

The Abbey Hill CURRICULUM

How did Invasion
change Britain?

Achieving our dreams together





How did invasion change Britain?



Key Idea:



After the Romans left in 410CE, a new chapter in Britain's history began with the arrival of the Anglo-Saxons. These fierce tribes formed powerful kingdoms, each ruled by a king, while Vikings from the north soon brought their own challenges. From Alfred the Great's efforts to unite the kingdoms to the Viking raids and the formation of the Danelaw, explore how these early peoples shaped the land and its legacy, still reflected in our place names today.

We will:



Design and 'launch' our Viking theme-park, taking inspiration from Universal's Isle of Berk!

Core Text:



How to Train Your Dragon
Cressida Cowell



Core Knowledge



1. After Roman rule ended in 410CE, the Anglo-Saxons arrived from northern Europe to settle on Britain's farmland.
2. The Anglo-Saxons formed 7 kingdoms and Kirkby-in-Ashfield would be in Mercia.
3. Kings like Alfred the Great worked to unite the tribes and kingdoms.
4. Starting in 793CE with the raid on Lindisfarne, Vikings attacked Britain, establishing the Danelaw and expanding their settlements.
5. [E&D Aethelflaed, daughter of Alfred the Great, defended Britain against Viking invasions and led the Mercians.](#)
6. Vikings had their own beliefs and mythology including gods like Thor and Loki
7. Vikings had their own laws and government. When a community needed to settle problems or make decisions, they would gather together at a meeting called a Thing.
8. Modern day place names have often originated from Viking or Anglo-Saxon times.

Disciplinary Knowledge



Being a Historian:

Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.

Know that change can depend on economic circumstances, inventions and people's beliefs.

Know the key people in historical events, what they did and say why they were important.

Know about different people and their beliefs in a period of time.

Know clear narratives within and across periods studied. (including previous years in reverse-chronological order)

Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.

Know how to select and combine information from different sources to create a fuller picture of an event or person.

Know that aspects of the past have been represented and interpreted in different ways.

Being a Geographer:

Know how to ask questions to understand why a place is like it is or how it is changing.





Lesson 1: How Do We Design a Viking Theme Park?

Learning Intention	To understand the historical connections of the end of Roman rule and arrival of the Anglo-Saxons.
Disciplinary Skills	Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time. Know the connections between local, regional, national and international history.
Key Knowledge	1. After Roman rule ended in 410CE, the Anglo-Saxons arrived from northern Europe to settle on Britain's farmland. 2. The Anglo-Saxons formed 7 kingdoms and Kirkby-in-Ashfield would be in Mercia.
What the Teacher Does	Introduce the unit by showing images and clips from Isle of Berk (How to Train Your Dragon). Ask pupils what they notice about the place — Does it look Roman? What kind of features do they see? What conclusions do they draw? Then explain the fall of Roman rule timeline (410CE) using a visual timeline. Explain that pupils will create their own Viking theme park inspired by this history.
What the Children Do	Observe Isle of Berk images and discuss. Participate in timeline activity showing fall of Roman rule. Begin brainstorming features they would like in a Viking theme park linked to this period.
How the Lesson Is Evidenced	Completed timeline and initial Viking theme park brainstorm sheet.
Adaptation	Dual Coding – use images and timeline visuals to support understanding.

Lesson 2: How Did the Viking Raid on Lindisfarne Change Britain?

Learning Intention	To explain the significance of the Viking raid on Lindisfarne and its impact on Britain.
Disciplinary Skills	Know the key people and events in historical narratives. Know clear narratives within and across periods studied.
Key Knowledge	4. Starting in 793CE with the raid on Lindisfarne, Vikings attacked Britain, establishing the Danelaw and expanding their settlements.
What the Teacher Does	Present images and accounts of the Lindisfarne raid. Explain its significance and impact. Introduce the idea of designing a Viking ride that tells the story of the raid. Model how to design a ride track showing key events.
What the Children Do	Study images and accounts. Plan and sketch a ride track showing the Viking raid's story, including important events.
How the Lesson Is Evidenced	Ride track sketch and explanation of key events shown.
Adaptation	Chunking – break down the story into clear parts for ride design.





👑 Lesson 3: Who Was Alfred the Great and How Did He Unite the Kingdoms?

Learning Intention	To learn about Alfred the Great's role in uniting Anglo-Saxon kingdoms.
Disciplinary Skills	Know the key people in historical events, what they did and why they were important. Know connections between historical events.
Key Knowledge	3. Kings like Alfred the Great worked to unite the tribes and kingdoms.
What the Teacher Does	Share key facts and stories about Alfred the Great. Show maps of Anglo-Saxon kingdoms before and after his rule. Lead discussion on his importance. Explain pupils will create shields/emblems for each kingdom on their theme park map to show key features.
What the Children Do	Listen and discuss Alfred's impact. Begin researching key facts about kingdoms. Design shields/emblems for kingdoms with distinctive symbols and facts.
How the Lesson Is Evidenced	Completed shields/emblems with key facts.
Adaptation	Preteaching – introduce key vocabulary and symbols before activity.

🌍 Lesson 4: What Were the 7 Anglo-Saxon Kingdoms and Where Was Mercia?

Learning Intention	To identify the 7 Anglo-Saxon kingdoms and understand the position of Mercia.
Disciplinary Skills	Know about different people and beliefs in a period of time. Know geographical similarities and differences through study of human geography.
Key Knowledge	2. The Anglo-Saxons formed 7 kingdoms and Kirkby-in-Ashfield would be in Mercia.
What the Teacher Does	Use maps to locate each kingdom, showing boundaries and main settlements. Explain significance of Mercia. Model how to place shields/emblems on the theme park map.
What the Children Do	Use maps to identify kingdoms. Place and decorate shields/emblems on their theme park maps.
How the Lesson Is Evidenced	Completed maps showing kingdoms with shields/emblems placed correctly.
Adaptation	Resources and Aids – use physical and digital maps to support location work.





Lesson 5: How Did Aethelflaed Defend Mercia Against the Vikings?

Learning Intention	To understand Aethelflaed's role in defending Mercia against Viking invasions.
Disciplinary Skills	Know the key people in historical events, what they did and why they were important. Know clear narratives within and across periods studied.
Key Knowledge	Aethelflaed, daughter of Alfred the Great, defended Britain against Viking invasions and led the Mercians.
What the Teacher Does	Share stories and sources about Aethelflaed's leadership. Discuss her role and importance. Guide pupils to create a short profile or 'character card' for Aethelflaed to add to their theme park's 'heroes' section.
What the Children Do	Research and write a profile of Aethelflaed highlighting her key achievements and role in Mercia's defense.
How the Lesson Is Evidenced	Completed Aethelflaed profile cards for their Viking theme park.
Adaptation	Relational Approaches – encourage discussion and sharing of ideas during research.

Lesson 6: What Was Viking Law and How Did They Govern Themselves?

Learning Intention	To explore Viking legal systems and governance, including the Thing assembly.
Disciplinary Skills	Know that aspects of the past have been represented and interpreted in different ways. Know how communities settled disputes and made decisions.
Key Knowledge	7. Vikings had their own laws and government. When a community needed to settle problems or make decisions, they would gather together at a meeting called a Thing.
What the Teacher Does	Explain Viking laws and the Thing assembly using stories and visuals. Organise a class 'Thing' role-play where pupils debate and decide on simple community issues.
What the Children Do	Participate in a Viking Thing role-play, debating and voting on issues. Reflect on how laws were made and enforced.
How the Lesson Is Evidenced	Observations and notes from the Thing role-play session.
Adaptation	Environments – set up the classroom to mimic a Viking assembly space to enhance immersion.










Lesson 7: How Did Viking and Anglo-Saxon Place Names Shape Modern Britain?

Learning Intention	To investigate the Viking and Anglo-Saxon origins of modern place names in Britain.
Disciplinary Skills	Know the connections between local, regional, national and international history. Know how to select and combine information from different sources.
Key Knowledge	8.Modern day place names have often originated from Viking or Anglo-Saxon times.
What the Teacher Does	Present examples of place names with Viking and Anglo-Saxon origins. Show maps marking these places. Guide pupils to design ‘horrible histories’ style fact pages including a map and cartoon-style drawing about UK place names linked to Vikings and Anglo-Saxons.
What the Children Do	Create a fun illustrated fact page with map and cartoons about place names and their origins.
How the Lesson Is Evidenced	Completed fact pages showcasing place names with Viking/Anglo-Saxon roots.
Adaptation	Dual Coding – combine text, maps and drawings for better understanding.

Lesson 8: Who Were the Viking Gods? A Marvel Mythology Adventure

Section	Details
 Learning Intention	Know about Viking beliefs and mythology, including gods like Thor and Loki, and understand different beliefs in history.
 Disciplinary Knowledge	Know about different people and their beliefs in a period of time.
 Key Knowledge	Vikings had their own beliefs and mythology including gods like Thor and Loki.
 What the Teacher Does	Introduces Viking gods by connecting them to Marvel characters (Thor, Loki). Uses engaging videos/clips from Marvel films (child-appropriate) to spark interest. Explains Viking mythology basics, highlighting key gods and their stories. Models how to compare Viking beliefs to modern superhero stories. Facilitates group discussion about the role of gods and myths in Viking culture. Provides a graphic organiser for pupils to record facts about each god.
 What the Children Do	Watch selected Marvel clips and discuss the Viking gods’ personalities and powers. Use the graphic organiser to note key facts about Thor, Loki, and other Viking gods. Compare Viking beliefs to Marvel stories in a short group discussion. Finally, create



How did INVASION CHANGE Britain?

Knowledge Organiser



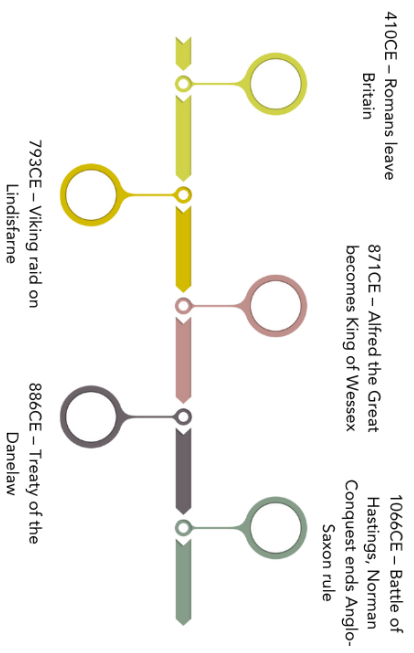
KEY KNOWLEDGE

- After the Romans left in 410CE, the Anglo-Saxons came from northern Europe to settle in Britain.
- Village names like “-ton” and “-ham” show where Anglo-Saxons lived.
- The Anglo-Saxons made seven kingdoms.
- Alfred the Great became King of Wessex in 871CE and helped unite the Anglo-Saxons.
- Vikings began raiding Britain in 793CE at Lindisfarne and later settled in the Danelaw.
- Vikings had their own laws and assemblies, sometimes influenced by Roman rules.
- Crimes like theft could lead to fines, compensation, or being sent away.
- Anglo-Saxons and Vikings fought for land, but Alfred made peace in the Danelaw, helping to unify England.



After the Romans left Britain in 410CE, new peoples arrived to shape the land. The Anglo-Saxons settled fertile farmland and created strong kingdoms, while Vikings raided and settled. Discover how kings, laws, and battles shaped England, and explore the people, places, and events that made this period so exciting!

TOPIC TIMELINE



FAMOUS

Eric Bloodaxe – Viking leader who ruled Northumbria briefly.



Aethelred II – Anglo-Saxon king known as “the Unready,” ruled during Viking invasions.



Alfred the Great – King of Wessex who united Anglo-Saxon tribes and defended against Vikings.

GLOSSARY

- **Anglo-Saxon** – People from northern Europe who settled in Britain after the Romans left.
- **Danelaw** – Areas of England under Viking control.
- **Kingdom** – Territory ruled by a king or queen.
- **Raid** – A sudden attack on a place to steal or conquer.
- **Fines** – Money paid as punishment for a crime.
- **Exile** – Being forced to live away from home as punishment.
- **Treaty** – An agreement between rulers or countries.



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