



St Paul's Church of England Primary School



"Don't let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity."

(1 Timothy 4:12)

History

Year group: Y6 Term: Spring 2

Title: Super Sleuth (Vikings to 1066)

What should I know?

I should know and understand significant aspects of the wider world and the nature and achievements of other civilisations.
I should be able to make connections, draw contrasts, analyse trends, frame historically valid questions and create my own structured accounts.
I should understand how evidence is used to make historical claims.
I should understand historical concepts such as continuity and change and cause and effect.



Facts I will learn

That before the Vikings came, the Anglo-Saxons were living in Britain
That the Vikings first came in 793 A.D. from Scandinavia in long ships
That they initially came as raiders but then came to settle
That the Vikings had a reputation for being fierce fighters
That there were many battles between the Saxons and the Vikings to see who would rule
That the Viking area of the country was known as Danelaw
That when Edward the Confessor died in 1066 there were different claimants to the throne

Key questions

How did the Anglo-Saxons and Vikings struggle for the Kingdom of England up to 1066?

- What was life like in Anglo-Saxon times?
- Why and how did the Vikings come to Britain?
- How did the Vikings fight their battles?
- How have historians found out about the Vikings?
- Who were the important people during Viking times?
- How did the Saxons and Vikings interact?
- What was Danelaw?
- Why did three people claim the throne after Edward the Confessor died?
- What happened in 1066?

Key Skills.....

To know about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor
To know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day
To gain historical perspective by placing their growing knowledge into different contexts.
To understand historical concepts

Experiences that school may provide:

The children will have opportunities to research and debate the important people and events during this time period.



Key vocab

Definition

invasion	This happens when an army moves into an area in a hostile way
class structure	This is the organisation of society from kings and queens to landowners, to farmers and craftsman and finally slaves
battle techniques	These include the weapons that were used, the organisation of the soldiers and the targets they chose
Danelaw	The area controlled by the Vikings
Battle of Hastings	A battle fought in 1066 between an English army and a Norman-French army
Bayeux Tapestry	This is an embroidered cloth which tells the story of the Battle of Hastings

Web links

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6>
(BBC Bitesize)
<https://www.youtube.com/watch?v=X0QnGvI3rJo>
(Life in the time of the Vikings)

Experiences that could be provided at home...

Write using Viking Runes.
<https://www.teachingideas.co.uk/vikings/the-viking-alphabet>

