

Unit 6C Why have people invaded and settled in Britain in the past?

A Viking case study

ABOUT THE UNIT

In this unit, children are introduced to the idea that people from other societies have been coming to Britain for a long time. Children find out how Viking influence spread through different parts of the world and how, over a period of years, the Vikings eventually settled in Britain.

Children will develop their understanding of chronology, describe and identify reasons for and results of historical events, situations and changes and consider different ways the past has been interpreted.

WHERE THE UNIT FITS IN

Teachers will usually select one of Units 6A, 6B and 6C. All three units introduce children to ideas of invasion and settlement, using identical introductory activities.

This case study encourages the use of Jorvik or other Viking settlements and will be a good choice for schools that have easy access to a place of Viking settlement.

Children build on their work in key stage 1, particularly using pictures and written sources to find out about the past.

ADAPTING THE UNIT FOR A DIFFERENT AGE GROUP

Year 5 and 6 children could:

- explore more fully reasons for invasion and settlement
- read extracts about Viking raids from Anglo-Saxon and other chronicles, to help them answer questions
- research and locate place names connected with Viking settlement
- carry out an independent enquiry into the way of life in a Viking settlement
- create a time line and write a narrative of King Alfred's life

PRIOR LEARNING

It is helpful if the children have:

- learnt about the way of life of people living at a time beyond living memory
- asked and answered questions and made inferences from artefacts
- considered the different ways in which the past is represented, eg *pictures, buildings, stories, eye-witness accounts*
- listened to stories of past events

VOCABULARY

In this unit, children will have opportunities to use:

- words associated with the passing of time, eg *Anglo-Saxon, Viking, period, a long time ago*
- words associated with Viking raids, eg *longboat, prow, rigging, Norseman, warrior, monastery*
- words associated with Viking settlement, eg *Danelaw, saga, Odin, Valhalla, King Alfred, Jorvik*
- words associated with settlement, eg *invade, settle, emigration, immigration, refugee, conquest*

RESOURCES

- a large map of the world and of the UK
- dictionaries
- flashcards about invasion and settlement
- a class time line
- pictures of Roman, Anglo-Saxon and Viking people
- information about Viking longboats, eg *photographs, line drawings, artists' reconstructions*
- accounts of Viking raids from Anglo-Saxon chronicles
- pictures and photographs of Anglo-Saxon monasteries and their treasures
- information on Viking sites, including pictures of artefacts
- stories/video relating the life of Alfred the Great

EXPECTATIONS

at the end of this unit

most children will:

some children will not have made so much progress and will:

some children will have progressed further and will:

demonstrate knowledge and understanding of why people leave their homeland to invade and settle in another country; demonstrate factual knowledge of some of the reasons for the Viking raids; recognise that some accounts of Viking raids were Anglo-Saxon interpretations; use pictures, written sources and reconstructions to find out about aspects of the Viking way of life; recall, select and organise historical information about the Vikings in Britain and use terminology appropriate to the period

recognise that the Viking period was a long time ago; recall one or two reasons for Viking raids; be able to give a simple account of a Viking raid

use dates relating to Viking raids; have a clear understanding of why, how and when the Viking raids began; understand some of the skills and characteristics that enabled the Vikings to be such successful warriors; understand why some written sources give a negative view of the Vikings

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

- to relate their own experience to the concept of settlement
 - to recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same as those of people alive today
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- to use the terms ‘invade’ and ‘settle’
 - to place the Anglo-Saxon and Viking periods in a chronological framework
 - to recognise characteristics that place Anglo-Saxons and Vikings a long time ago in the past
 - that the Vikings invaded Britain and that the period of conquest was followed by a period of settlement
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- to locate on a time line the period when the Vikings made raids and then settled in Britain
 - why the Viking people explored many parts of the world
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- to use a range of sources to find out about Viking longboats
 - to make inferences about the Viking way of life

POSSIBLE TEACHING ACTIVITIES

Why do people move away from where they were born?
Discuss the children’s and their families’ experiences of moving home to live either in a different part of the country or in a different country. Use a map to establish where they moved to and from. Encourage the children to suggest why they or their families moved, and list the reasons given. Help them to sort the reasons into those where families chose to move and where they had to move.
Take opportunities to use and explain words like *settlement*, *emigration*, *immigration*, *refugee*, and how these are different from words like *invasion*, *conquest*.

Who invaded and settled in Britain a long time ago?
Ask the children to find the dictionary definitions of the words ‘invade’ and ‘settle’. Ask them to write their definitions in a two-column grid. Lead a discussion to develop the children’s understanding of these terms.
Give the children cards with words and phrases that could be connected to either invasion or settlement, *eg stay, arrive, conquer, land, visit, remain*. Ask the children to place the cards in the correct columns on their grids. Ask them to feed back where they placed each word and why.
Establish that groups of people have been visiting, invading and settling in Britain for a very long time. Ask the children to look at the class time line and pick out the people and events they have already learnt about, *eg the Great Fire, Florence Nightingale*. Discuss with the children whether these people or events happened a long time ago, and which occurred the longest time ago.
Give the children pictures of Anglo-Saxon and Viking people. Encourage them to suggest clues that indicate these people lived a long time ago. Help the children to place the pictures at the appropriate place on the time line by matching the picture label to the period of time.
Give the children pictures showing a variety of Viking images, *eg in armour, in battle, town life, country life, home life*. Ask the children to sort them into invasion and settlement groupings.
Discuss with the children the relationship between invasion and settlement.

Why did the Vikings travel from their homelands and where did they go?
Show the children the location of the Viking period on the class time line.
Use a modern world map to show the children the Viking homelands – Norway, Sweden and Denmark. Use the map as a prompt to discuss why the Vikings might choose to come to countries like Britain, where they might land and what time of year they might come.
Evidence of Viking settlements has been discovered in many parts of the world. Help the children to locate the countries on the map and link them to the Viking homelands.

How did the Vikings travel so far from their homelands?
Using the map, work with the children to establish that the Vikings used boats as their main form of transport to other countries.
Give the children information on Viking longboats, including details of prow heads, *eg photographs, line drawings, artists’ reconstructions*. Ask them to complete an artefact enquiry sheet with questions on the shape of the ship, how it moved, how it protected passengers from wind and rain and how it shows that the Vikings were skilled craftspeople.

LEARNING OUTCOMES

CHILDREN

- give reasons why families leave the place where they were born
 - recognise that some people choose to leave and that others have to leave the place where they were born
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- use a dictionary to find the meanings of ‘invade’ and ‘settle’
 - sort words or phrases correctly under the headings ‘invade’ and ‘settle’
 - locate on a time line historical events that they have already studied
 - select distinctive features of Anglo-Saxon and Viking people
 - sort pictures to show understanding of features of Viking life
 - discuss ideas associated with invasion and settlement
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- place the Viking period on a time line
 - locate Norway, Sweden and Denmark on a map
 - locate countries in the world that the Vikings visited
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- use sources to discover what Viking longboats looked like
 - suggest what can be learned about the Vikings from their boats

POINTS TO NOTE

This discussion needs to be handled with sensitivity and care, especially if there are any refugee children in the class. It is important to draw out that some reasons for moving today are similar to why people moved in the past, *eg for work, to make a new life, because of fear*.
Recognising that communities are made up of people from different places, backgrounds and cultures can lead into a discussion of the workings of local and national communities, as a link to citizenship education.
If there are few children in the class whose families have moved from another country it will be necessary to refer to groups of immigrants that the children know about.

This activity would provide a useful context for reinforcing dictionary skills. The class might consider the range of definitions in dictionaries and information books, as a prelude to children developing their own definitions of the terms.
The activity could be adapted by giving children a grid with the dictionary definitions already in place.

The purpose of this activity is to establish that different peoples and races have migrated to Britain for centuries to seek out better living conditions.
Evidence of Viking settlements has been found in Britain, Ireland, the Shetlands, Finland, Iceland, Greenland, Newfoundland (Canada), France, Germany, Russia and Istanbul.

Children could construct their own model of a Viking longboat using pictorial sources to create accurate detail. This could be linked with design and technology using flexible materials.
There is an example of a completed artefact enquiry sheet in *Expectations in history* (SCAA, 1997, pages 16–17).

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

- to order Viking raids in Britain chronologically
 - where and when the Vikings raided in Britain
 - that accounts of Viking raids are Anglo-Saxon interpretations of the events
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- about the monastic way of life in Anglo-Saxon times
 - to describe and explain the reasons why the Vikings chose to raid monasteries
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- about Viking settlements in Britain
 - to ask and answer questions from archaeological and picture evidence to find out about the Vikings’ settlement of Britain
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- about King Alfred and the impact he had
 - to recall, select and organise their knowledge about King Alfred

POSSIBLE TEACHING ACTIVITIES

When did the Vikings come to Britain to raid and to stay?
Read short extracts of accounts of Viking raids from Anglo-Saxon chronicles and other sources.
Ask the children to find the Anglo-Saxon period on the time line and establish that the Anglo-Saxons had settled in Britain before the Vikings. Discuss with the children why the Anglo-Saxons might have had such strong views on the raids and how the Vikings might have talked or written about the raids.
Give the children a set of cards. Each card should have the name of a place, battle or raid, date, and detail of whether the Vikings stayed or went home. Ask the children to place the cards in chronological sequence on the time line.
Question the children to help them establish that the raids were frequently on monasteries and that the raids went on for over 60 years before the Vikings actually stayed or settled.

Why were monasteries good places to raid?
Tell the children who monks were, where they lived and what they did, and that they would not fight.
Show the children pictures and photographs of Anglo-Saxon monasteries and their treasures. Explain that people gave beautiful things to the monasteries and that monasteries had stores of food to give to the poor and to travellers. Discuss with the children what Vikings might find in monasteries, *eg food, gold*.
Ask the children to complete sentences explaining why monks had food and wealth and why Vikings chose to raid monasteries.

What evidence is there that the Vikings settled in Britain?
Ask if any of the children have been to Jorvik. Tell them about the excavations at Coppergate and what was found.
Give the children pictures of artefacts discovered at Viking sites and scenes of Viking life. Ask the children to look at the pictures and suggest categories for finding out about what it was like to live in a Viking settlement. Suggest questions they could ask for each category, *eg What work did they do? What tools did they use? Did they work in a shop/outside?*
Ask the children to complete a two-column grid with the headings ‘What the picture shows’ and ‘What this tells us about the Vikings’. They should describe each of the artefacts/scenes and draw conclusions, *eg Vikings were skilled at crafts, they had elaborate designs*.
Ask the children to feed back their findings and discuss what they have learnt about Viking settlements from the reconstructions and objects found at sites.

Where did the Vikings finally settle in England?
Locate the boundaries of the Danelaw on a map of the UK.
Show the children a video, or read or tell the story, of King Alfred. Ask the children to rewrite the story in their own words. Ask them to note what they think are the three most exciting parts of the story and then compare what they have written with other children.
Discuss with the children why they think King Alfred is known as Alfred the Great, and who called him that.

LEARNING OUTCOMES

CHILDREN

- sequence Viking raids correctly on a time line
 - answer questions about Viking raids and show knowledge that many accounts were written by Anglo-Saxons
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- suggest why monasteries were a target for Viking raids
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- suggest suitable categories for an enquiry into Viking life
 - use pictures and other sources to find out about the Viking way of life
 - infer information from the sources about the Vikings
 - answer questions to show understanding of what can be learnt about Viking settlements from archaeological evidence
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- retell the story of King Alfred, sequencing the events appropriately
 - suggest the most important aspects of the story of King Alfred
 - give reasons why he is known as Alfred the Great

POINTS TO NOTE

The children may need help in sequencing numbers.
This activity could be extended by asking the children to research the effects of Viking raids on the place nearest their own locality.

It would be useful for the children to know that Vikings had their own beliefs. The children could study Viking myths and sagas in work on reading and writing. They should be encouraged to identify the characteristic themes and language of these genres, *eg the heroic boast*.
Children could be reminded that most major world faiths state an obligation to help the poor and destitute. This work could be linked to religious education.
Many school history books have good photographs of Church treasures, including chalices, illuminated manuscripts, etc.

Jorvik is a good source of published information about the Vikings.
A visit to Jorvik would enhance this or any other of the activities in this unit.
CD-ROMs or computer simulations could also be used to support this activity.

By asking the children why they think Alfred was ‘Great’, they will consider what makes a good leader. They are also developing an understanding of rights and responsibilities and the differences between right and wrong, and these ideas can be developed as a contribution to citizenship education.

