

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History – Unit 2/2- The Viking and Anglo-Saxon Struggle for the Kingdom of England to time of Edward the Confessor
Year A: Phase 3

NC/PoS:

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Prior Learning (what pupils already know and can do)

- Know the concept of invasion, kings & leaders
- Know invasion happens over time
- Know Britain had been apart of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders)
- Know where Scandinavian countries are – LKS2 geography Europe unit
- Know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language
- Know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome

End Points (what pupils MUST know and remember)

- Know the Angles, Saxons and Jutes began to settle in Britain after the Romans had left.
- Know that the Scots and Picts attempted to occupy Britian following the Romans departure.
- Know The Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. This was followed by a larger invasion.
- Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place.
- Children know there were many Anglo, Saxon and Viking kingdoms in Britain during this time.
- Children can make comparisons between the Anglo- Saxon and Vikings (settlements, political systems, religion).
- Know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings.
- Know this period is significant because Kingdom of England was formed during this period
- Children know this period ends with the Norman invasion.

Key Vocabulary

tribe, empire, settlement, raids, resistance, conquest, migration, territory, reign, treaty
Substantive concepts – invasion, conquest, kings, migration, governance, trade, paganism

Recommended Resources:

Texts:

Beowulf (simplified versions e.g. by Michael Morpurgo)

Viking Boy by Tony Bradman

Artefacts: Replica shields, helmets, runes, jewellery

Videos:

BBC Teach: Anglo-Saxon and Viking invasions

Horrible Histories: Danegeld, Alfred the Great

Maps: Settlement routes, Anglo-Saxon kingdoms

Primary Sources: Excerpts from Bede, Anglo-Saxon Chronicle

Battle Resources: Bayeux Tapestry images, 1066 re-enactment packs

Curriculum Connections:

- Geography – Migration routes and settlement analysis.
- English – Biography writing, Norse sagas, newspaper reports on raids.
- Art/DT – Weapon design, settlement dioramas.
- RE – Paganism vs. Christianity.
- Music – Exploring Viking and Anglo-Saxon musical traditions and instruments.

Career Opportunities:

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- Historian – Investigating raids, settlements, and the formation of England.
- Political Analyst – Comparing governance systems (tribes, kings, Danelaw).
- Author – Writing epic stories or legends inspired by Norse and Anglo-Saxon tales.
- Geographer – Mapping migration and settlement patterns.
- Anthropologist – Comparing cultures and belief systems

Enquiry question: **Who won what in the struggle for Britain?**

Session 1:

Chronological knowledge -

Review prior learning and place chronology of units already learnt.

Consolidate chronology of invasion/ migration to Britain

Discuss that the Scots were coming over from Ireland, along with the Picts from Scotland (as it is known today) and were held off by the Romans but regained momentum following their departure.

Clarify the terminology of settlers and invaders.

Chronology- order key events on a timeline. When did they invade?

Vocab: chronology, invade, invasion, migrate, migration, settlers, settlements

Session 2: **Who were the Anglo-Saxons?**

Investigate who invaded after the Roman lefts Britain including the Scots

Map work – where did the Angles, the Saxons and the Jutes come from and where they travelled to.

Discuss why they came, clarify this is for different reasons: fighters were invited by Vortigern led by Hengest and Horsa, other came for land as they were unable to grow crops within their own crops.

Look at where they settled in Britain, and what they looked like.

Case study of Sutton Hoo and the British Museum.

Look at sources such as Gildas the Wise and Bede and archeology, Anglo-Saxon chronicle.

Look at themes of settlements, political systems, beliefs and religion. Explore some of the main gods such as Tiw, Woden, Thunor and Frige.

Vocab: invade, invasion, migrate, migration, settlers, settlements, kingdom, trade

Session 3: **Who were the Vikings?**

Map work – where did the Vikings come from and where they travelled to. Look at where they settled in Britain.

Discuss why they came, clarify this is for different reasons. Some were looking for a fight and others need to farm or a place to live.

Look at themes of settlements (York), political systems and beliefs. Explore some of the main gods such as Odin, Thor, Frigg and Heimdall.

Read stories of Viking raids, e.g. Lindisfarne. It is important to note these raids were a part of a wider movement across Europe.

Cause and consequence – What was the cause of the Viking invasions? What was the consequence of Viking raids?

Vocab: invade, invasion, settlers, settlements, kingdom, trade, raid

Session 4: **What was Great about King Alfred?**

Look at Anglo-Saxons respond to the Viking invasion after 865AD.

Case study of Alfred – use evidence such as Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ.

Investigate or tell pupils why the treaty known as Danelaw was introduced.

Look at Alfred's descendants (Aethelflaed Lady of Mercia, Edward the Elder, Athelstan, Edmund I) Ask the children to consider how important they were in shaping England.

Vocab: kingdom, reign, invasion, descendants, treaty

Session 5: **What did the struggle look like?**

Timelines to show events after Athelstan (King of all England)– drawing attention to further Viking raids and key figures such as Cnut and Aethelred the Unready.

Investigate or tell pupils why the tax known as Danegeld was introduced.

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Consolidate chronology of period and how kingdoms changed during the push and pull between the Kingdom of Wessex and the Vikings. Angles and Saxons continuously fought over land in England and it was divide into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). This lasted for approximately four hundred years

Change and continuity – What changed during the Anglo-Saxon Age? What stayed the same?

Vocab: kingdom, reign, invasion, descendants, treaty

Session 6: **How were the Anglo-Saxon and Vikings different?**

Compare the settlements, beliefs and political systems of the Anglo-Saxons and Vikings. Explore different interpretations of these people.

Review prior learning from the Romans, ancient civilizations and Mayans and widen the comparison focusing on settlements, beliefs and political systems.

Ask the children how they are similar and different and discuss progress.

Vocab: interpretation

Session 7: **Why did the Normans invade?**

Map work -where is Normandy?

Look at Edward the Confessor and his links to Normandy and William the Conqueror led to way yo Norman invasion. Battle of Stamford Bridge and Battle of Hastings. Three claimants to the throne (Harold Godwinson, William Duke of Normandy and Harald Hardrada)

Vocab: kingdom, reign, significance

Future learning this content supports:

- Further units on Medieval Britain in KS3
- Norman conquest including Battle of Hastings and Battle of Stamford Bridge.