

Cumwhinton School Curriculum - History Y4 SPR		
Year 4	NC Content	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the United Kingdom of England to the time of Edward the Confessor The Achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China

History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Mapping across the Year			
	AUTUMN	SPRING	SUMMMER
Abstract themes across history		The Viking and Anglo-Saxon struggle for the United Kingdom of England to the time of Edward the Confessor	
Historical concepts			The Achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China
Historical methods			
Historical Perspectives	Britain's settlement by Anglo-Saxons and Scots		

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - SPRING YEAR 4

INNOVATION - Change

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

In which period was more progress made in Britain - During the Roman Empire or the Anglo-Saxon/Viking era?

NC

CUMWHINTON CURRICULUM

Finding out
(Facts & knowledge)

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

Continue to place the Anglo-Saxon settlements onto a timeline up to the present day, showing how long ago this took place. This should be done whole class on the working wall, gradually adding more as you progress through the topic when relevant.
Where did Vikings come from?



Ask children what words they think of when they see these pictures?



Do they think they are true representations of what Vikings were really like? Why do they think Vikings have got such bad reputations
Look at the two historical accounts written below:

AD 825 'The Viking raiders came from the sea like hungry wolves, burning the treasures of the Church, putting the captives to the sword and carrying off women and children as unhappy slaves.'

"In this year came dreadful forewarnings over the land of Northumbria, terrifying the people most woefully: these were immense sheets of lightning and whirlwinds, and fiery dragons were seen flying through the sky. A great famine soon followed these signs and not long after in the same year, on the sixth day before the ides of January, the harrowing inroads of heathen men destroyed the church of God in Lindisfarne by robbery and slaughter."

Source: The Anglo Saxon Chronicle

AD 825 'Gunnar and his men had a good summer at sea. The trading was good and there was much adventure. Every man on the ship bent his back to the oar and all were brave when they had to pick up the sword. Each man had truly earned his reward.'

Why are these accounts so different? The first two were written by Anglo-Saxon monks who had lots of wealth and could write their version of what happened to them. Lots of such accounts have been recorded. (show children a variety of accounts written by monks during this period)

The second was written by a Viking.

What were Vikings really like?

The Vikings were mainly farmers, fishers, hunters and skilled craft workers. Many Vikings traded with Europe, Russia and Asia, exchanging furs, walrus ivory, amber and slaves for silver, gold and luxury goods including wine, fine textiles, pottery and glassware. Restricted by a lack of natural resources and land some Vikings migrated overseas to places such as Britain, Iceland, Greenland and Newfoundland in search of better land to farm.

Who was the first King of England?

Athelstan was Alfred the Great's grandson. He reigned between AD925 and AD939 and was the very first 'King of all England'.

Athelstan was a successful soldier. In AD920 he took York from the Vikings and pushed the boundaries of England. One of Athelstan's most famous victories was at the Battle of Brunanburh. He defeated an invasion by the king of Scotland, who attacked with help from the Welsh and the Danes from Dublin.

Athelstan wasn't just a soldier though: he worked hard to make his kingdom strong by writing laws and encouraging trade.

You could ask the children to discuss whether it is more important for a king during this period to be strong in battle or to be knowledgeable about running a kingdom.

Did they have laws in Britain, similar to when the Romans created laws?

The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines. If they ran away, they became 'outlaws' (outside the law), and anyone could hunt them down - unless they hid in a church. The fine for breaking into someone's home was five shillings (25p), paid to the home-owner. For minor crimes like stealing, a nose or a hand might be cut off. The Saxons had a system called 'wergild', which meant that if you injured someone, you had to pay for the damage! If a person killed someone, they paid money to the dead person's relatives. The idea was to stop long fights or 'blood feuds' between families by making them pay money instead.

What happened when the Vikings invaded?

Anglo-Saxon history tells of many Viking raids. The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. Over time the Vikings took control of several Anglo-Saxon kingdoms. Eventually the Anglo-Saxons and Vikings made a peace agreement, but the fighting continued for many years. The Vikings and Anglo-Saxons divided up Britain with the Anglo-Saxons living mainly in the west and the Vikings in an area to the east, known as the Danelaw.

This would be a good chance for some historical empathy - can the children imagine what it would be like if your village was under attack from a Viking raid?

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zqrc9j6>

So how did the Anglo-Saxons take control of England?

After Alfred the Great, English kings gradually recaptured more and more land from the Vikings.

Alfred's son Edward fought for control of the Danelaw (Viking controlled territory) and Alfred's grandson, Athelstan, pushed English power north as far as Scotland. In 954, the Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik. (What we now know as York.)

Is it more important as a king to keep control of what you have? Or to ensure the enemies on your borders are dealt with? How did Anglo-Saxon and Viking control of England end?

In 1066, England was invaded twice. First, a Norwegian army led by Harald Hardrada landed in the north. Harold killed Hardrada in a battle at Stamford Bridge in Yorkshire.

Three days later William's Norman army landed in Sussex. Harold hurried south and the two armies fought at the Battle of Hastings (1066). The Normans won, Harold was killed, and William became king.

This brought an end to Anglo-Saxon and Viking rule. A new age of Norman rule in England had started.

Why did the Anglo-Saxons and the Vikings decide to migrate to the UK? Recap the definition of migration - Human migration, the permanent change of residence by an individual or group. Sources say that the Saxon warriors were invited to come to the area now known as England, to help keep out invaders from Scotland and Ireland. Another reason for coming may have been because their land often flooded and it was difficult to grow crops, so they were looking for new places to settle down and farm. The clearest cause for the Viking raids (invasion of Britain) was simply the acquisition of wealth. Britain was particularly well known for its lucrative trade centres, and the Scandinavians were aware of this through their own commerce with the region.

Far from targeting Lindisfarne for its religious association, the Vikings would have chosen it for its riches or, as scholar Janet T. Nelson observes, "what lured Vikings was movable wealth". The Vikings could acquire riches and use that to trade for things they need.

Using
(Applying &
analysing)

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What evidence is there of Vikings in our local area?

Victorian scholars began the process of recording in detail (through Cumbrians studying Icelandic, or Norwegians visiting Coniston) just how many Scandinavian words survived in place-names - fell, dale, beck, gill and the rest. They began to look more carefully at eroded figures on Cumbrian crosses. And by the end of the nineteenth century, some traditional Cumbrian dialects began to seem closer to old Norse than modern English. Finally, ten years ago, Penrith was revealed to have "the highest concentration of Scandinavian DNA in England". For more than a quarter of us, it seems, our - times 40 - male ancestor was from Norway. And yet, this had never been how old Cumbrian historians had described our area. Roman yes, part of the Anglo-Saxon Kingdom of Northumbria, perhaps even partly Scottish. But nothing in the historical record, and very little dug from the ground, suggested this had been a very Norse area. And yet it was. Sometime, at least a thousand years ago, Scandinavians settled almost every valley in the Lakes from Wasdale (Vatns-dalr or "valley of the water") to 'Ullswater (Ulf's water).

They left no records - may in fact have been illiterate - and we have to rely on much later sagas from Iceland to even sense what they may have been like. It seems certain, however, that the Norse who came here were no longer only 'Viking' pirates: although they may have continued seasonal raiding. They came here to settle - bringing their families, their livestock. They took over small upland farms, kept pigs, and focused on cattle and sheep - possibly Herdwick sheep. They coppiced ash-trees to feed their livestock, and they built dry-stone walls. Their society looks almost like an early democracy: possibly like other Norse communities reaching decisions through assemblies on mounds called 'thing-mounts'. But they also kept slaves. If they were like their Icelandic cousins they could be quick to take offence, fiercely independent, obsessively litigious (suing their neighbours over land boundaries, grazing rights, and inheritance) and fond of killing each other.

Moorforge Viking Settlement:

Moorforge is a Viking heritage discovery settlement, currently in development, focusing on life in the 10th century. The settlement is located just outside Gilcrux, on the edge of the Lake District National Park.



Viking burial site discovered at Cumwhitton.

Click on the following links for further details about the discovery:

<https://archaeology.co.uk/articles/buried-vikings-excavating-cumwhittons-cemetery.htm>

<https://discover.hubpages.com/education/VIKING-28-Cumwhitton-near-Carlisle-Norse-Grave-Finds>

led to the unearthing of a Viking cemetery, the first such find in England.

A metal detector find near Cumwhitton, Cumbria,



*Cumwhitton 2004 Oval Brooch - grave goods were often valuable belongings given to or owned by the deceased
oxfordarchaeology.com*

Also noteworthy is: The rich gifts given to Lindisfarne in Northumberland- elaborate gospel books and sculptures adorned with expensive paints for instance - were, naturally, unprotected, as the monks had no weapons. Other religious communities were similar in this respect and so made tempting targets for Viking raiders. The following year Vikings sacked the nearby Monkwearmouth-Jarrow Abbey, once the home of the Venerable Bede.

Pose the question to the children, 'morally speaking, who had better intentions/reasons when coming to Britain?'

<https://www.youtube.com/watch?v=JRNbVtD8PhQ> - This is a great clip from the Vikings series that shows the raid on Lindisfarne, it would really allow the children to get a feeling for both sides. Make sure you pause it at 2 minutes before the fighting starts as it can be a bit brutal. Very useful clip though.

(PLEASE WATCH IT TO CHECK ALL YOUR CHILDREN WILL BE OK WITH IT)

What makes a good monarch and how did England become a Kingdom?

Athelstan was the first king of all England, and Alfred the Great's grandson. He reigned between 925 and 939 AD. A distinguished and courageous soldier, he pushed the boundaries of the kingdom to the furthest extent they had yet reached. In 927 AD he took York from the Danes, and forced the submission of Constantine, King of Scotland and of the northern kings. All five of the Welsh kings agreed to pay a huge annual tribute.

He also eliminated opposition in Cornwall. In 937 AD, at the Battle of Brunanburh,

Athelstan led a force drawn from Britain, and defeated an invasion made by the king of Scotland, in alliance with the Welsh and Danes, from Dublin.

List all the ways in which Athelstan defeated his enemies across Britain (A simple list will do, don't worry too much about the content and dates) - the theme is he grew in power because of his own military skill and his army. This is a chance to draw upon the children's prior learning, where has this trend appeared before? Greeks, Romans etc.

Follow with: Under Alfred the Great, he created the Danelaw which describes the set of legal terms and definitions created in the treaties between Alfred the Great, the king of Wessex, and Guthrum, the Danish warlord (Viking), written following Guthrum's defeat at the Battle of Edington in 878.

This was vitally important for securing peace between the Saxons and the Vikings.

Under Athelstan, law codes strengthened royal control over his large kingdom; currency was regulated to control silver's weight and to penalise fraudsters; buying and selling was largely confined to the burhs, encouraging town life; and areas of settlement in the Midlands and Danish towns were consolidated into shires.

Overseas, Athelstan built alliances by marrying off four of his half sisters to various rulers in western Europe.

He was also a great collector of works of art and religious relics, which he gave away to many of his followers and churches in order to gain their support.

This map is useful to compare to English territory in modern Britain - you can actually see that England was greater in size under the rule of Athelstan:



Now again list his other strategies for warding off enemies and retaining power:

Strengthening laws

Controlling currency

Encouraging social, community life (Develops a sense of identity amongst the people) - refer to the children's own area of Carlisle, you grow up and feel a part of it and responsible for everyone in it.

Building alliances with people overseas (prevents foreign attack - like what happened to Roman Britain)

		<p>Giving away wealth to notable followers (essentially bribery to encourage loyalty) (or you could call it diplomacy) This is what made Athelstan such a strong leader, he had learned these things from his grandfather, Alfred the Great who had already been doing this on a smaller scale.</p>
<p>Concluding (Evaluating & summarising)</p>		<p>In which period was more progress made in Britain - During the Roman Empire or the Anglo-Saxon/Viking era? (compare/contrast) (Where did the most influence come from? Is Modern Britain more Roman, Saxon or Viking) You can look at everything from the style of living we looked at, where it could probably be argued that the Romans had made more progress on a basic level. However, in terms of a sense of identity, rule of law, currency control etc - under Alfred the Great and his family name, England made a lot of progress and developed a monarchy, the likes of which can still be seen today in Britain. Revisit the content you have studied, the children can come up with different responses.</p> <p>What changes can we see in the way modern British monarchy differs from that seen in Anglo-Saxon times? Are there any similarities? Compare. Revisit some of the ways Alfred and Astheltan grew and retained power.</p> <ul style="list-style-type: none"> -Victories in battle -Strengthening laws -Controlling currency -Encouraging social, community life (Develops a sense of identity amongst the people) - refer to the children's own area of Wideopen, you grow up and feel a part of it and responsible for everyone in it. -Building alliances with people overseas (prevents foreign attack - like what happened to Roman Britain) -Giving away wealth to notable followers (essentially bribery to encourage loyalty) (Or you could call it diplomacy) <p>In a monarchy, a king or queen is Head of State. The British Monarchy is known as a constitutional monarchy. This means that, while The Sovereign is Head of State, the ability to make and pass legislation resides with an elected Parliament.</p> <p>Although The Sovereign no longer has a political or executive role, he or she continues to play an important part in the life of the nation. As Head of State, The Monarch undertakes constitutional and representational duties which have developed over one thousand years of history. In addition to these State duties, The Monarch has a less formal role as 'Head of Nation'. The Sovereign acts as a focus for national identity, unity and pride; gives a sense of stability and continuity; officially recognises success and excellence; and supports the ideal of voluntary service.</p> <p>As a modern British monarch their main functions as head of state are to appoint the Prime Minister, and all the other ministers; to open new sessions of parliament; and to give royal assent to bills passed by parliament, signifying that they have become law.</p> <p>Anglo-Saxon monarchs shaped the Britain we have today in many ways but in fact the way in which order is kept in our country now is through government, decisions are made by the people through democracy and the monarchy we have now is more a symbol of tradition.</p>