



Knowledge Organiser



Year 5 – Spring Term	
<u>Topic</u>	Anglo-Saxon and Viking struggle
<u>Enquiry question</u>	How hard was it to invade and settle in Britain?
<u>National curriculum link</u>	The Viking, Anglo-Saxon and Scots struggle for the Kingdom of England
<u>Core knowledge</u>	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> • 410CE Roman army left England and Wales. • Tribes began to raid southern Britain from Germany, Denmark and the Netherlands. • Anglo-Saxons were ruled by warlords who split the country into seven different kingdoms. • Anglo-Saxons were Pagans but converted to Christians. <p>Vikings</p> <ul style="list-style-type: none"> • Britain was split into 7 kingdoms in AD 660: Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex and Kent. • The Vikings were invaders and settlers who came from the Scandinavian countries: Denmark, Sweden & Norway and travelled by longboats. • The word “Viking” meant “pirate raid” in the Old Norse language.
<u>Knowledge linked to learning outcomes</u>	<ol style="list-style-type: none"> 1. Who were the invaders? I can describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were. 2. What was village life like? I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings. I can describe a typical Anglo-Saxon village and explain what jobs the people did 3. How can we find out about the Anglo-Saxons? I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon and Scots culture 4. How did the Vikings invade?



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	<p>I can explain when and where the Vikings came from and why they raided Britain.</p> <p>5. What were the rules? I can explain how the legal system worked in Anglo-Saxon and Viking Britain.</p> <p>6. How did it all come to an end? I can explain the events of the Battle of Hasting in 1066</p>	
Key vocabulary	<p>Topic based</p> <p>Anglo-Saxon</p> <p>Danegeld</p> <p>Danelaw</p> <p>Invasion</p> <p>Kingdom</p> <p>Mercia</p> <p>Pagan</p> <p>Raid</p> <p>Trade</p> <p>Wessex</p> <p>Viking</p>	<p>Historical vocabulary</p> <p>BCE, BC, CE, AD, duration, lasting, legacy, key events, sequence, chronology</p> <p>Comparison Links, across different periods of time, evolve, devolve</p> <p>Accuracy, reliable, relevant, rich, primary and secondary, propaganda, emotive, comparison, role of Britain, hypothesis, reputation</p>
Why this topic now?	<ul style="list-style-type: none"> Continue chronology understanding To provide basis for comparison study (Year 5 – Summer Term) 	
<p>Prior learning</p> <p>Chronological understanding of timeline throughout KS2/ Black History Month – Year 5 – Black Lives Matter</p>	<p>What's next?</p> <p>Chronological understanding of timeline throughout KS2</p> <p>Contrasting society – Year 5 Baghdad Ad 900</p>	

