Year	5	Topic	Viking Raiders: How Viking Explorers Changed the Face of Britain

Children will explore how the face of Britain changed during these times. They will look at the impact the Viking invasion had on the Anglo-Saxon settlements in Britain. They will look at where the Vikings came from and why they invaded. They will make a comparison between the Anglo-Saxon invasion and the Viking invasion. They will know that the Anglo-Saxons and the Vikings were in Britain at the same time and that this caused conflict. They will understand how the way Britain was ruled at this time changed after the Viking invasion. They will consider what led to the Vikings not being as successful in their invasion as they would have liked and whether this changed.

Prior Learning	Future Learning (End of Key Stage)
• Explore evidence that shows how history has shaped our world today (Year 4 – Romans). • Study different aspects of the lives of different people, e.g. differences between men and women (Year 4 – Romans). • Compare accounts of events from different sources (fact or fiction), identify differences and evaluate them to choose the most reliable forms (Year 4 – Anglo-Saxons). • Begin to identify primary and secondary sources.	• Describe main changes in a period of history, including cultural, social, religious, political and technological changes. • Sequence up to seven events on a timeline. • Examine causes and results/consequences of significant events, situations and changes and the impact on people. • Write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Recognise primary and secondary sources.

National Curriculum Links

Chronology (Stone Age to 1066):

- Know where the Vikings originated from and show this on a map.
- Know that the Vikings and Anglo-Saxons were often in conflict.
- Know why the Vikings frequently won battles against the Anglo-Saxons.

Historical Enquiry Skills:

- Describe events from the past using dates when things happened.
- Know how an event or events from the past have shaped our lives today.
- Draw an accurate timeline with different historical periods showing key historical events or lives of significant people.
- Know how crime and punishment has changed over a period of time.

Key Vocabulary

Historical: comparison, role of Britain, Christian values, crime, punishment, hypothesis, rise and fall, exploration, hierarchy, prejudice, oppression, empire, rebellion, retreat, continuity

Topic Specific: afterlife, ally, amber, Anglo-Saxons, archaeological evidence, archaeologist, baptise, blood-feud, Christian, Danegeld, Danelaw, Danes, duchy, estate, excavation, exile, famine, fortify, fyrd, harvest, hilt, hoard, international, ivory, justice system, knarr, longship, legend, loot, massacre, mead, monastery, navigate, Normans, Norsemen, outlawing, overlord, Paganism, plunder, priory, raid, rune, runestone, saga, Scandinavia, stalemate, trade, treaty, Valhalla, wergild

Recommended Texts & Web Links

- Key text: CGP Vikings
- Viking Boy by Tony Bradman
- The Saga of Erik the Viking by Terry Jones and Michael Foreman
- The Vikings: Raiders, Traders and Adventurers! by Marcia Williams
- Viking Longship by Mick Manning & Brita Granström
- She Wolf by Dan Smith
- The Dragon's Hoard: Stories from the Viking Sagas by Lari Don & Cate James
- https://www.dkfindout.com/uk/history/vikings/
- https://www.bbc.com/bitesize/topics/ztyr9j6

What pupils need to know or do to be secure

Lesson 1 – Who were the Vikings and where did they come from?

Focus: Understanding Viking origins and reasons for invading Britain.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Vikings came from Norway, Sweden and Denmark (Scandinavia). • They began to raid and settle in Britain from around AD 793.	Map investigation: Use atlases to locate Scandinavia and trace Viking routes to Britain.	*Use dates and terms accurately (AD, century, era, invasion).* *Give a broad overview of life in Britain and Europe during this period.*

• They came to find land, wealth and resources, similar to earlier invaders (Angles, Jutes, Saxons).	Source analysis: Study Viking artefacts (helmets, ships, jewellery). What do they reveal about Viking life and values?	*Use sources of evidence and artefacts to deduce information about the past.* *Select suitable sources of evidence, giving reasons for choices.*
	Comparison task: Compare reasons for the Viking invasion with earlier Anglo-Saxon and Jute invasions.	*Describe and understand reasons for social, cultural and economic change.* *Compare times studied with other areas of world history.*

Lesson 2 – What did the Vikings believe and how was this different to the Anglo-Saxons?

Focus: Exploring Viking religion, values and worldview.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Vikings believed in many gods (Odin, Thor, Freyja) and valued bravery, loyalty and honour. • Anglo-Saxons converted to Christianity, which promoted forgiveness and peace. • Religion shaped how people lived, fought and celebrated.	Source study: Examine Viking sagas, carvings and burial artefacts to infer beliefs about life and death.	*Seek out and analyse a range of evidence to justify claims about the past.* *Use sources to form testable hypotheses about the past.*
	Comparison chart: Compare Norse beliefs with Anglo-Saxon Christianity.	*Describe main changes in a period of history (religious and cultural).* *Describe characteristic features of the past, including ideas and beliefs.*
	Discussion: How did Viking beliefs influence how they lived and fought?	*Recognise continuity and change in attitudes, beliefs and values over time.*

Lesson 3 – Where did the Vikings explore and what did they achieve?

Focus: Understanding Viking exploration, navigation and settlement beyond Britain.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Vikings were expert shipbuilders and navigators who explored as far as Iceland, Greenland and North America (L'Anse aux Meadows).	Map work using Google Earth or atlases: Trace Viking trade and raid routes from Scandinavia to North America.	*Use literacy, numeracy and computing skills to communicate information about the past.* *Understand continuity and change over time and represent this on maps/timelines.*

• They both traded and raided, bringing goods and ideas across continents. • Archaeological evidence helps us understand where they went and what they did.	Case study: Explore archaeological finds from L'Anse aux Meadows; what evidence shows Vikings lived there?	*Use sources of evidence to form testable hypotheses about the past.* *Understand that no single source gives a full answer to historical questions.*
	Creative task: Design a Viking ship, labelling features that made long-distance travel possible.	*Describe technological and cultural change in a historical period.*

Lesson 4 – When did the Vikings invade Britain and where did they settle? (The raid on Lindisfarne and other settlements)

Focus: Investigating the first Viking raids, how they were recorded and other places that Vikings settled.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The first recorded Viking raid was at Lindisfarne in AD 793. • Monks described the Vikings as violent raiders, but accounts may be exaggerated. • Vikings also began to settle and trade peacefully in parts of Britain. *DISCO (Oppose): The monks who wrote the Anglo-Saxon Chronicle described the Vikings as bloodthirsty raiders. Is the Anglo-Saxon Chronicle a reliable source for historians learning about the Vikings? Argue your case using evidence, and explain how someone might challenge your view.*	Source analysis: Compare two accounts — the Anglo-Saxon Chronicle and a modern historian's interpretation of Lindisfarne.	*Show awareness of propaganda and understand the social context of evidence studied.* *Understand that no single source gives the full story of the past.*
	Debate: Were the Vikings really 'bloodthirsty raiders', or were they misunderstood settlers?	*Seek out and analyse a range of evidence to justify claims.* *Use appropriate historical vocabulary (raid, monastery, invasion, settlement).*
	Timeline task: Add the raid and early settlements (Orkney, Cornwall alliances) to a class Viking timeline.	*Use dates and terms accurately to describe events.* *Represent continuity and change over time using evidence.*

Lesson 5 – Did the Vikings ever defeat the Anglo-Saxons?

Focus: Exploring conflict, leadership and key figures such as Alfred the Great, Aethelflaed and the Danelaw.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Vikings settled large parts of Britain known as the Danelaw, but never conquered all of it. • Alfred the Great defended Wessex and established peace with Viking leaders. • Aethelflaed, Lady of Mercia, continued the defence and strengthened England's unity. *DISCO (Develop): Does Alfred the Great deserve his title? Use at least three examples from his life and reign to support your answer.*	Source study: Read short extracts about Alfred, Aethelflaed and Viking leaders; analyse motives and impact.	*Use sources and artefacts to deduce information about the past.* *Describe characteristic features of men's and women's lives and how they influenced events.*
	Map work: Shade areas under Viking and Anglo-Saxon control; identify continuity and change in power.	*Understand continuity and change over time and represent this on maps.* *Describe main changes in a period (political and military).*
	Discussion: Did the Vikings really 'defeat' the Anglo-Saxons?	*Use historical vocabulary such as alliance, conquest, rule and legacy.*

Lesson 6 – How did the Viking Age shape England? (From Athelstan to William the Conqueror)

Focus: Understanding how Viking rule influenced the creation of England and its later legacy.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Athelstan became the first king of all England in AD 927, and defeated Viking and Scottish armies at the Battle of Brunanburh in AD 937. • Later, King Canute ruled both England and Denmark, showing Viking power. • William the Conqueror's invasion in 1066 ended the Viking era but built on their legacy of trade, law and language.	Timeline work: Sequence key leaders — Alfred, Aethelflaed, Athelstan, Canute, William. Identify continuity and change in leadership and rule.	*Identify periods of rapid change and contrast them with stability.* *Use dates and terms accurately in describing events.*
	Evidence evaluation: Explore extracts about Athelstan, Aethelred's 'Danegeld' and the St Brice's Day massacre — discuss motives and impact.	*Seek out and analyse a wide range of evidence to justify claims.* *Refine lines of enquiry and recognise the limits of each source.*
	Final task – The Viking legacy: Create a digital or written presentation explaining how Viking rule influenced Britain (laws, towns, words, culture).	*Use literacy, numeracy and computing skills to communicate about the past.* *Use original ways to clearly present historical ideas.*

Enrichment

- Visit to a Viking site or museum (Jorvik)
- Viking shipbuilding challenge
- Mapping the Viking world
- Lindisfarne raid re-enactment and debate
- Viking artefact investigation (classroom archaeology)
- Viking law and punishment workshop
- Local history link – Viking settlements near us
- Viking crafts and daily life workshop
- Viking sagas and storytelling
- End-of-unit exhibition – 'The Legacy of the Vikings'