

## Timeline

<b>AD 410</b>	Romans leave England and England shores are unprotected.
<b>AD 449</b>	Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.
<b>AD 450</b>	Saxons, from Germany, settle in Kent.
<b>AD 556</b>	Seven kingdoms are created across Britain.
<b>AD 597</b>	St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury.
<b>AD 787</b>	First Scandinavian raids.
<b>AD 793</b>	Viking attacks on Lindisfarne.
<b>AD 842</b>	Viking raids on London.
<b>AD 927</b>	King Athelstan unites English kingdoms.
<b>AD 1013</b>	King Sven of Sweden lands and becomes King of England.
<b>AD 1016</b>	King Cnut becomes King of England.
<b>AD 1042</b>	Saxon Edward the Confessor returns to become King of England.
<b>AD 1066</b>	Edward the Confessor dies, leading to several contenders for the throne. Harold Godwinson becomes King, but is killed after 9 months by William the Conqueror at the <b>Battle of Hastings</b> .

## Important People

<b>Edward the Confessor</b>	Usually considered the last Anglo-Saxon King of England.
<b>Alfred the Great</b>	King of Wessex from 871 to c. 886 and King of the Anglo-Saxons from c. 886 to 899.
<b>William the Conqueror</b>	First Norman King of England.
<b>Megan Coyle</b>	American collage artist and illustrator who makes works of art entirely from magazine strips, with a process that she calls "painting with paper."
<b>Freya</b>	Norse goddess of everything feminine.

## BIG QUESTIONS

Where are English people from?  
 Were Vikings really brutal invaders?  
 Was Edward the Confessor to blame for 1066?  
 What have the Vikings ever done for us?

## Vocabulary

<b>democracy</b>	The people have a say in how the government is run. They do this by voting, though there are usually rules about who can vote.
<b>invasion</b>	Invading a country or region with an armed force.
<b>Viking</b>	Any of the Scandinavian seafaring pirates and traders who raided and settled in many parts of north-western Europe in the 8th–11th centuries.
<b>Anglo-Saxon</b>	A member of the German people who conquered England in the fifth century A.D.
<b>Picts</b>	The people who lived in most of Scotland. They lived there before, during and after the Romans ruled Britain.
<b>Celts</b>	All of the people who lived in Britain and northwest Europe during the Iron Age – from 600 BC to 43 AD, which is when the Romans arrived.
<b>settlement</b>	A place, typically one which has previously been uninhabited, where people establish a community.
<b>longship</b>	A long, narrow warship, powered by both oar and sail with many rowers, used by the Vikings and other ancient northern European peoples.

## Important Places

<b>Lindisfarne</b>	Also known as <b>Holy Island</b> – one of the most important centres of early English Christianity.
<b>Denmark, Norway, Sweden</b>	The three modern Scandinavian countries which were homeland to the Vikings.
<b>Britain</b>	The sovereign state of the United Kingdom.

## National Curriculum Links

<b>Geography</b>	I can study the topographical features of an area in the United Kingdom linked to the area I am studying.	
	I can study the settlements and land use of the key places that I study.	
	I can study the distribution of natural resources, including energy, of the key places that I study.	
<b>History</b>	I can use dates and historical language in my work.	
	I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.	
	I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.	
	I can begin to appreciate that how we make decisions has been through a Parliament for some time.	
	I can appreciate that significant events in history have helped shape the country we have today.	
	I can gain a good understanding as to how crime and punishment has changes over the years.	
<b>Art</b>	I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.	
	I can experiment with different styles which artists have used.	
<b>D.T</b>	I can say what my work is influenced by.	
	I can design and create a models of a settlements.	
<b>Computing</b>	I can use software and simulation programmes to effectively create, design and manipulate for a purposeful outcome.	