

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: UKS2 Year 5

NC/PoS: the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.**
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130

Prior Learning (what pupils already know and can do)

- Understand the concept of invasion, kings & leaders.
- Understand invasion happens over time.
- Understand Britain had been a part 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 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.
- Know there were many Anglo, Saxon and Viking kingdoms in Britain during this time.
- 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.
- 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

Enquiry question: **Who won what in the struggle for Britain?**Session 1: **Chronological knowledge**

Review prior learning and recap the terms 'chronological order', 'prehistory', 'in living memory', 'beyond living memory' 'ancient history', 'civilisation' and 'BC/AD, BCE/CE'.

Review prior learning and build a chronological timeline of previously taught units (Romans, Ancient Greece, Stone Age, Iron Age, Bronze Age, Incus Valley, Ancient Egyptians, Shang Dynasty, Ancient Sumer).

Consolidate chronology of settlements and migration to Britain by ordering key events on a timeline. Consolidate chronology of invasion/ migration to Britain. Order key events on a timeline - When did they invade?

Key Vocabulary: 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.

- In about 400AD Britain was being invaded from the Picts and Scots in the North and the Anglo Saxons in the south. By 410AD the last Roman Soldiers had left Britain.
- The Scots were people who originally came from Ireland. They invaded the country now known as Scotland and then, along with the Picts that already lived there, tried to invade England.
- After the Roman rule of Britain, groups of people came to Britain who were (eventually) called the Anglo-Saxons.
- The Anglo-Saxons were the various groups of Germanic-speaking people.
- The Anglo-Saxon period of British history ended with the Norman Conquest in 1066. They were made up of farmer-warriors from different tribes.

Map work – Explore where the Angles, the Saxons and the Jutes came from and where they travelled to. Explore where the Anglo-Saxons developed their settlements in Britain.

- The Anglo-Saxons consisted of a mix of Jutes, Angles and Saxon tribes and their ancestors who were predominantly from the Netherlands, Germany, and Denmark.
- They sailed across the North Sea to England due to floodwaters rendering farming impossible and Britain having suitable land for farming. First, in small numbers, and then in increasingly larger numbers, they began to settle in Britain, forming kingdoms throughout the country that were regularly at war with each other.
- Each Anglo-Saxon tribe took over a part of Britain and each kingdom had a leader.
- Many towns and villages still carry their Anglo-Saxon names today, including "England" which comes from the Saxon word "Angle-Land".
- Early Anglo-Saxon villages were named after the leader of the tribe, so everyone knew who was in charge. If you'd visited Reading in Anglo-Saxon times, you'd have been in Redda's village – Redda being the local chieftain.
- The Anglo-Saxons settled in many different parts of the country – the Jutes ended up in Kent, the Angles in East Anglia, and the Saxons in parts of Essex, Wessex, Sussex and Middlesex (according to whether they lived East, West, South or in the middle)

Discuss how we know about this time period using sources such as archeology and the writings of Gildas the Wise and Bede.

- Gildas and Bede were both monks who wrote about the history of Britain during the Saxon invasion and before. They are considered influential early medieval historians.
- Both of these men's writings have survived, and historians sometimes turn to them for information about the period.
- They wrote from different perspectives. Gildas was a Romano-British monk who's work critiqued British rulers and clergy while recounting British history. Bede was an Anglo-Saxon monk who wrote a more objective account of English history and the Church.

Look at the themes of settlements, political systems and beliefs.

Investigate or teach about the Anglo-Saxon social structure:

- The Anglo-Saxon social structure was hierarchical, with the royals at the top of the pyramid, serfs at the bottom, and various people groups in between.

- At the top of the social hierarchy in Anglo-Saxon England was the royal family. Succession was likely to have been hereditary, but it was not a guarantee. The Witan, who were a council of leaders, had the power to make the final choice. The King's powers included law-making, taxation, and military leadership.
- In the rank below the royal family was the major nobility in England. This level consisted of the earls, whose position was to rule in the king's name over different parts of the country, enforcing the king's authority and maintaining order.
- Below the major nobility in the Anglo-Saxon social structure was the minor nobility. In this level were the thegns. The thegns played a crucial role in the Anglo-Saxon army and were able to move up the social hierarchy to become an earl.
- Freemen was the name given to the upper group of common people who owned land freely and did not pay any rent to a lord but usually worked for them instead, doing things such as farming or blacksmithing.
- At the bottom of the Anglo-Saxon social structure were the serfs, who owned no land and had no legal rights. They were essentially slaves and worked for food and shelter, but they were able to buy their freedom if they earned enough money.

Investigate or teach about Anglo-Saxon settlements:

- Each Anglo-Saxon tribe took over a part of Britain and each kingdom had a leader.
- Most Anglo-Saxons were farmers who lived in small but self-sufficient villages, and inhabitants would only leave for things like salt and iron.
- They built new Anglo-Saxon Houses from natural resources found in the forest, and close to a water source. Each village had a high fence to keep out predators and enemies.
- Anglo-Saxon Houses were made of wood and straw with thatched roofs. Sometimes the walls would be made of wattle and daub instead of plain wooden planks. The whole family shared one room and the floor was mostly earth. The less fortunate would share their huts with animals, with nothing but a screen to divide them.
- Light would generally come from candles or lamps as windows were very rare. There was a central fire built on a raised clay hearth for heating and cooking. The use of fire in the flammable wooden buildings could cause obvious problems.
- The biggest Anglo-Saxon house in the village belonged to the chief, which was large enough to house him and all his warriors. It was a long hall with a stone fire in the middle, and hunting trophies and battle armour hung from its walls.

Investigate or teach about Anglo-Saxon culture:

- Girls would help at home and would be taught how to use a loom for weaving.
- Boys would learn their father's skills.
- Children were considered adults at the age of ten.
- Anglo-Saxons were talented craftsmen, making impressive wood works, metalworks, and jewellery.
- Hand-crafted items like jewellery, glassware, and weapons also made up a huge portion of Anglo-Saxon trade and would be made and sold in local markets, often being purchased by wealthier members of society.
- As money was not as widely used as it is today, Anglo-Saxon society operated largely around exchanging either goods or services for other goods or services that they are in need of (e.g. farmers would exchange livestock or crops for iron, salt and building stones).
- Markets were usually situated near rivers so that people could transport the goods and services quickly by boat.

Anglo-Saxon language:

- The language that Anglo-Saxons spoke was called 'Old English', which was actually more similar to Old Norse and Old High German than it was to modern day English.
- Much of our language today is derived from the Anglo-Saxon tribes.
- Anglo-Saxon Runes are letters and symbols that were used as an alphabet for their writing system.

- Anglo-Saxon runes were designed with lots of straight lines and edges to make it easier to carve into stone and wood. They were used to write things like places, significant names, places, religious rituals and spells. Many runes have been found carved into stone, which we now call rune stones.

Explore Anglo-Saxon beliefs, including some of the main gods such as Tiw, Woden, Thunor and Frige.

- Little is recorded about how the Anglo-Saxon gods were worshipped. We know about some of their religious festivals throughout the year, and it seems likely that small offerings of metal or carved wooden idols were made during them.
The Anglo-Saxons didn't just believe in gods and goddesses, but also in many different kinds of mythical creatures, including elves and dragons. They believed in spirits that could make them unwell and monsters that guarded their territory underground or underwater.

Woden

- Woden was the King of Anglo-Saxon Gods.
- Some of the things Woden is often associated as the god of include healing, victory, death, sorcery, poetry, wisdom, and the Runic alphabet
- Woden was also known for his unusual animal companions. He is often mentioned as riding an eight-legged horse and was known to keep two pet wolves and two pet ravens.
- The Old English word Wōdnesdæg translates to 'day of Woden'. This is where we get the word for Wednesday.

Frige

- Frig (sometimes spelled Frige or Frigg) was Woden's wife.
- Frig is where we get the word Friday from.
- She was a goddess known for her affinity with love and marriage, motherhood, and prophecy and clairvoyance

Thunor

- Thunor is the Anglo-Saxon god of weather. He is usually associated with thunder, lightning, and storms, and is believed to be the Anglo-Saxon equivalent of the Norse god, Thor.
- Thor's Day, or Thursday, is the day of the week named after him.

Tiw

- Tiw is the Anglo-Saxon sky god, as well as the god of war and swordplay.
- His day is Tuesday, or Tiw's Day.
- Tiw is often depicted with only one hand. This is due to a story about it being bitten off by a giant wolf

In AD597, the Pope in Rome decided it was time the Anglo-Saxons in Britain heard about Christianity, so he sent a monk called St Augustine over to England to persuade King Ethelbert of Kent to become a Christian and convert the island back to Christianity. Over the next 100 years, many Anglo-Saxons turned to Christianity and new churches and monasteries were built.

Explore links to Warrington.

Britain's settlement by Anglo-Saxons and Scots

- The Anglo Saxons: The archaeologists are unclear about what the area was like in the Dark Ages.
Why Warrington? The road network continued to play an important role.
- Late 530s A.D: Population numbers fell dramatically probably due to plagues. Some agricultural communities existed, however some were given back over to woodland.
- 600 A.D: Warrington was a frontier settlement again between the Northumbrians and the Mercians, who reached the Mersey around this time, just as the Northumbrians were seeking to extend their control. They had defeated the Welsh in a major battle at Chester, but then became in conflict with the Mercians.
- 642 A.D: One of the key battles. The Northumbrians were defeated by Mercians and their Welsh allies fought just North of the town at Maserfelth. The two tribes were separated by the Mersey (Cheshire was part of Mercia and South Lancashire was Northumbrian) and Warrington lay exactly on the frontier.
- Early 7th century: The Parish system had been introduced and this was central to all village life. Baptisms, marriage, burials, taxes, feast days, festivals all happened around the main churches. The most important parish centres in Warrington were St Elphin church (opposite), named after an obscure Anglo-Saxon saint and Winwick's church honoured St Oswald, (who was killed in the battle of 642 A.D)



Key Vocabulary: invade, invasion, migrate, migration, settlers, settlements, kingdom, trade

Session 3: Who were the Vikings?

Investigate the Vikings, who invaded during the Anglo-Saxons settlement in Britain. Place on a timeline to show chronology alongside Anglo-Saxons:

- The Vikings were a Norse people who originated from Scandinavia.
- Vikings were also known as Norsemen or Northmen. They were members of the Scandinavian warrior culture who sailed, raided and colonized wide areas of Europe.
- The Vikings were known for being great explorers and warriors.
- The word 'Viking' means 'a pirate raid' in the Norse language, which is what the Vikings spoke. The word 'Viking' is a verb - to 'Viking' means to raid.
- Despite popular belief, Vikings never wore horned helmets. Christians in contemporary Europe added the detail to make the Vikings look even more barbarian and pagan, with horns like Satan's on their head.

Map work – Explore where the Vikings came from and where they travelled to. Explore where the Vikings developed their settlements in Britain.

- The homelands of the Vikings were in Scandinavia, but the countries of Scandinavia as we know them today did not exist until the end of the Viking Age. Throughout the early Viking period, the Viking people lived in 'petty kingdoms'. These were smaller, tribe-like areas of control that often warred with each other. As the Viking age continued and the Viking people explored out to England, Europe and as far as Asia, these kingdoms combined and the earliest reference to a unified Norway, Sweden, or Denmark is heard.
- The Viking invasion began as small raids comprising of a few ships of opportunistic Viking warrior-seamen targeting poorly defended and unsuspecting communities in coastal locations. These continued around the British Isles for several decades.
- Things escalated after 835 when larger Viking fleets began to appear and force confrontations with royal armies.
- Suitable for narrow rivers and choppy seas, yet light enough for carrying across land, the innovative and versatile design of the longship helped the Vikings on their raids across Europe and beyond. Their

advanced shipbuilding made their extensive travels possible, taking them to far-flung places such as North America and Central Asia.

- Thanks to a scientific study of the rings on trees, we know that Vikings had settlements in Newfoundland, Canada, in 1021AD.

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

- The mixture of Danish, Norwegian and Swedish warriors would undertake raids during the 'Viking Age' which lasted from 790 AD to 1150 AD. During this time, around 200,000 people left Scandinavia to settle in other lands, mainly the British Isles, France and Iceland.
- Lindisfarne, also known as Holy Island, was one of the first landing sites of the Vikings in Britain. This marked the beginning of a period of widespread Viking raids on the British Isles, and is often considered the start of the Viking Age in Europe.
- The Vikings raided Lindisfarne in AD793.
- Lindisfarne, a monastery island on the coast of Northumbria, was a prominent Christian centre where monks lived and worshipped. It was relatively defenceless.
- Many people respected the monks and gave them money and gifts for their monasteries; this made them a target for the Vikings due to its wealth.
- The raid resulted in the destruction of the monastery, the death of monks, and the theft of valuable possessions.
- Following this raid, the Vikings attacked large numbers of other monasteries in the British Isles. The monasteries were undefended and isolated which made them easy to pick off for the Vikings coming over from Norway.

Look at themes of settlements (York), political systems and beliefs.

Investigate or teach about the Viking social structure:

- Three social classes existed within the Viking social structure.
- *Thrall, Karl and Jarl* were the three classes that defined the importance of each person and role.
- Even though men were the dominant ones in these three classes, there were so many opportunities for women to rise the ranks. It gave people, regardless of their gender, a chance to prove themselves.
- A person could move themselves from one class to another according to their effect on their community and whether that effect was seen as honourable or not. For example, leading a successful raid or providing for your community with your farm or trade could move up your social class.
- The first reference to the Viking hierarchy is found in an ancient poem, *Rígsþula*. In the poem, The god known as *Heimdall* visits three families throughout Scandinavia and each family offers him a different meal and place to stay. After he left, a child was born to each family with the names *Thrall, Karl and Jarl*. Each child had a different complexion and weaknesses. From that day forward, it is believed that the three social classes of Viking society were decided.

Thrall

- Enslaved people, also known as thralls were at the bottom of Norse society.
- They had hardly any rights and belonged to their master/owner.
- It was possible for enslaved people to gather property and with care, they could save enough wealth to buy their own freedom.
- They could also marry, but only from their own societal class.
- The daily life of a thrall was spent completing manual labour or being used as a house servant for a wealthy warrior or jarl.

Karl

- The vast majority of Norsemen belonged to the middle class of the Viking hierarchy. This was made up of 'free-men' and 'free-women' called karls.
- These people were farmers, blacksmiths, and other tradespeople who lived under the rule of a jarl or later, a king/queen.
- Typically, a family of *karls* lived in a cluster of two or more buildings, often longhouses with a barn or workshop nearby. These clusters often grew into small villages over time.

- *Karls* also made up the ranks of the Viking military for raids and wars with other kingdoms.
- it was possible for a karl to become a jarl if they become a famed warrior or gathered enough followers and wealth to take the throne from the current *jarl*.

Jarl

- Jarls were at the top of the Viking hierarchy.
- They controlled land, boats and many families of karls/enslaved people.
- Their wealth was frequently measured in terms of followers, treasure, ships and estates. This wealth was usually inherited or earned through warfare and raiding.
- The eldest son of the jarl was typically the one to inherit the wealth and power when the jarl died.
- The power of a *jarl* depended upon their supporters. The *jarl's* essential task was to uphold the security, prosperity and honour of their followers and a *jarl* could be removed from their power by their followers if the community felt the *jarl* was not honourable.

Investigate or teach about Viking settlements, including York:

- The Vikings invaded Anglo-Saxon land to build their settlements.
- We can see the Viking impact on Britain in the names of our towns. Any names with the endings '-by' and '-thorpe' comes from the Norse language (the language of the Vikings) '-By' actually means farm or town, and '-thorpe' means village.
- It is through Viking settlement structures, uncovered by archaeological expeditions, that we learn most about the lives of Vikings. Archaeologists have excavated a number of Viking longhouses in both Scandinavia and Britain.
- The Vikings established large settlements around York and the Midlands, and you can see some artefacts of Viking settlements today.
- Now called the city of York, Jorvik was the Viking name for their largest and most significant settlement.
- Most Vikings lived in wooden homes called longhouses. The walls of Viking longhouses were usually made from wood and insulated with a coating of clay. If wood was in short supply, stone was also used. The roofs were often made of wood, grass or were thatched.
- Once built, families would continually repair their wooden homes to protect them from damp and rot. They would also extend them as needed to accommodate their growing families or changes in status.
- Longhouses had a fire in the middle for cooking and keeping warm. Longhouses did not have windows or chimneys, instead they had a small hole in the roof above the central fireplace to let the smoke out. This wasn't a particularly effective form of ventilation, meaning that Viking longhouses were usually very smoky.
- Multi-generational families lived in Viking longhouses.
- The bigger the longhouse, the higher in status its occupants were.
- Most Viking families were farmers. In the cold winter months, if there was no room in the stables, animals were brought inside too.

Investigate or teach about Viking culture:

- Most Vikings were farmers, craftsmen, and traders.
- Men hunted, fought, traded and farmed, whilst women focused on cooking, textiles (spinning, weaving and sewing), caring for the home and raising children.
- Children didn't go to school.
- Women enjoyed far more freedom and rights than in other European cultures and were often on par with their husbands or male counterparts.
- Viking women could own property, request a divorce from their husband, perform business trades, and it is thought they could even move up to Viking hierarchy to reach the class of jarl. Some women rose to a particularly high status. Female warriors, known as shield-maidens were also present. Shield-maidens also appear in the Vikings stories known as Sagas.
- Hospitality was a key part of Viking culture. Viking longhouses were used to host banquets for festivals and other celebrations. People were also expected to provide basic hospitality for any travellers who asked for food and shelter.

- The Vikings were particularly famous for their ships. Viking longships were long, slender boats that the Vikings used to travel on the seas. Longships were clever in that they used both wind propulsion and rowing power. They had a sail and a mast, but also had oars for rowing in case the wind disappeared. To steer the boat, they just had one oar at the back of the ship. The longboat was also double-ended. This meant that the Vikings could reverse without having to turn the boat around. On board were a series of small rowing boats which meant that the Vikings could get to shore and explore without risking damage to the bigger ship.
- The Vikings buried their dead in boats.

Norse Language:

- The Vikings spoke in a language called Norse. This was a language that was made up of different runes.
- The Viking alphabet was called 'Futhark' and was made up of 24 different runes. Each rune represented entire words or gods or sounds.
- The Norse language influenced more than just the names of our towns and the days of our week. In fact, 20% of British words actually come from the Norse language.

Explore Viking beliefs, including some of the main gods such as Odin, Thor, Frigg and Heimdall.

Odin

- The greatest among the Norse gods was Odin, the All-Father of the Aesir. He was the king of the Norse gods and ruler of Asgard.
- He was the god of war and also the god of poetry and magic.
- He was on an unrelenting quest for knowledge with his two ravens, two wolves, and the Valkyries.
- In one famous myth, he sacrificed one of his eyes in order to be able to see the cosmos more clearly.

Frigg

- Odin's wife, Frigg, was an equally powerful figure as Queen of Asgard. She was the only goddess allowed to sit next to her all-powerful husband.
- She was gifted with the power of divination.
- She was revered as the goddess of fertility, the household, motherhood, marriage, and all domestic matters.

Thor

- Thor was one of Odin's sons.
- He was the protector of humanity and the powerful god of thunder, who wielded a hammer named Mjöllnir.
- Among the Norse gods, he was known for his bravery, strength, healing powers, and righteousness - as well as his terrible temper!

Heimdall

- Heimdall was the watchmen of the Viking gods and goddesses.
- He kept watch at Bifrost, the rainbow bridge that served as the entry to Asgard, keeping an eye out for Ragnarök. Ragnarök was seen as the inevitable fall of the gods, when they would be attacked by giants and demons.
- To hail the approach of their enemies, Heimdall would ring Gjallarhorn, a horn that could be heard throughout heaven, earth, and Helheim alike.

Discuss questions linked to cause and consequence – What was the cause of the Anglo-Saxon/ Viking invasions? What were the consequences of Viking raids?

Key Vocabulary: invade, invasion, settlers, settlements, kingdom, trade, raid

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

Look at the Anglo-Saxons response to the Viking invasion after 865AD. Complete a case study of Alfred the Great, including how the treaty known as Danelaw was introduced.

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.

- The raid and destruction of the monastery of Lindisfarne marked the start of a long struggle between the Anglo-Saxons and the Vikings for control of Britain.
- The Vikings established large settlements around York and the Midlands, and you can see some artefacts of Viking settlements today. There was conflict between the Vikings and the Anglo-Saxons, whose land the Vikings raided. This period of British history is complex, with archaeological and historical evidence showing the two groups in conflict but also living among each other and establishing alliances.
- Alfred the Great (849-899) was one of the most famous Anglo-Saxon kings.
- King of Wessex, he defended England from the Vikings and is famous for bringing various reform to England at the time.
- Alfred was the fifth son of Aethelwulf, king of the West Saxons. All of Alfred's four older brothers ruled as king before he succeeded the throne. Alfred was often sickly as a child and it appeared unlikely that he would ever become king.
- When Alfred the Great succeeded the throne, all Anglo-Saxon kingdoms had fallen to the Vikings, with Wessex being the only one left.
- Alfred became king aged 21 and immediately had to defend Wessex from the Vikings.
- Alfred studied the Viking's warfare and decided to copy the Viking's tactics. Copying their tactics allowed Alfred the Great and his army to defeat Viking leader, Guthrum the Dane, and his men at the Battle of Edington in 878.
- Understanding that he could not reclaim the rest of England from the Vikings, and constant battles were bad for both sides (losing resources and lives), Alfred wanted to make peace with the Vikings.
- Alfred made peace with Viking leader, Guthrum the Dane, by signing the Treaty of Wedmore.
- As part of the peace terms, Guthrum converted to Christianity (the religion which Alfred the Great followed) with Alfred as his godfather.
- In 886, Alfred negotiated a land settlement with the Vikings. A border along Roman Watling Street split the groups.
- The Viking territory became known as the 'Danelaw'. It comprised the north-west, the north-east and east of England. Here, people would be subject to Danish laws.
- Alfred became king of the rest. The Anglo-Saxons gained areas of West Mercia and Kent, recapturing London.
- Following the AD886 peace treaty between the Anglo-Saxons and the Vikings, there was a period of relative peace. For more than a century, the two cultures mixed, traded and worked together on the British Isles.
- However, some Viking raids still occurred and Alfred did several things to protect his kingdom.
- To strengthen Anglo-Saxon alliances and defend the kingdoms, Alfred married one of his daughters, Aethelflaed, to the ruler of Mercia.
- Alfred the Great continued to build fortresses across Wessex. He organised rotas for his army so that when a Viking raid happened the forces could defend the kingdom. Nowhere in Wessex was more than 20 miles from a fortress. He also fortified Anglo-Saxon towns across southern England to better protect them from Viking raids.
- Alfred the Great died in AD899 aged 50.
- Alfred the Great is the only English king to have gained the title "the Great". This is due to the fact he was considered a strong, fair ruler, who defended Wessex from the Vikings. Along with this, Alfred introduced various social and political reforms.
- Realising the importance of education, Alfred wanted to improve literacy. During his reign, he translated many important texts from Latin to Anglo-Saxon English, and the Anglo-Saxon Chronicle also began to be compiled.

Look at Alfred's descendants (Aethelflaed Lady of Mercia, Edward the Elder, Athelstan, Edmund I)

Aethelflaed, Lady of Mercia

- Aethelflaed was the eldest daughter of Alfred the Great.
- She ruled the Anglo-Saxon kingdom of Mercia from 911-918.

- Alfred the Great was also able to secure an alliance between the English kingdoms by arranging a marriage between his daughter Aethelflaed and Æthelred, Lord of the Mercians.
- Even before becoming Lady of Mercia, Aethelflaed was already very involved in defending her people from Viking invasions.
- She played a key part in the defeat of a Viking army attacking Chester.
- She convinced Irish forces among the Vikings to switch sides, and she tricked a Viking army into entering the city where a hidden army waited to defeat them.
- In 911, Æthelred died, and Aethelflaed took control of Mercia and ruled as Lady of the Mercians.
- Aethelflaed was renowned for her military strength. She worked to extend and improve the fortifications that her father had constructed, and she built defences around many towns such as Stafford, Warwick, Runcorn and Tamworth.
- After repelling several Viking attacks, her armies captured Derby in 917 and in 918 she took Leicester after the town surrendered rather than face her forces in battle. It is believed that she may have led her armies into battle personally.
- By 918 the Vikings of York offered her their allegiance, but unfortunately Aethelflaed fell ill and died soon afterwards.

Edward the Elder

- Edward the Elder (born AD874) was the son of Alfred the Great.
- Edward was King of the Anglo-Saxons from 899 to 924.
- Because Edward was the son of the king, he was an ætheling or prince, though from a young age he faced competition for the title of King of the Anglo-Saxons by his cousins, who were the children of the previous king, Æthelred.
- Edward's father Alfred granted Edward titles and ensured he had an education in military command and political administration.
- Edward was eventually able to claim the title of heir to the throne by showcasing his skill in leadership.
- Edward and Aethelflaed maintained a strong alliance against the Vikings and won many victories against them in the early 900s. Edward and his allies conquered the Five Boroughs in the Viking-controlled region of Mercia and also conquered the southern Danelaw in East Anglia. Derby, Leicester, Nottingham, Lincoln and Stafford all came under Edward's control.
- Following the death of his sister in 918, Edward usurped the lands of Mercia from her daughter and was then the undisputed ruler of the Anglo-Saxons. Not long after that, Edward secured rulership over almost the entire stretch of Southern England. Many of the remaining Danish landowners, as well as three Welsh kings, all submitted to Edward's rule.

Athelstan

- Athelstan was an Anglo-Saxon king who lived from 894 to 939.
- Athelstan is regarded by historians as the first King of England.
- Athelstan was the son of Edward the Elder and the grandson of Alfred the Great.
- One of Athelstan's greatest achievements as King was his conquest of the northern territories of York and Northumbria in 926. This is significant for two reasons, firstly because no southern kings had ever conquered these northern territories before, and secondly because it pushed the boundaries of the Kingdom of England bringing it much closer to the country we know today.
- Athelstan met with resistance from the Vikings in York and Northumbria, but once he had conquered the territory, many other northern rulers in the territory that we now know as Scotland accepted Athelstan's overlordship, leading to seven years of peace in the north.
- Athelstan also used diplomacy to maintain his rule over Wales. He accepted the Welsh kings into his court and established an alliance between Wales and England, though the Welsh Kings had to pay Athelstan large tributes to maintain the agreement.
- At this point, Athelstan was king of all Anglo-Saxons, and although his rule over the northern territories was fairly weak, he established the Kingdom of England as we know it today.

Ask the children to consider how important they were in shaping England.

Key Vocabulary: kingdom, reign, invasion, descendants, treaty

Session 5: **What did the struggle between the Anglo-Saxons and Vikings look like?**

Create a timeline to show the events after Athelstan (King of all England), drawing attention to further Viking raids and key figures such as King Cnut and Aethelred the Unready. Investigate or tell pupils why the tax known as Danegeld was introduced.

- Following the AD886 peace treaty between the Anglo-Saxons and the Vikings, there was a period of relative peace. However, not all raids from the North were stopped.
- Cnut was the son of Sweyn Forkbeard, King of Denmark.
- With Viking power growing from strength to strength, Sweyn Forkbeard began to look further afield to expand his powerbase. After setting his sights on England, he targeted the Saxon king, Aethelred the Unready, and with the support of his son, Cnut, successfully took the English throne.
- King Aethelred the Unready was King of England. He became king at just 14 years of age, at a time when Danish forces were launching continuous attacks on the English coastline.
- Aethelred was advised by the Archbishop Sigeric to pay tribute (Danegeld) to the Vikings, which he did.
- The Danegeld was a tax raised to pay tribute or protection money to the Viking raiders to save a land from being ravaged.
- The Danegeld proved to be unsuccessful as the Vikings took the gold and attacked anyway. Danish attacks on the English coastline would increase over the coming years.
- After renewed efforts and continued payments which weakened Aethelred's credibility, in 1013 Forkbeard successfully launched his invasion and bid to take the English Crown. By the end of the year, English resistance had faltered and Sweyn could declare himself King of England, thus forcing Aethelred into exile in Normandy.
- Following the shock death of Sweyn the following year, Aethelred was able to wrestle back control and secure the support of the nobility against his new opponent, Sweyn's son, Cnut
- This created a divided kingdom in England, with some factions supporting Aethelred's return whilst others swore their allegiance to Cnut. Aethelred pledged on his return to rule more justly and forgive those who had submitted during the time of Viking domination.
- With Aethelred returning to his throne, Cnut was forced to leave and return to Scandinavia where he used the time wisely to regroup and make his own comeback.
- In the meantime, Aethelred sought his own revenge on those who had betrayed him, including anyone that had acquiesced to the Vikings. This process involved murder and seizure of land for anyone believed to be traitors, in particular, the people of the Kingdom of Lindsey (north Lincolnshire), who had supported Cnut. As part of his revenge, Aethelred also ravaged the Danelaw. His tactics caused his own son to rebel against him.
- Cnut made his move and returned to England in August 1015, supported by his Viking fleets.
- On 23rd April 1016, Aethelred passed away leaving his son, Edmund Ironside, king.
- The power struggle was soon resolved when Edmund was defeated at the Battle of Assandun and a treaty subsequently negotiated.
- As part of this peace agreement, the country would be partitioned with Edmund retaining control of Wessex whilst Cnut had the rest of England. Such a proposal would be upheld until the death of one of the parties, at which time, the survivor would receive control of all of the lands. Cnut did not have long to wait as Edmund died on 30th November 1016, leaving Cnut as ruler of all England.

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.
- England was divided into four kingdoms (Mercia, Wessex, Northumbria and East Anglia).
- This lasted for approximately four hundred years.

Discuss change and continuity questions– What changed during the Anglo-Saxon Age? What stayed the same?

Explore links to Warrington.

The Struggle for the Kingdom of England between the Anglo- Saxons and Vikings

- Viking raids were growing in intensity and increasingly inland not just on the coast threatening the survival of Anglo-Saxon kingdoms.
- 874 A.D: Danes seized control of Mercia.
- 893 A.D: Chester was attacked but they resisted.
- 900 A.D: Mercia recovered its independence and control using a series of “**burhs**”, (fortified strongholds along the banks of the Mersey as a line of defence, first thought of by King Alfred the Great- see opposite).
- From 900 A.D: The stone from the Wilderspool ruins were re-used for buildings in the village which was developing around the Saxon Warrington church.



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- 900 A.D: Anglo- Scandinavian evidence (2 fine polished chess pieces) was found on Mote Hill.
- Forts began to be built in the area - Eddisbury (914 A.D) Runcorn (915 A.D) Manchester (919 A.D). The Roman walls at Chester were refortified. Once again, the Mersey was a frontier between two peoples: the Scandinavians and the English, as well as the two kingdoms of Mercia and Northumbria.
- 919 A.D: A small defended burh was built at Thelwall by the Saxon Mercians to control the fords over the river (just near the southern end of the modern day M6 viaduct but as the channels change, the fort may have been on an island which has now disappeared.)

Key Vocabulary: 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 the different interpretations of these people.

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

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

Key Vocabulary: interpretation

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

Map work – Plot Normandy on a map.

Look at Edward the Confessor and how his links to Normandy and William the Conqueror lead the way to the Norman invasion in 1066.

- In 1042 there was a new king of England called Edward, also known as Edward 'the Confessor.'
- He had no children so it was unclear who would become king next.
- After Edward died, the English Witan (council of Anglo-Saxon kings) chose Harold of Wessex as the next king.
- Duke William of Normandy and Harald Hardrada, the King of Norway, were not happy that Harold became king. They both believed they had a claim to the throne.
- William was related to the King of England, so thought he should be the next King of England.

Explore the question - What was the significance of the Battle of Hasting?

- In 1066, England was invaded twice.
- First, a Norwegian army led by Harald Hardrada landed in the north.
- King Harold killed Harald Hardrada at the Battle of Stamford Bridge.
- Three days later William's Norman army landed in the south of England.
- On the 14th of October 1066, William and King Harold's armies fought at the Battle of Hastings.
- During the fighting Harold was killed. It is believed that he died by an arrow to the eye.
- The Normans won and William became king. He became known as William the Conqueror.
- This brought an end to Anglo-Saxon and Viking rule. A new age of Norman rule in England had started.
- However, William had lots of enemies - people who didn't want him to be King. He started to build castles to protect himself and his people. They had strong walls and were built to be very hard to attack. They were built often on high ground and often in places that would allow the King to send knights and soldiers to nearby places that were important to control. The most famous castle was the Tower of London.

Key Vocabulary: kingdom, reign, invasion, invade, significance

Future learning this content supports:

- Further units on Medieval Britain in KS3