

Year 4 - Summer Knowledge Organiser



Heathfield Schools' Partnership
ambitious for the future

This unit will introduce the children to what life was like in Viking Britain. They will learn about who the Vikings were; where they came from and what happened once they came to Britain. They will understand what invading and settling is and explore the relationship between the two. The children will use artefacts and secondary sources to find out more about Viking daily life as well as Viking longships. Children will have the opportunity to learn about how the Vikings used Runes to record their life. Finally the children will learn about Viking Gods and Goddesses and they will make comparisons to what they have learned whilst studying other time periods in history such as the Ancient Egyptians and the Romans.

Key knowledge

- Before the Vikings arrived, Britain was home to Anglo-Saxons, who had divided England into 7 separate Kingdoms, each with their own rulers.
- The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.
- They travelled in boats called longships and first arrived in Britain around AD 787.
- The most famous Vikings were the Danes who were from Denmark and established the area of Danelaw in England.
- The Vikings raided places such as monasteries and pillaged expensive items to trade.
- They were looking for valuable goods like gold and jewels, imported foods and other useful materials.
- The Vikings also wanted to claim land and tried to take over much of Britain.
- They invaded and settled in Scotland before heading south to places such as York.
- By AD 878 the Vikings had settled permanently in Britain.
- Vikings arrived as pagans but eventually converted to Christianity.

Viking Timeline

790-799	First Viking raids on Britain.
793AD	Viking attack on Lindisfarne (the first planned Viking raid).
871AD	Alfred the Great becomes king of Wessex.
876AD	Guthrum new leader of the Vikings attacks Wessex.
878AD	Battle at Chippenham. Many of Alfred's men are killed.
878AD	Alfred's army beat the Danish Vikings. Alfred and Guthrum make a treaty.
924AD	Athelstan becomes the King of Mercia.
928 AD	Athelstan retakes York from the Vikings and becomes the first King of England
1002 AD	Aethelred takes revenge on Vikings, orders all Danish men to be killed.
1042 AD	Edward becomes King, and becomes known as Edward the Confessor.
1066 AD	Battle of Hastings, which marks the start of Norman rule in Britain.

Monarchs

There were seven Kingdoms during the Anglo-Saxon era, when the Vikings invaded, meaning there were many different Monarchs. King Æthelstan was the first of these Kings to unite all seven Kingdoms and defeat the Vikings at York. He is therefore known as the First King of England.

Vocabulary

AD - Anno Domini	The time after the birth of Jesus Christ (Year 0)
BC - Before Christ	The time before the birth of Jesus Christ (Year 0)
BCE	Before common era. (Year 0)
CE	Common era. (Year 0)
Danelaw	The area in Britain that the Danish Vikings ruled over.
Longship	A Viking ship used for fighting and carrying out raids.
Pagan	A person who believes in many gods.
Raider	A person who attacks towns and villages to steal goods or treasure
Rune	The name given to the Viking alphabet.
Chieftain	The leader of a village or small group of people
Settler	A person moves to a new place or country to live (settle)
Thatched	A roof made of straw
Trader	A person who sells goods
Scandinavia	The area that is made up of the countries: Norway, Sweden and Denmark.



4	<ul style="list-style-type: none"> • Know the past can be divided into different periods of time. • Know what the terms millennium, century, decade and year mean. • Place events from the time studied on a timeline. • Order events and objects chronologically • Know that time is measured from Year '0', know BC and AD 	<ul style="list-style-type: none"> • Begin to understand why people/events change/happen • Develop feelings of empathy and justify • Use evidence to reconstruct life in the period studied. • Look at links and effects in time studied. 	<p>and talk about difference.</p> <ul style="list-style-type: none"> • Understand there are primary and secondary sources. Give examples of each from the era being studied. • Generate questions about several historical sources that are linked • Sort and classify artefacts by perceived use, think about similarities and differences • Compare and contrast modern/ancient photos and paintings (E.G photo of Titanic v modern day ocean liner) Complete a T chart to compare • Ask a variety of questions from the different sources that a partner can answer. 	<ul style="list-style-type: none"> • Present findings on a fact sheet • Produce a simple powerpoint • Diary entries • Newspaper reports • Give presentation using a structure • Confidently use the correct vocabulary orally
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