4 sequential history enquiries:

1. **Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?**
2. **How well did the Anglo-Saxons and Vikings get on with each other?**
3. **What was life really like in Anglo-Saxon and Viking Britain?**
4. **What did the Anglo-Saxons and Vikings leave behind?**

#### How this unit links to the national curriculum for primary history

The effects of Anglo-Saxon, Viking and Scots settlement in Britain:

- The invasion and settlement by Anglo-Saxons
- Changes in religious beliefs (paganism and Christianity)
- Customs, myths and legends
- The Venerable Bede
- Viking raids and settlement and Anglo-Saxon resistance
- The development of a united English kingdom. Early “kings” of England including Ethelred, Alfred, Athelstan and Cnut.

## Enquiry 1: Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>Specialist vocabulary and terminology related to these invaders and settlers;</li> <li>The key features, sequence and duration of these societies.</li> </ul>	<p><b>Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?</b></p> <ol style="list-style-type: none"> <li>Recap work done earlier on Romans and why they left Britain in 410. Class consider what inhabitants might feel about Romans suddenly leaving and any advantages or disadvantages;</li> <li>Introduce or investigate vocabulary such as settlement, migration, invasion, conquest, raiding and reinforce earlier vocabulary such as archaeology and evidence.</li> <li>Look at images of the Anglo-Saxons and ask pupils to consider how they always seem to be represented. Has the term been hijacked to provide a particular viewpoint?</li> <li>Map work – where they came from, where they travelled to. Calculate distances.</li> <li>Work out the types of problems the map work seems to indicate.</li> <li>Make individual or class timelines – showing Saxons, Vikings and Scots in a wider framework of history so far covered in KS1/2 and in relation to present day. Use place names such as -ing, -ham, -ton, -thorpe, -by. Mark on some key events and personalities such as Alfred, Bede, Viking raids, capture of York. How are Scottish place names different?</li> <li>Show Scottish invasions from Ireland to Scotland and their main characteristics;</li> <li>Investigate and produce maps of different kingdoms – Mercia, Wessex and</li> </ol>	<p>Maps; Timelines; Dictionaries</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>Show where the Anglo-Saxons came from?</li> <li>Understand reasons why the term 'Anglo-Saxons' might need to be used with care?</li> <li>Understand how we know about the Anglo-Saxons and where they travelled to?</li> <li>Demonstrate the sequence of some of the key events during this period?</li> </ol>

	<p>Northumbria and Danelaw. Discuss chronology and place on timelines.</p> <p>i) Discuss the chronology shown by the timelines particularly in relation to the duration of Saxon and Viking settlement and the overlap between them;</p> <p>j) Draw attention to local or regional developments.</p>		
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The reasons for the arrival of the Saxons, Vikings and Scots;</li> <li>▪ Differences in reasons for migration between Saxons and Vikings and between these societies and today</li> </ul>	<p><b>Why did they come to Britain and move away from where they were born?</b></p> <p>a) Consider why people move and what challenges they face;</p> <p>b) Pupils are presented with cards or a list of reasons. Using resources, they discover which particularly applied to the Saxons, Vikings and Scots. Discuss which were the main reasons and whether there were any differences between Saxons, Vikings and Scots. Separate into those that involved choice and those which were necessary (“push/pull”).</p>	Cards	<p>Can the children:</p> <ol style="list-style-type: none"> <li>1. Explain reasons why the Anglo-Saxons might have come to Britain?</li> </ol>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence;</li> <li>▪ The characteristic features of different groups within these societies.</li> </ul>	<p><b>What kind of people were they?</b></p> <p>a) Provide pictures of Saxons, Vikings and Scots. Ask pupils to make inferences about them and offer comparisons between them. Ensure coverage of different groups such as nobles, warriors, men and women.</p> <p>b) Make deductions from descriptions, myths and legends such as Hengist and Horsa and Beowulf. Discuss the reliability of such evidence.</p> <p>c) Local case study of Saxons or/and Vikings. Relate to own circumstances.</p> <p>d) Introduce evidence such as Bede and the Anglo-Saxon Chronicle – could “hot seat”/interview Bede. Evidence such as artefacts, archaeology such as Sutton Hoo, or Staffordshire Hoard, coins – stories of discoveries. Discuss reliability of</p>	<p>Pictures of Saxons and Vikings;</p> <p>Extracts from sources such as Bede and Anglo-Saxon Chronicle;</p> <p>Pictures of or facsimile artefacts;</p> <p>Film clips/images of Saxons and Vikings;</p> <p>Stories, myths and legends such as Hengist and Horsa; King Arthur, Beowulf, Anglo-Saxon riddles;</p> <p>Viking sagas such as Jomsviking, books of Norse stories;</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>1. Indicate some differences between Anglo-Saxons, Vikings and Scots.</li> <li>2. Use sources effectively to contribute knowledge of Anglo-Saxon, Viking and Scots lives?</li> <li>3. Understand how these societies linked to other societies?</li> <li>4. Demonstrate some knowledge about these societies were active in their own localities?</li> </ol>

	evidence – fact versus opinion, partial evidence, what can be deduced and what cannot. Children make some inferences from evidence. Provide various images of Vikings and discuss why depicted as they were – can include drawings, descriptions, film clips, poems, sagas.	Accounts of archaeological discoveries such as Sutton Hoo; Film clips such as “The Vikings” or “The Longships” or fiction such as Henry Treece’s, “Horned Helmets”; Poems such as battle of Maldon.	
<b>Children should learn:</b> <ul style="list-style-type: none"> <li>The challenges facing the early settlers and how they overcame them;</li> <li>How the arrival of these societies might be interpreted differently.</li> </ul>	<b>What challenges did they face in establishing settlement?</b> <ol style="list-style-type: none"> <li>Teacher poses problems of establishing settlement and pupils discuss how they might be solved or use IT simulations for decision making exercises such as crops, building a village, security;</li> <li>Pupils using some evidence produce some imaginative work on what it might have been like to first arrive and how those living here might have regarded them. Compare accounts to highlight how interpretations might vary.</li> </ol>	Pictorial or written evidence of Saxons and Vikings; Imaginative writing.	Can the children: <ol style="list-style-type: none"> <li>1. Explain the challenges the Anglo-Saxons and Vikings faced and how they tried to overcome them?</li> </ol>
<b>Children should learn:</b> <ul style="list-style-type: none"> <li>The main features regarding the chronology, reasons for invading and settling and the main features of both societies.</li> </ul>	<b>Final activity</b> This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly in relation to: <ol style="list-style-type: none"> <li>The chronology;</li> <li>The reasons for migration;</li> <li>Differences between Saxons, Vikings and Scots.</li> </ol> They might wish to consider it through responding to the following overarching question: “Why did the Saxons, Vikings and Scots come to Britain?”, leading to an activity such as a whole class pageant or wall chart in the form of a timeline with diagrammatic representation of why different groups migrated.		

### How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking England and Scotland at a local/regional, national and international level including specialist vocabulary through political, economic, social, religious and cultural perspectives. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies to show the distinctiveness.

Progression should also be achieved by increased confidence and competence in:

- Historical enquiry;
- Historical narrative and sequence and a sense of chronology and duration;
- Cause, consequence and motivation including imagining choices;
- Change, continuity, progression and regression;
- Comparison and contrast, similarity and difference, variety;
- An understanding of the nature and use of evidence.

### How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Saxons, Vikings and Scottish settlers came from a range of places and sometimes travelled long distances. They contributed greatly to the make-up of this country;
- The Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over central centuries;
- Often they arrived to raid but gradually settled;
- They came from a range of reasons partly because of pressure in their homelands but also because of the wealth expected from the new lands;
- There is a range of evidence to help us piece together the lives of Saxons, Vikings and Scots but there are many gaps in this evidence.

Older and/or more able children could demonstrate a more in-depth understanding of this society by improving their ability with the general features of progression outlined in the teacher's handbook.

### Points to highlight (Enquiry 1):

- a) It would be helpful to stress the inter-relatedness of the societies and how the UK consists of those from many backgrounds and places of origin all of which have made their contribution to this country;
- b) Encourage an enquiry approach with children making decisions and developing their understanding through using evidence;
- c) It would be useful to avoid the impression that these groups were all about conflict and feuding. The co-operative dimensions should also be emphasised;
- d) The concept of "Dark Ages" needs highlighting but also the fact that there is still a sizable amount of evidence available – that is still growing.

## Enquiry 2: How well did the Anglo-Saxons and Vikings get on with each other?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The key events associated with the raids;</li> <li>▪ Why Vikings caused so much fear;</li> <li>▪ How Vikings were able to succeed;</li> <li>▪ Saxon responses;</li> <li>▪ Whether there are any similarities with today</li> </ul>	<p><b>How much fear did the Viking raids cause?</b></p> <ul style="list-style-type: none"> <li>a) Read stories of Viking raids, e.g. Lindisfarne. Discuss why monasteries were such good places for Vikings to raid and how much fear the Viking raids must have instilled. Might also consider fear caused by Scots in north;</li> <li>b) Why were Vikings so successful – pupils work out reasons and evidence, e.g. technological skills, seamanship. Travelled as far as Newfoundland and Russia. Pupils think about what the Saxons might have been able to do about it.</li> <li>c) How did Saxons organise themselves, e.g. different kings and bretwalda. Emergence of Wessex. Pupils discuss why this was likely to help them against the Vikings;</li> <li>d) Discuss whether there are any parallels with racial tension today.</li> </ul>	<p>Contemporary accounts including Sagas, pictorial evidence; Accounts of archaeological discoveries, e.g. Hutton Hoo; Facsimile artefacts; Reconstructions of longships and knarrs Film clips and reconstructions such as “The Vikings” or “The Longships”, poems such as battle of Maldon; Stories, myths and legends such as Hengist and Horsa; King Arthur, Beowulf, Anglo-Saxon riddles; Selective use of fiction, e.g. Jill Paton Walsh, “The Woodwise” Reconstructed sites such as West Stow and Jorvik.</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>1. Show ways in which Anglo-Saxons and Vikings both got on with each other and were also in conflict?</li> <li>2. Explain why the Vikings were able to achieve so much success?</li> <li>3. Understand how the Anglo-Saxons organised themselves?</li> </ol>

<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The nature of the conflict between Saxons and Vikings;</li> <li>▪ The contribution made by Alfred;</li> <li>▪ The changing relationship between Saxons and Vikings including how and why the pendulum swung to and fro;</li> <li>▪ The state of Britain on the eve of the Conquest</li> </ul>	<p><b>With so much rivalry between Saxons and Vikings – who was more successful?</b></p> <ol style="list-style-type: none"> <li>a) Case study of Alfred – use evidence such as Gildas, Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ. Produce “character sketches/obituaries” of his life drawing attention to developments in aspects such as towns, navy, army, roads, trade, laws, education. How effective do pupils consider the methods used by Alfred were, e.g. burhs;</li> <li>b) Draw and explain the Danelaw and who was largely responsible for Viking success and failure (Aethelred). Discuss reasons for Viking success and failure. Reinforce timelines;</li> <li>c) Provide story about Athelstan. Get class to consider how important Athelstan was in shaping England;</li> <li>d) Timelines to show events after Athelstan – drawing attention to further Viking raids and key figures such as Cnut – consider the legend as well as why he was so successful; e.g. his marriages, support of Church. Consider causation – why were Vikings successful in the later period?</li> <li>e) How were the Saxons able to triumph in the years before 1066? – Wessex and Godwinson but triumphs elsewhere such as Strongbow and the defeat of Hardrada. How Edwards the Confessor emerged as king. Pupils consider how strong kings were at this time compared to today.</li> </ol>	<p>Accounts of raids such as Anglo-Saxon Chronicles; Beowulf; Extracts about Alfred from sources such as Gildas and Nennius; Later representations such as paintings and school textbooks; Maps Selective use of fiction such as “The Marsh King” or G Trease’s “Mist over Athelney”; Paintings such as of the Witan; Legends such as Cnut and Alfred and the Cakes</p>	<p><b>Can the children:</b></p> <ol style="list-style-type: none"> <li>1. Produce stories of some of the key people and events associated with both societies including Alfred, Aethelflaed, Athelstan and Cnut?</li> <li>2. Demonstrate an understanding of the sequence of some of the key events affecting both societies?</li> <li>3. Evaluate a range of evidence to provide a reasoned comparison of Anglo-Saxon and Viking society</li> </ol>
---	---	---	--

### How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking Britain at a local/regional, national and international level including specialist vocabulary. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies to show the distinctiveness.

Progression should also be achieved by increased confidence and competence in:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts;
- Historical enquiry including posing questions. Constructing accounts including investigation, selection, organisation, effective communication including summarising and role-playing situations.
- Historical narrative and sequence and a sense of chronology and duration;
- The ability to compare and contrast.
- Cause, consequence and motivation including imagining choices, attitudes and motivation;
- The contribution and significance of key individuals
- Change, continuity, progression and regression;
- An understanding of the nature and use of evidence and how this might lead to differing interpretations;
- Understanding the parallels and contrasts between life then and today.

### How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Success is often not by accident but because of factors such as better technology, collaboration and getting support;
- Success is rarely permanent but can ebb and flow depending on circumstances;
- Some individuals are able to achieve much more than others;
- Not everything written about individuals and events is accurate or as it seems.

Older and/or more able children could demonstrate a more in-depth understanding of this society by improving their ability with the general features of progression outlined in the teacher's handbook.

### Points to highlight (Enquiry 2):

- a) It is worth putting considerable emphasis on the concepts of causation and interpretations in this enquiry particularly why some things succeed and others fail;
- b) It is important to avoid a "black and white" image of good Saxons and bad Vikings;
- c) The rivalry was not just an English affair – there was a British and international dimension, especially the Vikings.



### Enquiry 3: What was life really like in Anglo-Saxon and Viking Britain?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The key features and differences about life in Saxon and Viking times;</li> <li>▪ Attitudes and values held by Saxons and Vikings;</li> <li>▪ The role of different groups and sections of the population;</li> <li>▪ To make informed judgements about the quality of life for different groups.</li> </ul>	<p><b>Was there much difference in the lives led by Saxons and Vikings?</b></p> <ol style="list-style-type: none"> <li>Divide class into Saxon and Viking groups. Groups investigate life of their particular group such as Saxon/Viking farmers, warriors, women, children, slaves using a range of evidence such artefacts, pictures or IT to allow children to make deductions, e.g. clothes, brooches, urns, crosses, cooking pots, coins, spinning and weaving. Could be based on a case study such as Sutton Hoo or a particular person such as Aethelflaed, Aethelburga, Abbess Hilda;</li> <li>Role play/reconstruct Saxon and Viking scenes such as life in a great hall; life in the village and field, houses, clothes, food, music, leisure, markets, trades, specialised areas;</li> <li>Stress other values and attitudes such as loyalty, kinship, honour and revenge and discuss differences with our feelings and beliefs today. Selective use of fiction such as C Walter Hodges, "The Namesake" (about kinship)</li> <li>Saxon and Viking laws and justice – pupils compare with today in terms of which was better and what have we learnt – oaths, wergild, jury, ordeals. How did types of crime compare then and now?</li> <li>Plenary where the class decide on some of the main characteristics of the societies and different groups within in, making decisions on who had the most pleasant and challenging lives and what differences existed between Saxons and Vikings.</li> </ol>	<p>Contemporary accounts, pictorial evidence; Accounts of archaeological discoveries, e.g. Hutton Hoo; Facsimile artefacts; Articles about life in various articles in "Primary History", e.g. Doull on Saxon women. Film clips and reconstructions such as "The Vikings" or "The Longships", poems such as battle of Maldon; Stories, myths and legends such as Hengist and Horsa; King Arthur, Beowulf, Anglo-Saxon riddles; Selective use of fiction, e.g. Jill Paton Walsh, "The Woodwise"; Reconstructed sites such as West Stow and Jorvik</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>1. Compare aspects of the way Anglo-Saxons and Vikings lived with life today?</li> <li>2. Explain differences in the way of life lived by different groups of people including rich, poor, men, women and children?</li> </ol>

<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The nature of religious life when the Saxons and Vikings first arrived;</li> <li>▪ The nature of and reactions to the re-introduction of Christianity;</li> <li>▪ How and why Christianity spread;</li> <li>▪ Appropriate terminology related to religious life.</li> </ul>	<p><b>How important was religion to the Saxons and Vikings?</b></p> <ol style="list-style-type: none"> <li>a) Provide information about paganism and the return of Christianity;</li> <li>b) Tell story of St Augustine linking to present-day situations such as why we have an archbishop of Canterbury, evidence of Saxon Christianity such as monasteries, early churches, archaeological evidence, grave goods and religious artefacts. Stories of saints and missionaries such as Patrick, Columba, Aiden, Piran;</li> <li>c) Reconstruct/role play life in an early monastery using contemporary sources such as Bede;</li> <li>d) Pupils imagine how people might have responded to early Christians including the challenges faced by early Christian missionaries;</li> <li>e) Timeline and stories of how Christianity spread and developed, e.g. early monasteries, Saxon churches, importance of church and kings such as Cnut and Edward the Confessor and Westminster Abbey.</li> </ol>	<p>Accounts of saints; Pictures or visits to sites such as early monasteries or churches; Extracts of stories and other fiction and poems such as C Walter Hodges, "The Namesake"; Dictionaries and reference books.</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>1. Describe features of early Christianity and how and why it changed society?</li> <li>2. Understand some of the evidence about early Christianity in the British Isles and how it linked to the wider world?</li> </ol>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The nature of the conflict between Saxons and Vikings;</li> <li>▪ The contribution made by Alfred;</li> <li>▪ The changing relationship between Saxons and Vikings.</li> </ul>	<p><b>How much rivalry was there between Saxons and Vikings?</b></p> <ol style="list-style-type: none"> <li>a) Read stories of Viking raids, e.g. Lindisfarne. Discuss why monasteries were such good places for Vikings to raid and how much fear the Viking raids must have instilled;</li> <li>b) Case study of Alfred – use evidence such as Gildas, Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ. Produce "character sketches/obituaries" of his life drawing attention to developments in aspects such as towns, navy, army, roads, trade, laws, education;</li> <li>c) Draw and explain the Danelaw and who was largely responsible for Viking success and failure (Aethelred). Discuss reasons for Viking success and failure. Reinforce timelines.</li> </ol>	<p>Accounts of raids such as Anglo-Saxon Chronicles; Beowulf; Extracts about Alfred from sources such as Gildas and Nennius; Later representations such as paintings and school textbooks; Maps Selective use of fiction such as "The Marsh King" or G Trease's, "Mist over Athelney"; Paintings such as of the Witan;</p>	

<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The nature and significance of the Saxons and Vikings on their local community.</li> </ul>	<p><b>What was it like around this area in Saxon and Viking times?</b></p> <ol style="list-style-type: none"> <li>a) Using a range of material such as maps/placenames, local museum and archaeological evidence, local events/folklore, pupils make deductions about the nature of Saxon and Viking settlement;</li> <li>b) Make comparisons between the situation locally and nationally. Make judgements on how important the Saxons and Vikings were in the locality.</li> </ol>	<p>Local accounts, maps, placenames, archaeological evidence.</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>1. Refer to what evidence exists about Anglo-Saxon and Viking life in their locality?</li> </ol>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The key aspects of Saxon and Viking religion and society at a local and national level.</li> </ul>	<p><b>Final activity</b></p> <p>This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly with regard to:</p> <ol style="list-style-type: none"> <li>a) The characteristic features of Saxon and Viking society including the evidence available;</li> <li>b) The conflict and co-operation between Saxons and Viking society;</li> <li>c) The role of religion in Saxon and Viking society;</li> <li>d) The relevance of Saxons and Vikings to local society and history.</li> </ol> <p>This could be achieved through considering an answer to the overarching question, “how pleasant was it to live in Saxon and Viking Britain” in which they have to consider the pros and cons and come to a reasoned conclusion. Alternatively, the class could be divided with one group considering the pleasantness and the other the unpleasantness.</p>		

### How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking England at a local/regional, national and international level including specialist vocabulary through political, economic, social, religious and cultural perspectives. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies to show the distinctiveness.

Progression should also be achieved by increased confidence and competence in:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts;
- Historical enquiry including posing questions and fieldwork, Constructing accounts including investigation, selection, organisation, effective communication including summarising and role playing situations.
- Historical narrative and sequence and a sense of chronology and duration;
- Cause, consequence and motivation including imagining choices;
- Change, continuity, progression and regression;
- An understanding of the nature and use of evidence and how this might lead to differing interpretations.
- Making valid comparisons and contrasts

### How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Although there were many conflicts, both societies organised themselves into organised communities;
- Over time, the country became more organised ruled by those with larger amounts of land;
- These societies consisted of many different groups – rich and poor, with different jobs and lifestyles. Both societies produced some impressive resources and artefacts;
- The success of the societies was not solely due to men. Some women also made notable contributions;
- This period saw the return of Christianity and its growth;

Older and/or more able children could demonstrate a more in-depth understanding of this society by improving their ability with the general features of progression outlined in the teacher's handbook.

### Points to highlight (Enquiry 3):

- a) It will be important to emphasise the positive contributions of these societies. It was not all bloodthirsty, destructive and chaotic;
- b) A key feature is the variety – social classes, variety (it would be helpful if their own locality can be embraced). Care should be exercised to avoid stereotypes including the role of women;
- c) Check to see that children do not believe that these societies exist in a vacuum, e.g. That they built on earlier societies they have studied especially the Romans – the link with Christianity would be important there;
- d) There are many aspects that could be covered. There may be benefit in dividing the class into groups researching a specific aspect such as “homes” or “children” and linking the enquiries through a display.

## Enquiry 4: What did the Anglo-Saxons and Vikings leave behind?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>The contribution of some key individuals;</li> <li>The reliability of some of the accounts of Saxons and Vikings.</li> </ul>	<p><b>How far can we trust surviving evidence about the Saxons and Vikings?</b></p> <ol style="list-style-type: none"> <li>Decide what makes a successful Saxon and Viking leader and whether it differs from a good leader today. Devise a class set of criteria;</li> <li>Introduce King Arthur. Get pupils to consider what messages it is trying to depict and how much truth they think there might be. Introduce evidence such as Cadbury and Tintagel;</li> <li>Case study of Cnut and different depictions to reflect achievements, wisdom and cruelty using myths and legends such as the waves;</li> </ol>	<p>Stories of King Arthur; Archaeological evidence/pictures of sites; Sources related to King Cnut including myths and legends; Examples of Saxon and Viking crime and punishment.</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>Distinguish between myth and reality in Anglo-Saxon and Viking society?</li> <li>Make inferences about these societies from surviving evidence?</li> </ol>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>The key features of Saxon and Viking boats;</li> <li>The achievements of the Saxons and Vikings at sea.</li> </ul>	<p><b>What did the Saxons and Vikings contribute to life at sea?</b></p> <ol style="list-style-type: none"> <li>Reconstruct Saxon and/or Viking boats (such as that from Sutton Hoo or Gokstad) investigating the shape of the ship, how they may have been made, how they moved, how it protected those on board and imaginative work on life on board a ship;</li> <li>Investigate maps of where Vikings settled, e.g. Greenland, Canada, France, Germany, Russia, Ireland and Turkey – discuss what challenges they would have faced on such long journeys – possibly using imaginative work rooted in evidence. Share accounts;</li> <li>Discuss what was there to admire about Saxon and Viking achievements at sea.</li> </ol>	<p>Archaeological evidence; Sagas; Selective use of fiction and film such “The Longships”; Maps; Imaginative work.</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>Show how the Vikings were so good at seafaring?</li> <li>Explain how extensive Viking links were with the rest of the world?</li> </ol>

<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The evidence for the legacy of Saxons and Vikings;</li> <li>▪ The specific contribution and legacy in a range of elements.</li> </ul>	<p><b>How much from Saxon and Viking times do we use today?</b></p> <ol style="list-style-type: none"> <li>a) Get class to consider where we might find evidence about Saxon and Viking life today and why much no longer exists;</li> <li>b) Provide a range of surviving evidence – including a visit if possible – e.g. Saxon churches and Iona remains such as Offa’s Dyke; Saxon towns such as London, Winchester or Viking settlements such as Jorvik. Pupils draw conclusions about what is close to today, what is partly and what is totally different;</li> <li>c) Pupils consider why we use money today. Show pictures or examples of Saxon and Roman coins and discuss similarity and difference with today. Also consider Viking use of measurements such as dozen and units of 12.</li> <li>d) Either investigate or tell pupils about law and order, e.g. wergild and royal justice. Compare with today, whether there are any common elements and which systems of justice are preferable.</li> </ol>	<p>Visits or pictorial evidence including aerial photographs; Archaeological evidence such as the Cuerdale Hoard and other coins; Artefacts such as the Lindisfarne Gospels, Bede; Maps of towns then and now</p>	<p>Can the children:</p> <ol style="list-style-type: none"> <li>1. Explain what has most changed and what has continued from Anglo-Saxon and Viking society?</li> </ol>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The overall nature and specific contributions of Saxons and Vikings to the world today.</li> </ul>	<p><b>Final activity</b></p> <p>This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly by considering:</p> <ol style="list-style-type: none"> <li>a) What might be different in their lives if the Saxons/Vikings had never arrived stressing landscape, parishes, manors, counties, law and order</li> <li>b) What were the main changes during the time the Saxons and Vikings were in this country – summarising some of the main successes and failures such as Offa, Alfred, Ethelred, Athelstan and Cnut;</li> <li>c) Whether it would have been better if the Saxons and Vikings had never come.</li> </ol> <p>They might want to do this through considering an overarching summative question which could be done through a pageant, a piece of extended work or an oral presentation related to “is there anything we should be thankful to the Saxons and Vikings for?”</p>		<p>Can the children:</p> <ol style="list-style-type: none"> <li>1. Summarise some of the key, event and people from Anglo-Saxon, Viking and Scots society?</li> <li>2. Explain what is most significant about this period of history?</li> </ol>

### How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking England at a local/regional, national and international level including specialist vocabulary through political, economic, social, religious and cultural perspectives. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies to show the distinctiveness.

Progression should also be achieved by increased confidence and competence in:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts;
- Historical enquiry including posing questions and fieldwork; constructing accounts including investigation, selection, organisation; effective communication including summarising and role-playing situations.
- Historical narrative and sequence and a sense of chronology and duration;
- Cause, consequence and motivation including imagining choices;
- Change, continuity, progression and regression;
- Comparison and contrast, similarity and difference, variety including comparisons within the period and between then and now;
- An understanding of the nature and use of evidence and differences in interpretations/representations and reasons for them.

### How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The period produced some important individuals who made a key contribution to these societies and our knowledge of it including Alfred, Athelstan, Cnut and Bede;
- Both societies showed skills in areas such as technology and trade;
- Saxons and Vikings have left considerable evidence of their presence in the landscape and in the way we organise ourselves today;
- There were considerable differences as well as some similarities between Saxons and Vikings and between both groups and us today.

Older and/or more able children could demonstrate a more in-depth understanding of this society by improving their ability with the general features of progression outlined in the teacher's handbook.

### Points to highlight (Enquiry 4):

- a) It is important that the balance is right – whilst it is important that the children understand the continuity and contribution, there are also fundamental differences;
- b) It is well worth checking that children do not leave this teaching scheme that these societies were inferior, stupid societies. It would be helpful if they see these societies as 3-dimensional and ideally have some respect for them and their achievements;
- c) It is always valuable if children devise some criteria to help them make judgements about the success/failure or goodness/badness of individual kings. Encourage an approach where judgements are made but always backed up with some evidence;
- d) It is well worth ascertaining that the children have an understanding of the key messages.