



# Year 4 - Summer - History Knowledge Organiser - Vikings

## What I already know...

Children have an understanding of chronology and are able to place historical events in chronological order using a timeline.

Children know how invasions throughout history have had an impact on modern life.

## What I will learn...

- Where the Vikings came from and when they invaded Britain.
- Some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Vikings and Anglo-Saxon kings onto a timeline.
- Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments.
- Explain where and why some Viking raids or attacks took place.
- Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild.
- Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life e.g. religion, crime and punishments and cultural traditions.

Key Vocabulary	
<b>Danegeld</b>	"Paying the Dane". King Etherled paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in <b>Danegeld</b> altogether.
<b>exile</b>	To be sent away.
<b>invade</b>	To enter and occupy land.
<b>kingdom</b>	An area ruled by a king.
<b>longship</b>	A long, wooden, narrow boat used by the Vikings.
<b>outlawed</b>	Having all property taken away and no longer being able to live in the community.
<b>pagans</b>	A religion where many gods and goddesses are worshipped.
<b>pillaged</b>	To violently steal something.
<b>raid</b>	A surprise attack.
<b>wergild</b>	A payment system used to settle disputes between a criminal and the victim or their family.



Making a difference at The Merton & beyond  
Why did the Vikings invade?

Year 4 will journey across hundreds of years of British history and demonstrate an understanding of how the Vikings have shaped British culture and history by composing historically valid questions.

## Skills I will learn:

**Chronology:** Order three significant events, movements or dates into the correct chronological order on a timeline.

**Enquiry and interpretation of sources:** Give reasons why there may be different accounts of history.

**Communication:** Make connections and draw some contrasts between different historical events.