



History

Year 6

Term 1

Through the Ages (The Anglo-Saxons and Normans)

Key Question: What happened to the Anglo-Saxons and Vikings? How did this change the UK and Reading?

National Curriculum Objectives:

- Learn about the Viking and Anglo-Saxon struggle for the kingdom of England
- Learn about local History
- Continue to develop a chronologically secure knowledge and understanding of British History, establishing clear narratives within the period studied
- Learn about connections, contrasts and trends over time and use appropriate historical terms
- Address historically valid questions about change, cause, similarity, difference, and change
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand that our knowledge of the past is constructed from a range of sources

Vocabulary

Anglo-Saxons, Vikings, settlement, timeline, AD, BC, Century, 5th/6th Century (and related dates), the Middle Ages, Medieval History, King Alfred, Christianity, Danelaw, Alfred-Edward-Ethelstan, Eric Bloodaxe, Ethelred the Unready, Danegold, King Swyen-Cnut, earl (jarl), extant, agree/disagree, the Bayeux Tapestry, King Harold, William the conqueror (Duke William of Normandy), the Normans, Battle of Hastings 1066, historical source, reliable, trustworthy, Henry 1st, Stone castle, knights, Abbey, monks, order, Church (Christian), trade, cloister, chapter house, reredorter, infirmary, dormitory, refectory

Prior Learning:

In Year 5, term 1 children have learnt about The Anglo- Saxons, including settlement at Reading.
 In Year 4, term 1 children have learnt about the Romans in Britain, including settlement at Silchester
 In Year 3, term 1 children learnt about the Iron Age in the UK.

End Point:

Create own Bayeux Tapestry of Reading from Anglo-Saxon to Norman times
 (in the original style with labels)

Knowledge:

- Know key dates, times and characters of the period studied
- Know and be able to order the main events of the Anglo-Saxon (Viking) period 459-1066
- Know what a century is and how we use this term in History
- Know who Cnut was and how he became King of England
- Know and evaluate some of the actions of Cnut
- Know that the Bayeux Tapestry is the story of the Battle of Hastings
- Know the events and people of the Battle of Hastings
- Know that not all historical sources of evidence are reliable (that they can be evaluated)
- Know who Henry 1st was and that he built an Abbey in Reading
- Know that Reading Abbey was a Cluniac Abbey and how the monks lived

Skills:

- Place current study on a timeline (in relation to other studies)
- Use relevant dates and terms
- Sequence up to 10 events on a timeline
- Confidently use the library and internet for research
- Find out about beliefs and characteristics of people, recognising that not everyone holds the same views and feelings
- Consider ways of checking the accuracy of interpretations
- Be aware that different evidence will lead to different conclusions
- Select and Organise information to produce structured work making appropriate use of dates and terms

Cross Curricular Links:

Maths - time
 Art - Tapestry, stonework

Oracy:

Debate - why an Abbey at Reading?

Wider Reading

Enrichment

The Battle of Hastings - Gillian Clements
 1066 (I was there) - Jim Eldridge
 Norman the Norman from Normandy - Philip Ardagh

Reading Museum visit to look at the Bayeux Tapestry
 Reading Abbey: Royals in Reading -local History in the Abbey Ruins

Sequence of Learning

Lesson	Key Question	Key learning/notes
1	What happened between the Vikings and Anglo-Saxons in England and Reading?	<p>Recap what the children learnt about the Anglo-Saxons in Reading, particularly about the conflict for a settlement at Reading between the Anglo-Saxons and Vikings, which was a conflict being mirrored across the UK. (Local example of conflict in Reading as Danes captured it in 871 (refer back to Reada) and built a fort. 1006 this was burnt down.)</p> <p>Look at Street Through Time page 20. Viking Raiders 900 AD.</p> <p>Use a map to revise where the Vikings were invading from and where the Anglo-Saxons had come from.</p> <p>Model how to arrange key events on a timeline.</p> <p>The period of History that we are going to be learning about happens in the Middle Ages the medieval period). The Middle Ages are from the end of the 5th Century to 1485 (the early modern period).</p> <p>Revise the terms AD and BC .Teach that a century is 100 years and how the term is used e.g. the 21st Century we add on a century because of the years 0-99AD being the 1st century</p> <p>Children to arrange key events from Anglo-Saxon period on a timeline.(timeline resources saved in resources folder)</p> <p>Annotate events from the timeline as being in the 5th, 6th etc century</p> <p>Children use below website to add detail to events that have been ordered.</p> <p>http://www.primaryhomeworkhelp.co.uk/timeline/vikings.htm</p> <p>Our timeline shows us that King Alfred died in 899. He had bought (relative) peace between the Anglo-Saxons and Vikings by agreeing to peace with them and some Vikings settled down to live in their own area of eastern England, called the Danelaw. The Anglo-Saxons and Vikings became neighbours in Britain, but they didn't always get along peacefully...Finish lesson by teaching what Danelaw was.</p>
2	Who was King Cnut?	<p>After Alfred the Great, English kings gradually recaptured more and more land from the Vikings. Alfred's son Edward fought for control of the Danelaw and Alfred's grandson, Athelstan, pushed English power north as far as Scotland. In 954, the Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik. Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's king. The most powerful Anglo-Saxon king was Edgar. Welsh and Scottish rulers obeyed him as well as the English, and his court at Winchester was one of the most splendid in Europe. Anglo-Saxon England reached its peak during Edgar's reign.</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z8q487h</p> <p>In Viking times, a king had to be strong to fight and keep his land. In the early 11th century, England had a weak king. His name was Ethelred the Unready. Ethelred tried to stop the Vikings from invading by giving them gold and land. This money was called Danegeld. But it didn't work - the Vikings took the gold and attacked anyway.In 1002, Ethelred's soldiers killed many Viking families in the Danelaw. This made King Sweyn of Denmark angry. He invaded England and Ethelred had to flee to France. In 1016 Sweyn's son Cnut became king of England. Cnut (also known as Canute) was a Christian and a strong ruler. For the next few years England was part of his Viking empire, along with Denmark and Norway .He ruled well, but left much of the government in England to noblemen, now called earls (from the Danish word "jarl").</p> <p>Look at various images of Cnut commanding the sea to not come in. What does this "story" tell us about Cnut as a leader? Foolish or humble?</p> <p>Use books, websites to decide what extent you agree that Cnut was a foolish and arrogant leader?</p> <p>https://www.historyextra.com/period/viking/facts-you-probably-didnt-know-about-king-cnut-canute-who-was-he/</p> <p>http://www.history-for-kids.com/king-canute.html</p> <p>https://www.historyforkids.net/canute-the-great.html</p> <p>Cnut died in 1035 and his son became King, by 1042 there was a new king of England. He was Edward, son of Ethelred the Unready.</p>

<p>3</p>	<p>What is the Bayeux Tapestry and is it a reliable source of historical evidence? *Class visit to Bayeux Tapestry at Reading Museum*</p>	<p>Recap Cnut's reign from previous lesson. When Edward (son of Ethelred) died in 1066, the English Witan chose Harold (son of Godwin, the Earl of Wessex) as the next king. Duke William of Normandy and Harald Hardrada, the King of Norway, were not happy with the decision. They believed they had a claim to the throne. In 1066, England was invaded twice. First, a Norwegian army led by Harald Hardrada landed in the north. Harold killed Hardrada in a battle at Stamford Bridge in Yorkshire. Three days later William's Norman army landed in Sussex. Harold hurried south and the two armies fought at the Battle of Hastings (14 October 1066). The Normans won, Harold was killed, and William became king. This brought an end to Anglo-Saxon and Viking rule. A new age of Norman rule in England had started. https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f</p> <p>How do we know about this period of History? Recap possible sources of Historical evidence. Show an image of the Bayeux Tapestry and introduce it using the BBC Bitesize clip. It depicts the Battle of Hastings, or the Norman conquest, and we can use this as a source of historical evidence. The Anglo-Saxons are represented by figures with moustaches and the Normans have cropped hair. Scenes are separated by ornate trees. It is the earliest known source of evidence that King Harold was killed by being shot in the eye by an arrow. https://www.bbc.co.uk/bitesize/clips/zmc9wmn</p> <p>The tapestry was made by the Normans (it was commissioned by William the conquerors half-brother). Does this mean we can trust it as a reliable source of historical evidence? Would the English have the same version of events? The Anglo-Saxon Chronicle has a slightly different version of events. See below for reasons for trusting/ not trusting the tapestry as a source. http://www.bbc.co.uk/history/british/normans/bayeux_tapestry_gallery_01.shtml</p> <p>Answer the question - is the Bayeux Tapestry a reliable source of historical evidence?</p> <p>After 1066, The Normans ruled over England (Anglo-Saxons & Vikings either subjugated or killed).</p> <p>The Domesday book was commissioned by William the Conqueror and this is where we see one of the first mentions of Caversham in written historical records as it shows land ownership at Caversham Park. In 1216 for a short time, the whole of England was ran from Caversham Park! Explain that at secondary school the children will learn a lot more about the Normans and the Domesday book.</p>
<p>4</p>	<p>What was life like in the UK after 1066?</p> <p>What has Henry 1st (William the conquerors son) got to do with Reading?</p> <p>Abbey: the building/buildings occupied by a community of monks or nuns.</p>	<p>Look at what happened after 1066 as the Normans fight with the Anglo-Saxons in England and what life was like for the English under the Normans. https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-the-normans-animation/z4xjmfr</p> <p>"Turn the page" on the Street Through Time book and look at page 22 Medieval Village (1200s). Notice the stone castle and how the video focused on knights and fighting. Normans built many of UK's famous landmarks (Windsor Castle, Tower of London) to defend England. Note the medieval village street is the first street in the book to resemble streets as they look today. The Normans built things!</p> <p>The Normans are important in Reading's history as William the conquerors fourth son became King - King Henry the 1st and reigned from 1100 to 1135. He was the main donor to the building of Reading Abbey. But why build such a large abbey at Reading?</p> <p>Children sort/discuss reasons why an Abbey should be built at Reading.</p> <ul style="list-style-type: none"> • Importance of Christianity - link to monks in Cluny Abbey in Burgundy • Governance bound up with church - Henry's ability to govern was intimately bound up with the Church, which formed the key to the administration of both England and Normandy (and this relationship changed considerably over the course of his reign) William the Conqueror had reformed the English Church and Henry had very close ties with the church. • Proximity to coast, river and centre of England (geographical reasons) • Trade links - roads and rivers. So tradespeople were common which led to rapid population growth in Reading. <p>https://www.readingabbeyquarter.org.uk/sites/default/files/downloads/who-was-Henry-I.pdf</p>

		Abbey took 46 years to build - built for "the body and soul of The King"
5	<p>What happened at Reading Abbey? *Class visit to Reading Abbey*</p>	<p>Look at the History of the building of Reading Abbey. https://www.readingabbeyquarter.org.uk/history-abbey-quarter</p> <p>In medieval times, Reading was the site of a great royal Abbey - a religious community centred round a magnificent church - one of the largest monasteries in Europe. In 1121, King Henry I announced that he wanted to have a new abbey built at Reading. The Abbey would have a large and impressive church and living quarters for dozens of monks, who would worship in the church. No expense was spared in its construction. The Abbey Quarter covers the former precinct of this royal monastery.</p> <p>Look at the map of the Abbey overlaid on modern Reading. Look at a 3D model of what it would have looked like. https://www.readingmuseum.org.uk/blog/rebuilding-reading-abbey-virtually</p> <p>What would it have been like to live in Reading Abbey during the medieval period? Reading Abbey was a Cluniac Abbey. Read/watch information about the Cluniac order. https://www.bbc.co.uk/bitesize/guides/znjnb9q/revision/3 https://www.english-heritage.org.uk/learn/histories/monasteries-and-abbey/</p> <p>Answer the lesson question.</p>