

# Learning Organiser: What did the Vikings want and how did Alfred help to stop them getting it?

## Key objective

Understand why the Vikings invaded Britain, the threat they presented and how King Alfred went about resisting them.

## Important things I will know and understand

Who the so called 'Vikings' were.

The significance of the Viking attack on Lindisfarne in 793.

How England in Anglo Saxon times was made up of kingdoms.

The motives of Norsemen who invaded Britain in the eighth and ninth centuries.

The area of modern day Britain once occupied and settled by Norsemen.

How Norse settlements compared with traditional Anglo Saxon homes.

The difference between a myth and legend.

How Anglo Saxons resisted invasion and occupation by Norsemen.

Why King Alfred of Wessex has the title 'Great'.

Why William of Normandy invaded England in 1066 ending the Anglo Saxon period.

## Important concepts I will understand

|              |                                                                                |
|--------------|--------------------------------------------------------------------------------|
| Change       | the process or actions by which something or someone becomes different.        |
| Continuity   | aspects of life which change little over time.                                 |
| Causation    | connections between events where one thing happens as a result of another.     |
| Significance | identifying events, sources, people, places or ideas which are most important. |
| Perspective  | seeing events from different viewpoints.                                       |
| Sources      | evidence that is used to gather information and reach judgements.              |
| Chronology   | arranging historical events in their correct time order.                       |
| Empathy      | placing yourself in another's position to better understand their actions.     |
| Settlement   | a place where a community of people live.                                      |
| Society      | a community of people who share a common way of life.                          |
| Christianity | one of the world's largest religions based on the teachings of Jesus           |
| Kingdom      | a community of people with their own territory and ruler                       |
| Tribe        | a group of people who live and work together.                                  |
| Slave        | a person who is the legal property of another and obeys them.                  |

## Important Vocabulary

|             |                                                                              |
|-------------|------------------------------------------------------------------------------|
| Pagan       | someone who was not a Christian                                              |
| Conversion  | changing your religious beliefs or persuading someone else to do so          |
| Chronicle   | record things in a book in the order in which they happened                  |
| Norsemen    | 'people of the north' from the region of Scandinavia                         |
| Scandinavia | areas today of Denmark, Norway, Sweden, Finland, Russia and northern Germany |
| Invasion    | enter a place using armed force                                              |
| Longship    | a light and fast seagoing vessel used for trade, exploring, and raiding.     |
| Migration   | the movement of people from one place to another                             |
| Myth        | a traditional story about some being, hero or event that is not true         |
| Legacy      | something inherited from previous generations                                |
| Temperate   | moderate climate with no weather extremes                                    |
| Witan       | a 'council of wise men' set up to advise Anglo Saxon kings                   |
| Occupy      | move into and take control of a place or area usually by force               |

## Maps I will refer to



Viking homelands and occupied territory in Britain



Anglo Saxon Kingdoms AD 566

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## Important people I will study



King Alfred the Great of Wessex



King Athelstan of England



William, Duke of Normandy

## Viking England Timeline

**789:** Vikings begin to attack England

**886:** King Alfred of Wessex agrees treaty with the Vikings to divide up England

**925:** Athelstan of Wessex is crowned the first King of England

**937:** Athelstan defeats the Vikings at the Battle of Brunanburh

**1016:** Cnut of Denmark becomes the first of three Viking kings to rule England

**1042:** Edward the Confessor becomes King of England

**1066:** Edward dies and is succeeded by Harold Godwinson (King Harold II)

**1066:** Harold II defeats the Vikings at Battle of Stamford Bridge and ends the Viking Age

**1066:** William Duke of Normandy defeats Harold II at the Battle of Hastings and ends the Anglo Saxon period in England

## Important events I will understand the significance of



Viking attack on Lindisfarne  
793



Baptism of King Guthrum 878

## Important historical skills

|                           |                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------|
| Describing                | giving an account of something.                                                                |
| Selecting                 | choosing the information most suitable and relevant.                                           |
| Reasoning/<br>speculating | thinking and forming ideas about something without necessarily firm evidence to back it up.    |
| Synthesising              | bringing together a range of ideas and facts from different sources to develop an explanation. |
| Explaining                | showing understanding of how or why something happened.                                        |
| Empathising               | Placing yourself in another's position to better understand their actions.                     |

## The legacy of King Alfred I will consider



Building the first English navy



Setting up a standing army



Establishing schools



Beginning the Anglo Saxon Witan



Introducing a new code of laws

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## Progression for mixed Year 4/5 teaching

### Shared knowledge

- Locate Scandinavia, Britain and the Anglo-Saxon kingdoms.
- Use dates from AD 793 to 1066 in chronological order.
- Explain raid, invasion, migration, settlement and kingdom.
- Know why Vikings came and why resistance developed.
- Recognise Alfred, Athelstan, Cnut and William as significant rulers.
- Use sources to learn about Viking and Anglo-Saxon life.

### Year 4: build and explain

- Place key events on a timeline and use dates and period vocabulary accurately.
- Describe reasons for Viking raids, invasion and settlement.
- Explain how Alfred resisted the Vikings through battle, agreement and defence.
- Identify what a source shows and distinguish between fact, myth and opinion.
- Describe one consequence of Viking settlement for Anglo-Saxon England.
- Give a supported reason why Alfred is remembered as 'Great'.

### Year 5: deepen and evaluate

- Connect events across the period and explain change and continuity over time.
- Analyse linked causes and consequences of invasion, resistance and settlement.
- Compare sources or interpretations, considering purpose, viewpoint and limitations.
- Explain how Alfred used military, political and cultural strategies.
- Evaluate Alfred's significance and legacy using several pieces of evidence.
- Reach a balanced judgement: how successful was Alfred in stopping the Vikings?

### Progression in historical thinking

| Historical skill    | Year 4 expectation       | Year 5 expectation          | Pupil language                       |
|---------------------|--------------------------|-----------------------------|--------------------------------------|
| <b>Chronology</b>   | Sequence and describe    | Connect across periods      | before • after • meanwhile           |
| <b>Sources</b>      | Identify and infer       | Compare and evaluate        | suggests • viewpoint • reliable      |
| <b>Causation</b>    | Give a reason and result | Link and prioritise causes  | because • therefore • most important |
| <b>Significance</b> | Explain why it mattered  | Judge importance and legacy | significant • legacy • however       |