Anglo-Saxons & Vikings

KEY QUESTIONS FOR THIS TOPIC

1. Where did the Anglo-Saxons come from and why?
2. Why did the Anglo-Saxons, Scots and Vikings settle in Britain?
3. How do archaeologists use artefacts to build a picture of the past?
4. Why did the Vikings and Anglo-Saxons struggle for power?
5. How have the Anglo-Saxons and Vikings influenced modern Britain?

TIMELINE

c. 410	The Roman army leaves Britain
c. 450	Angles, Saxons and Jutes begin to settle
563	St Columba founds a monastery on Iona
597	St Augustine arrives at Canterbury
c. 625	The Sutton Hoo ship burial
635	St Aidan founds Lindisfarne
793	Vikings raid the monastery at Lindisfarne
865	The Great Heathen Army lands in England
878	Alfred defeats Guthrum at Edington
886	The Danelaw boundary is agreed
918	Æthelflæd, Lady of the Mercians, dies
927	Athelstan becomes the first king of England
937	Athelstan wins the Battle of Brunanburh
991	Danegeld is paid after the Battle of Maldon
1016	Cnut, a Dane, becomes king of England
1042	Edward the Confessor becomes king
1066	Edward dies — three men claim the throne

PEOPLE TO KNOW

Alfred the Great 871–899	King of Wessex. Hid in the marshes at Athelney, then beat the Vikings at Edington. Built fortified towns called burhs and brought back learning.
Guthrum d. 890	Viking leader. Defeated by Alfred, he was baptised as a Christian and ruled East Anglia in the Danelaw.
Æthelflæd d. 918	Alfred's daughter, Lady of the Mercians. She led armies and took Derby and Leicester back from the Vikings.
Athelstan 924–939	Alfred's grandson. In 927 he became the first king to rule all of England.
Cnut 1016–1035	A Danish king who ruled England, Denmark and Norway.
Edward the Confessor 1042–1066	A deeply religious king who built Westminster Abbey. He died with no children, which led to 1066.

THE DANELAW



Land under Viking law

Danelaw boundary

Town names ending in **-by** and **-thorpe** cluster inside this area. The map still shows where the Vikings settled.

READING THE MAP

ANGLO-SAXON	MEANING	EXAMPLE
-ham	a home	Nottingham
-ton	a fenced farm	Preston
-ford	a river crossing	Oxford
-ing	the people of	Reading
VIKING	**MEANING**	**EXAMPLE**
-by	a village	Grimsby
-thorpe	a smaller village	Scunthorpe
-thwaite	a forest clearing	Bassenthwaite
-kirk	a church	Ormskirk

DAYS OF THE WEEK

Tuesday	Tiw's day — god of war
Wednesday	Woden's day — the chief god
Thursday	Thunor's day — god of thunder
Friday	Frige's day — Woden's wife

*Careful: these are **Anglo-Saxon** gods, not Viking ones. The Viking gods Týr, Odin, Thor and Frigg are their cousins — the two peoples came from nearby lands and shared very old stories.*

WORDS TO USE

Anglo-Saxons — people from northern Germany and Denmark who settled in Britain after the Romans left.

Vikings — seafaring people from Scandinavia: Denmark, Norway and Sweden.

Heptarchy — the seven Anglo-Saxon kingdoms of early England.

Danelaw — the part of England ruled under Viking law.

Danegeld — silver paid to the Vikings to stop them attacking.

Burh — a fortified town built by Alfred to defend Wessex.

Shield wall — a line of warriors locking their shields together in battle.

Longship — a fast Viking ship that could cross the sea and sail up rivers.

Wergild — "man price": the fine paid for injuring or killing someone.

Moot — a meeting where local people settled arguments and gave judgements.

Shire — an area of land used to govern England; our counties come from these.

Monastery — a place where monks lived, prayed and copied books by hand.

Illumination — decorating a manuscript with gold leaf and bright colours.

Artefact — an object made by people in the past, used by archaeologists as evidence.

KEY STAGE STORIES · FILM 1

Why did the Anglo-Saxons come to Britain?

The Boats That Stayed · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 Fill in the timeline

MATHS LINK

Year	What happened
AD _____	The last Roman soldiers leave Britain
about AD 450	The Angles, Saxons and _____ begin to settle
about AD 625	A king is buried in a ship at Sutton Hoo
AD 793	Vikings raid the monastery at Lindisfarne

1. How many years passed between the Romans leaving and the ship burial at Sutton Hoo? _____ years
2. The Britons were pushed west over two hundred years, starting in about AD 450. Roughly what year had they reached Wales and Cornwall? about AD _____

2 Words to know

VOCABULARY

a. Draw a line to match each word to its meaning.

estate	the tall pole that holds up a sail
kingdom	a short, sudden attack to take things
mast	a large piece of land belonging to one person
raid	a country ruled by a king

b. Finish these sentences using three of the words above.

- The Picts and Scots came on a _____ to take cattle and grain.
- No Anglo-Saxon boat we have found has a _____, so the crossing was done with oars.
- Farms grew into estates, and estates grew into a _____.

3 Think about it

CAUSE & EFFECT

There was no gold left in Britain, so the Britons paid the warriors in **land** instead.

Why did paying in land make the warriors stay?

What might have happened instead if Britain had paid them in gold?

4 Write about the crossing

ENGLISH LINK

You are in one of the boats crossing the North Sea. There is no mast and no sail, only oars. Write three or four sentences about the crossing.

*Start at least one sentence with a time phrase and a comma — for example **After many weeks,** or **By the third day,***

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Answers and teaching notes

Why did the Anglo-Saxons come to Britain? · The Boats That Stayed

Film length 4:45

Watch: keystagestories.co.uk

1 · Timeline

AD 410 — the last Roman soldiers leave. **Jutes** — the third group with the Angles and Saxons.

a. 625 – 410 = **215 years** (accept "about 200"). **b.** 450 + 200 = **about AD 650**.

2 · Words to know

a. estate → a large piece of land belonging to one person · kingdom → a country ruled by a king · mast → the tall pole that holds up a sail · raid → a short, sudden attack to take things

b. raid · mast · kingdom

3 · Think about it

Why land made them stay: gold can be carried home, but land cannot. To get anything from land you have to live on it and farm it. Accept any answer that reaches "you cannot take land away with you".

If Britain had paid in gold: the warriors could have sailed home with it, so they may not have settled — and England might not have been named after them. Accept reasoned alternatives.

4 · Write about the crossing

Not marked for content. Look for: a fronted adverbial with a comma (Year 4 statutory); detail drawn from the film (oars, salt water, weeks at sea, nowhere to sleep); and past tense held throughout.

Curriculum

National Curriculum KS2 History — *Britain's settlement by Anglo-Saxons and Scots.* Question 1 links to Maths (calculating intervals between years) and question 4 to English (fronted adverbials, Year 4 statutory).

Where each question comes from in the film

- **0:22** Chapter 1 — the Romans leave, the raids begin, the message goes across the North Sea (Q1, Q2)
- **1:36** Chapter 2 — the boats, the crossing, paid in land (Q3, Q4)
- **2:58** Chapter 3 — two hundred years, pushed west, England is named (Q1b)

Three things the film is careful about

- **The Romans did not leave in one go.** Soldiers were withdrawn a few at a time across decades. AD 410 is the point when none were left, not the date of an order.
- **Vortigern may not have existed.** The film says "the story goes that", because that is all the sources support. Useful for teaching the difference between evidence and tradition.
- **No mast has been found — that is not the same as no sail.** Every Anglo-Saxon boat found from this period lacks a mast, but absence of evidence is not evidence of absence. The film says so out loud.

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KEY STAGE STORIES · FILM 2

Where do English place names come from?

Village and Name · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 Choose where to build

GEOGRAPHY LINK

A family has walked inland from the coast, looking for somewhere to stop for good.

Site	What is there	Good or bad?
A	An empty Roman town of stone buildings and paved roads	
B	A bend in a river, a wood behind it, ground that drains	
C	Flat wet ground, no trees, water a long walk away	

1. Which site would the family choose? Site _____
2. Three things they needed: water they could _____, trees they could _____, soil that would _____
3. The Roman towns were already built and empty. Why did the family walk past them?

2 Words to know

VOCABULARY

a. Draw a line to match each word to its meaning.

thatch	the open fire burning down the middle of the floor
wattle and daub	the biggest building in the village, where everyone ate and argued
hall	a roof made of straw from the field
hearth	woven branches packed with mud, used to make walls

b. Finish these sentences using three of the words above.

- The walls were made of _____, and the roofs were straw.
- The village ate, argued and slept in the _____, around a fire burning in the _____.

3 What does the ending tell you?

EVIDENCE

Anglo-Saxon place-name endings are not decoration. Each one describes the place.

Ending	What it means	A place with it
-ham	_____	_____
-ton	_____	_____
-ford	_____	_____

1. Say **Oxford** slowly. What two words can you hear? _____ + _____
2. A man called **Snot** gave his name to **Snotingaham**. What do we call that place today? _____
3. The name was passed from parent to child for about **1,300 years**, through roughly **60 grandmothers**. About how many years is that for each one? _____ years MATHS LINK

4 Write about the village

ENGLISH LINK

You are inside the fence on an ordinary working day. Write three or four sentences about what you can see, hear and smell.

*Use at least two expanded noun phrases — for example **a long fire burning down the centre of the floor**.*

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Answers and teaching notes

Where do English place names come from? · Village and Name

Film length 4:47

Watch: keystagestories.co.uk

1 · Choose where to build

Site B is what the family in the film chose. **Mark the reasoning, not the letter.** A child who picks **A** and argues that the buildings were already standing has understood the choice, and the discussion is why the Anglo-Saxons did not agree. **C** should be rejected by everyone: no water, no timber, wet ground.

Three things: water they could **carry** · trees they could **cut** · soil that would **not turn to soup in February** (accept *drain*).

Why walk past the Roman towns: stone buildings in the wrong places. These were farmers, so they needed water, timber and ground that drained, not paved streets. Accept any answer reaching "the towns were not where the good farmland was".

2 · Words to know

a. thatch → a straw roof · wattle and daub → woven branches packed with mud · hall → the biggest building · hearth → the open fire down the middle of the floor

b. wattle and daub · hearth · hall

3 · What does the ending tell you?

-ham a home, a place settled for good — *Nottingham, Birmingham, Durham*
-ton a farm with a fence round it — *Brighton, Preston, Luton*
-ford a river crossing shallow enough to walk a cart across — *Oxford, Bradford, Watford*

a. Ox + **ford**. It was the shallow place in the river where oxen were walked across.

b. Nottingham. The S at the front was lost under Norman French after 1066.

c. 1300 ÷ 60 ≈ **22 years** each (accept 20–25, or "about 20").

4 · Write about the village

Not marked for content. Look for: **expanded noun phrases** (Year 4 statutory); detail drawn from the film (woodsmoke, oxen and the plough, pigs in the woods for acorns, children carrying firewood); and present or past tense held throughout.

Curriculum

National Curriculum KS2 History — *Britain's settlement by Anglo-Saxons and Scots.* Question 1 links to Geography (why settlements are where they are), question 3c to Maths (division and estimating), and question 4 to English (expanded noun phrases, Year 4 statutory).

Where each question comes from in the film

- **0:16** Chapter 1 — the family choose their ground, the post goes in at the gate (Q1)
- **1:36** Chapter 2 — timber, thatch, the hall and the hearth, and nobody able to write (Q2, Q4)
- **3:02** Chapter 3 — sixty grandmothers, and what -ham, -ton and -ford mean (Q3)

Two things the film is careful about

- **Snot was a real name.** Snotingaham means "the home of Snot's people", recorded before the initial S was lost under Norman French. The film says it rather than tidying it away.
- **Almost nobody here could write.** Anglo-Saxon England was largely non-literate in these centuries, and nothing about a village like this was written down for another three hundred years. That is why the place names carry the record instead of documents — the point of chapter 3.

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KEY STAGE STORIES · FILM 3

What did they find at Sutton Hoo?

Gold in the Ground · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 How long was it down there?

MATHS LINK

Year	What happened
about AD _____	A king is buried inside a ship at Sutton Hoo
AD 1939	A man called _____ opens the largest mound

1. The burial was about AD 625. Roughly how many years passed before it was found? about _____ years
2. The ship was nearly **30 metres** of oak. A tennis court is about **24 metres** long. How much longer was the ship? about _____ metres

2 Words to know

VOCABULARY

a. Draw a line to match each word to its meaning.

mound	a deep red stone, cut into tiny flat pieces
rivet	a room in the middle of the ship holding everything buried with the king
burial chamber	a low hill of earth raised over a grave
garnet	a short iron bolt that held a ship's planks together

b. Finish these sentences using three of the words above.

- Basil Brown opened the smaller _____ first, and every one had been robbed.
- The wood had gone, but the _____ still sat in the lines the planks had left.
- The shoulder clasps were made of gold and deep red _____.

3 Digging out something made of nothing

EVIDENCE

The oak had rotted away completely. The sand had kept its shape, and the iron nails were still where the planks had left them.

1. So what was Basil Brown actually uncovering?

There was no body in the chamber, only a body-shaped gap. Most people think the king was Rædwald, but nobody can prove it.

2. Why can nobody be sure who was buried there?

4 Write about the moment you found it

ENGLISH LINK

You are Basil Brown, kneeling in the sand. You have just brushed away one rivet, then another, then a whole line of them curving into the ground. You do not know yet what it is. Write three or four sentences about what you can see and what you think it might be.

*Use at least one modal verb — **might**, **may** or **could** — because you cannot be certain yet.*

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Answers and teaching notes

What did they find at Sutton Hoo? · Gold in the Ground

Chapters are in the video description

Watch: keystagestories.co.uk

1 · How long was it down there?

625 · Basil Brown

a. 1939 – 625 = **1,314 years** (accept "about 1,300", which is what the film says).

b. 30 – 24 = **about 6 metres**. Worth pacing out in the hall or on the field: the ship is a tennis court and then a classroom.

2 · Words to know

a. mound → a low hill of earth raised over a grave · rivet → a short iron bolt holding planks together · burial chamber → the room amidships holding the grave goods · garnet → a deep red stone cut into tiny flat pieces

b. mounds · rivets · garnet

3 · Digging out something made of nothing

a. Not a ship — **the shape of one**. A dark stain in the sand where the timber had lain, with the iron rivets still in their rows. Accept any answer that reaches "the ship was gone and only its shape was left".

b. The soil at Sutton Hoo is acid, so it had taken the bones. There is no name on anything in the grave. Rædwald fits the date and the place, so most people think it is him, but **fitting is not the same as proving**. This is the historical-thinking point of the film, and it is worth more than the gold.

4 · Write about the moment you found it

Not marked for content. Look for: at least one **modal verb** showing uncertainty — *might, may, could* (Year 5 statutory); detail drawn from the film (pale sand, rust, the curve of the line, the brush); and first person held throughout.

The grammar and the history are the same lesson here. Basil Brown could not know what he had either. A child who writes *it might be a boat* is doing what an archaeologist does.

Curriculum

National Curriculum KS2 History — *Britain's settlement by Anglo-Saxons and Scots*, Anglo-Saxon art and culture. Question 1 links to Maths (intervals between years, subtraction with measures) and question 4 to English (modal verbs, Year 5 statutory).

Answers the enquiry question *How can archaeologists use artefacts to construct a representation of the past?*

Where each question comes from in the film

Chapter 1 — The Ship on the Hill · the field, Edith Pretty, Basil Brown, the first rivet (Q1, Q2)

Chapter 2 — The Shape in the Sand · the stain, the chamber, the clasps, the gap (Q2, Q3)

Chapter 3 — A Face and a Dragon · the helmet, the Dark Ages, what rots and what does not

Three things the film is careful about

The ship was hauled up from a river, not carried from the sea. Sutton Hoo stands on a hill above the river Deben. The film says the river ran out to the sea at the bottom of the slope.

The ship had rotted away completely. What survived was a stain in the sand and the iron rivets. The film says Basil Brown was uncovering the shape of a ship, not a ship, and that distinction is the whole of chapter 2.

Rædwald is not proved. The film says *most people think* and *nobody can prove it*. If a child asks whose grave it was, the honest answer is that we do not know, and that is allowed.

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KEY STAGE STORIES · FILM 4

How did monks make the Lindisfarne Gospels?

The Monks' Light · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 One book, ten years

MATHS LINK

When	What happened
AD 635	The king of Northumbria gives some monks an island called _____
about _____ years	About how long it took the bishop Eadfrith to make the book

1. Six materials made about **90** colours. On average, how many colours came from each material? about _____ colours
2. The book took about **150** calf skins. If a farm had **30** calves each year, how many years would it take to collect enough? _____ years

2 Words to know

VOCABULARY

a. Draw a line to match each word to its meaning.

monastery	a coloured powder that is mixed to make paint
bishop	a hard brown lump that grows on oak twigs
oak gall	a place set apart where monks lived, prayed and copied books
pigment	a senior leader of the Church in an area

b. Finish these sentences using three of the words above.

- Eadfrith was the _____ of the island.
- The ink was made from crushed _____s stirred together with iron.
- Every _____ came from something found on or near the island.

3 Why there, and why so beautiful?

CAUSE AND EVIDENCE

Twice a day the sea walks out and leaves a path across the sand. Twice a day it walks back in, and whoever is there cannot get away.

1. Why did the monks choose an island that the sea cuts off twice a day?

Other famous books of the time used materials carried thousands of miles. The Lindisfarne Gospels did not, and there is gold in the book, but barely any.

2. So what made the book look so beautiful?

4 Write about the monks' work

ENGLISH LINK

The film is called *The Monks' Light*. The apostrophe comes **after** the **s** because the light belongs to more than one monk. Write three sentences about life and work on the island.

*Use the apostrophe for more than one owner at least twice — for example **the monks' island** or **the calves' skins**.*

Free to print and copy for classroom use.

Answers and teaching notes

How did monks make the Lindisfarne Gospels? · The Monks' Light

Chapters are in the video description

Watch: keystagestories.co.uk

1 · One book, ten years

Lindisfarne · **about 10 years** (an estimate — nobody wrote down how long it took)

a. 90 ÷ 6 = **15 colours** for each material, on average.

b. 150 ÷ 30 = **5 years**. The farm is made up for the sum; the 150 calves is from the film. Worth saying aloud: a whole herd went into one book.

2 · Words to know

a. monastery → a place set apart where monks lived, prayed and copied books · bishop → a senior leader of the Church · oak gall → a hard brown lump on oak twigs · pigment → a coloured powder mixed to make paint

b. bishop · oak galls · pigment

3 · Why there, and why so beautiful?

a. So that nobody could walk in and the work would never be interrupted. Accept *quiet*, *safe* or *alone* if the child says why that helped the work.

b. How it was painted, not what it cost. Around ninety colours mixed from six local materials, and knotwork so tight it looks like a pattern until the birds appear.

4 · Write about the monks' work

Not marked for content. Look for the **apostrophe for plural possession** (Year 4 statutory): *the monks' island, the monks' ink, the calves' skins*. The common slip is *monk's*, which means one monk. The film title is the model answer.

Curriculum

National Curriculum KS2 History — *Britain's settlement by Anglo-Saxons and Scots*: Christian conversion (Canterbury, Iona and Lindisfarne) and Anglo-Saxon art and culture. The film covers Canterbury and Lindisfarne. Question 1 links to Maths (division) and question 4 to English (apostrophes for plural possession, Year 4 statutory).

Where each question comes from in the film

Chapter 1 — The Island That Vanishes · Sutton Hoo, Canterbury, the monastery, AD 635, the tide, Eadfrith (Q1, Q2, Q3a)

Chapter 2 — A Hundred and Fifty Calves · calf skin, oak gall ink, materials from far away (Q1b, Q2, Q3b)

Chapter 3 — Colour from the Ground · six materials, ninety colours, barely any gold, the knotwork birds (Q1a, Q3b)

Three things the film is careful about

No lapis lazuli and almost no gold. The deep blue stones on screen at 2:50 are what *other* famous books used. The Lindisfarne colours came from local materials, and the film says so straight after.

Eadfrith's name comes from a note added long afterwards. The film says so rather than stating it as fact.

The Sutton Hoo spoons carry Christian names. That shows the new religion had reached the king's world, not that the king was a Christian.

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What happened when the Vikings came to England?

The Viking Storm · KS2 History · Years 3 to 6

Name _____
Class _____
Date _____

1 Years between

MATHS LINK

When	What happened
AD 793	Ships come to the island of _____
AD 865	A large Viking army lands and spends the winter in _____
AD 867	The two kings bring their men to _____

1. How many years passed between the raid on Lindisfarne and the army landing in 865? _____ years
2. Nine years after the battle of 867, part of the army took land in the north. In which year? AD _____

2 Put it in order

CHRONOLOGY

Number the five events **1** to **5** in the order they happened.

☐	Part of the army divides up land in the north and begins to plough.
☐	The Viking army takes horses and makes peace in East Anglia.
☐	Raiders attack the monastery on Lindisfarne and sail away.
☐	The army reaches York and takes the city.
☐	Two rival kings bring their men to York, and both die.

3 Words to know

VOCABULARY

a. Draw a line to match each word to its meaning.

raid	to move to a new place and make your home there
kingdom	to turn over soil with a tool so that seeds can be sown
settle	a quick attack to take things, after which the attackers leave
plough	a land ruled by a king

b. Finish these sentences using three of the words above.

- In 793 the Vikings made a _____ on Lindisfarne and then went back to their ships.
- York belonged to one _____, and its two kings had been fighting each other.
- Soldiers who had carried weapons now had to _____ the soil and sow seed.

4 Stayed or left?

COMPARE AND EXPLAIN

At Lindisfarne, the raiders took what they wanted and left. At York and in the north, the army stayed.

1. Write one thing that was **different** for the people already living there when the Vikings stayed.

2. The film says one field held two stories. What were the two stories?

5 Fronted adverbials

ENGLISH LINK

A **fronted adverbial** tells you *when* or *where* at the start of a sentence, and is followed by a comma. Underline the fronted adverbial in each sentence.

- In the year 793, ships came to the island of Lindisfarne.
- Over the following decades, more Viking ships attacked the coast.
- In the spring of 867, the two kings brought their men to York.

Now write your own sentence about the Vikings that starts with a time or place, then a comma.

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Answers and teaching notes

What happened when the Vikings came to England? · The Viking Storm

Chapters are in the video description

Watch: keystagestories.co.uk

1 · Years between

Lindisfarne · **East Anglia** · **York**

1. 865 – 793 = **72 years**.

2. 867 + 9 = **AD 876**. The army is said to have shared out land in the north that year.

2 · Put it in order

1 Raiders attack the monastery on Lindisfarne (793) · **2** The army takes horses and makes peace in East Anglia (865) · **3** The army reaches York and takes the city (866) · **4** Two rival kings bring their men to York, and both die (867) · **5** Part of the army divides up land in the north and begins to plough (876)

3 · Words to know

a. raid → a quick attack to take things, after which the attackers leave · kingdom → a land ruled by a king · settle → to move to a new place and make your home there · plough → to turn over soil with a tool so that seeds can be sown

b. raid · kingdom · plough

4 · Stayed or left?

1. Accept any sound difference: new rulers, losing power, a city that no longer went back to its old kings, people having to live under Viking control. Look for a clear contrast with a raid, where the attackers simply left.

2. A **new home for a settler**, and **a loss of power for the family already there**. Both halves are the film's own words.

5 · Fronted adverbials

Year 4 statutory. In the year 793, · Over the following decades, · In the spring of 867, The comma after the phrase is the point to check. Accept any own sentence that begins with a time or place phrase followed by a comma, for example *Nine years later, the army took land.*

Curriculum

National Curriculum KS2 History — *the Viking and Anglo-Saxon struggle for the Kingdom of England*: Viking raids and invasion, and Viking settlement. Question 1 links to Maths (subtraction and addition with four-digit numbers) and question 5 to English (fronted adverbials, Year 4 statutory).

Where each question comes from in the film

Chapter 1 — The Ships Leave · Lindisfarne in 793, the raiders leave, the army lands in 865 and winters in East Anglia (Q1, Q2, Q3)

Chapter 2 — The City Changes Hands · York, the two rival kings, the battle in 867, a city under Viking control (Q1, Q2, Q4)

Chapter 3 — Hands on the Land · land shared out, ploughing, one field and two stories (Q1, Q3, Q4)

Three things the film is careful about

The dates come from the Anglo-Saxon Chronicle. The film says "a written record" when it leans on it. Some chronicle versions date the army's arrival a year apart, so a class using a textbook may see 865 or 866.

England was not one kingdom. There had once been seven main kingdoms, but by the 860s some had joined together. The two rival kings of York were fighting each other until they faced the same enemy.

Violence is told, not shown. Nobody is hurt on screen, and there are no horned helmets, because Viking helmets did not have horns.

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How Did Alfred Save Wessex from the Vikings?

The Shield Wall · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 Years between

MATHS LINK

1. Alfred's army met Guthrum in AD 878. Athelstan took York in AD 927. How many years apart? _____ years
2. A new Viking fleet came in AD 991. How many years after AD 878 was that? _____ years
3. The Vikings stayed inside their fortress for 14 days. How many weeks is that? _____ weeks
4. Guthrum came to be baptised three weeks later. How many days is that? _____ days
5. Alfred was about 30 years old in AD 878. In about which year was he born? AD _____

2 Put it in order

CHRONOLOGY

Number the six events **1** to **6** in the order they happened.

☐	**A.** Guthrum is baptised, and Alfred is his godfather.
☐	**B.** Men from the nearby counties come to join Alfred.
☐	**C.** Athelstan takes York.
☐	**D.** Guthrum's army makes a surprise attack in January.
☐	**E.** The Vikings stay inside their fortress for fourteen days.
☐	**F.** The two shield walls meet, and the Vikings break and run.

3 Words to know

VOCABULARY

a. Draw a line to match each word to its meaning.

shield wall	a person handed over to make sure a promise is kept
boss	the iron dome in the middle of a shield
stronghold	a man who promises to help someone in the Christian faith when they are baptised
hostage	made a Christian in a special ceremony
baptised	a line of men standing side by side with their shields close together
godfather	a strong place built to keep people safe

b. Finish each sentence with one of the words above.

- Your hand fits behind the _____ of a shield.
- Alfred built a _____ on firm ground at Athelney.
- Guthrum was _____, and Alfred was his _____.

4 From enemy to godson

CAUSE AND CONSEQUENCE

1. The record gives three reasons why the Vikings asked for peace. They grew _____, _____ and _____.
2. Alfred took hostages from the Vikings but gave none in return. Why did he want hostages?
   _____
3. In January Guthrum was Alfred's enemy. After the peace he was Alfred's godson. Give one reason why this might help to keep the peace. _____

5 How sure are we?

ENGLISH LINK

Words like *probably*, *most likely* and *would* show how sure we are. They are adverbs of possibility and modal verbs.

a. Underline the word or words in each sentence that show how sure we are.

- The two armies met, most likely near Edington.
- The board was probably covered in leather.
- Spears would probably stick out between the shields.
- He was probably the first king to rule all of England.

b. The film says: "The story goes that Alfred burnt some cakes." Why does it say "the story goes" and not "a written record says"? _____

c. Write your own sentence about the shield wall using *probably* or *most likely*.

_____

Free to print and copy for classroom use.

Answers and teaching notes

How Did Alfred Save Wessex from the Vikings? · The Shield Wall

Answers

1 · Years between. 1. 927 – 878 = **49 years**. **2.** 991 – 878 = **113 years**. **3.** 14 days ÷ 7 = **2 weeks**. **4.** 3 × 7 = **21 days**. **5.** 878 – 30 = about **AD 848** (historians think he was born between 847 and 849, so accept any of these).

2 · Put it in order. 1 D (surprise attack, January 878) · **2** B (men join him, May) · **3** F (the walls meet, and the Vikings run) · **4** E (fourteen days in the fortress) · **5** A (baptism, three weeks after the peace) · **6** C (York, 927). Down the sheet the boxes read **5, 2, 6, 1, 4, 3**.

3 · Words to know. a. shield wall → a line of men standing side by side with their shields close together · boss → the iron dome in the middle of a shield · stronghold → a strong place built to keep people safe · hostage → a person handed over to make sure a promise is kept · baptised → made a Christian in a special ceremony · godfather → a man who promises to help someone in the Christian faith when they are baptised. **b.** 1. **boss** 2. **stronghold** 3. **baptised**, **godfather**.

4 · From enemy to godson. 1. hungry, **cold** and **afraid** (any order). **2.** To make sure Guthrum and his army kept their promise to leave Wessex. **3.** Accept any sensible reason, for example: a godfather and a godson owed each other loyalty and help; Guthrum had made a promise as a Christian; it is harder to attack a family member.

5 · How sure are we? a. most likely · probably · would and probably · probably (*would* is a modal verb; *probably* and *most likely* are adverbs). **b.** Accept: because it is a story told later, not something set down in the written record of the time; it was first written down more than a hundred years after Alfred. **c.** Accept any sensible sentence, for example *The shield wall probably kept the English line together.*

Plenary. Ask: *How did Alfred save Wessex from the Vikings?* Accept: he hid in the marsh, men joined him, the shield wall held at Edington, the Vikings were besieged and asked for peace, and Guthrum became a Christian with Alfred as his godfather.

Curriculum links

History. National Curriculum KS2 History: *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* (non-statutory example: *resistance by Alfred the Great and Athelstan, first king of England*). Skills: chronology from 878 to 927 and 991 (Questions 1 and 2), cause and consequence (Question 4), and the difference between a written record and a later story (Question 5).

Maths. Subtraction with numbers up to 4 digits; days and weeks (Question 1). **English.** Vocabulary (Question 3); modal verbs and adverbs of possibility, Year 5 statutory (English Appendix 2) (Question 5).

Where each question comes from

Question	Part of the film	The film says
1.1, 1.2	The Shield Wall; Enemy and Godson	“In May 878, the two armies met on open downland”; “In 927, Alfred’s grandson Athelstan took York”; “In 991, a new Viking fleet came”
1.3, 1.4	Enemy and Godson	“For fourteen days, the Vikings stayed inside”; “Three weeks later, Guthrum came to a village near the marsh”
1.5	The King in the Marsh	“Alfred was about thirty”
2	All three parts	King in the Marsh: “In January 878”; “In May, men from the nearby counties came to join him”. Shield Wall: “At last, the Vikings broke and ran”. Enemy and Godson: “For fourteen days”; “There Guthrum was baptised, and Alfred was his godfather”; “In 927 … Athelstan took York”
3a, 3b	All three parts	Stronghold: “he built a stronghold on firm ground in the marsh”. Boss and shield wall: “an iron dome called a boss”; “side by side, shields make a wall”. Hostage: “people held to keep the promise”. Baptised and godfather: “Guthrum was baptised, and Alfred was his godfather”
4	Enemy and Godson	“they grew hungry, cold and afraid, so they asked for peace”; “They handed over hostages … but Alfred gave none in return”; “In January, Guthrum had been Alfred’s enemy, and now he was Alfred’s godson”
5	All three parts	“most likely near Edington”; “the board was probably covered in leather”; “Spears would probably stick out between the shields”; “he was probably the first king to rule all of England”; “The story goes that Alfred burnt some cakes”

This sheet is careful about

Record, story and rebuilding are kept apart. “A written record” means the Anglo-Saxon Chronicle and Asser’s *Life of King Alfred*, written about 893, fifteen years after the events. The film does not name Asser. The burnt cakes story was first written down over a hundred years after Alfred.

No English shield of 878 survives. The shield is rebuilt from finds, so the film says *probably* for the leather cover and the spears; Edington is *most likely*, not certain. **The peace follows Asser.** The Vikings offered the terms and Alfred took pity on them; “gave none in return” means Alfred handed over no hostages of his own. Guthrum’s baptismal name, Æthelstan, is not used, so that pupils do not mix him up with Alfred’s grandson. No injuries are shown or described.

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Why Did England Pay Silver to the Vikings?

The Silver Price · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 The silver penny sums

MATHS LINK

One pound was 240 silver pennies. Fill in the empty boxes. *Hint for 48,000: 48 × 24, then add four zeros.*

Pounds	1	2	10	10,000	16,000	48,000
Year	–	–	–	991	994	1012
Silver pennies	**240**					

Challenge. In 1018, England paid 72,000 pounds, and London paid 10,500 pounds more. **a.** How many more pounds did England pay in 1018 than in 991 (10,000 pounds)? _____ pounds. **b.** What was the 1018 total for England and London together? _____ pounds.

2 Three times at London

CHRONOLOGY

Number the six events **1** to **6** in the order they happened. Write **1** for the earliest.

☐	**A.** Sweyn, king of Denmark, comes with a large fleet; in the end London gives in, and Æthelred sails to Normandy.
☐	**B.** In 991, the Vikings beat an English army on the east coast, and King Æthelred pays 10,000 pounds.
☐	**C.** Cnut's men dig a deep ditch and drag their ships past London Bridge, but London holds out twice.
☐	**D.** Ninety-four ships come to London and try to set the town on fire, but the people of London fight them off.
☐	**E.** After Cnut wins a great battle and Æthelred's son dies, Cnut becomes king of all England.
☐	**F.** England's leading men wait in London until 48,000 pounds is paid.

3 Words and names to know

VOCABULARY

Write the letter of the correct meaning next to each word or name. Use each meaning once.

1 penny	_____	**A** what the English called the Vikings from Denmark
2 Danes	_____	**B** a group of ships sailing together
3 Danegeld	_____	**C** where King Æthelred sailed across the sea to his wife's family
4 fleet	_____	**D** a small silver coin showing the side of the king's face and his name
5 Normandy	_____	**E** Sweyn's son, who became king of all England in 1016
6 Cnut	_____	**F** a later word meaning Dane-money, the silver paid to the Vikings

4 Why the price kept going up

CAUSE AND EVIDENCE

1. When King Sweyn came in 1013, he did not want silver. What did he want? _____
2. Today, far more pennies with Æthelred's face are dug up in Scandinavia than in England. Why are so many found there?

3. People later gave Æthelred a nickname that means *badly advised*. Did paying the Vikings work? Give one fact from the film to support your answer.

5 When, where, and how sure we are

ENGLISH LINK

a. Underline the **fronted adverbial** in each sentence from the film. It tells you *when* or *where*, and a comma follows it.

- In workshops here, people made small silver coins called pennies.
- In 991, the Vikings beat an English army on the east coast.
- Three years later, ninety-four ships came to London itself.
- That autumn, Cnut won a great battle.

b. The film says: "Many of them were *probably* paid to Vikings." Why does it say *probably* instead of saying that all of them were Danegeld?

c. The film says: "Think about what advice you would have given him." Write one sentence of advice for King Æthelred using *should*, *could* or *would*.

Free to print and copy for classroom use.

Answers and teaching notes

Why Did England Pay Silver to the Vikings? · The Silver Price

Answers

1 · The silver penny sums. Pennies = pounds × 240. 2 pounds = **480** · 10 pounds = **2,400** · 10,000 pounds = **2,400,000** (the film says "nearly two and a half million") · 16,000 pounds = **3,840,000** (16 × 24 = 384, then add four zeros) · 48,000 pounds = **11,520,000** (48 × 24 = 1,152, then add four zeros; the film says "more than eleven million"). *Years 3 to 4: first three columns only.* **Challenge: a.** 72,000 – 10,000 = **62,000 pounds**. **b.** 72,000 + 10,500 = **82,500 pounds**.

2 · Three times at London. In order: **1** B (991, east coast battle and 10,000 pounds) · **2** D (994, 94 ships at London, fought off) · **3** F (1012, 48,000 pounds paid in London) · **4** A (1013, Sweyn comes, London gives in, Æthelred sails to Normandy) · **5** C (1016, Cnut's ditch at London Bridge, London holds out twice) · **6** E (autumn 1016, Cnut wins a great battle and becomes king of all England). Down the sheet the boxes read **4, 1, 5, 2, 6, 3**.

3 · Words and names to know. 1 penny = **D** · 2 Danes = **A** · 3 Danegeld = **F** · 4 fleet = **B** · 5 Normandy = **C** · 6 Cnut = **E**.

4 · Why the price kept going up. 1. He wanted **England** (to be king of England). **2.** Because many of them were probably paid to the Vikings (as Danegeld) and taken back across the North Sea. **3.** Accept *no* (or a qualified answer) backed by a film fact: the ships kept coming back; the price rose from 10,000 pounds (991) to 16,000 (994), 24,000 (1002), 36,000, 48,000 (1012) and 72,000 (1018); and in 1013 Sweyn came to take England itself.

5 · When, where, and how sure we are. a. In workshops here, · In 991, · Three years later, · That autumn, **b.** Because coins could also cross the sea through trade, loot, or paying soldiers, so we cannot be certain how every single penny got there. **c.** Accept any sensible sentence using a modal verb, for example: *You should build ships and guard the river, because if you pay the Vikings they will come back for more.*

Plenary. Ask: *How did London's story change across the three times the Vikings came?* (First time, 994: London fought off 94 ships. Second time, 1013: London held out while Æthelred was inside, but gave in when the rest of the country submitted. Third time, 1016: London held out against Cnut's siege twice, before paying for safety after Cnut won a great battle elsewhere.)

Curriculum links

History. National Curriculum KS2 History: *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* (non-statutory example: *Danegeld*). Skills: chronology from 991 to 1018 (Question 2), cause and consequence (Question 4), and using archaeological evidence (coin finds in Scandinavia, Questions 4.2 and 5b).

Maths. Multiplying by 240, place value into the millions (Year 6), and addition/subtraction with 5-digit numbers (Question 1).

English. Fronted adverbials followed by a comma (Year 4 statutory, Question 5a); adverbs of possibility and modal verbs (Year 5 statutory, Questions 5b and 5c).

Where each question comes from in the film

Question	Part of the film	The film says
1	The First Time; The Second Time; The Third Time	"A pound was two hundred and forty pennies, so that was nearly two and a half million small coins"; "sixteen thousand pounds"; "In 1012, it was forty-eight thousand pounds … more than eleven million pennies"; "In 1018, England paid seventy-two thousand pounds, and London paid ten thousand five hundred more"
2	All three parts	"In 991, the Vikings beat an English army on the east coast"; "three years later, ninety-four ships came to London itself"; "In 1012, it was forty-eight thousand pounds, and England's leading men waited in London"; "The next year, Sweyn, the king of Denmark, came with a large fleet"; "His men dug a deep ditch and dragged their ships past the bridge"; "Cnut became king of all England"
3	All three parts	"small silver coins called pennies"; "the English called them Danes. That is why this money was later called Danegeld, which means Dane-money"; "came with a large fleet"; "Æthelred sailed across the sea to Normandy, where his wife's family lived"; "Sweyn's son Cnut"
4	The Second Time; The Third Time	"This time he did not want silver. He wanted England"; "People later gave Æthelred a nickname that means badly advised"; "far more pennies with Æthelred's face are dug up in Scandinavia, across the North Sea, than in England. Many of them were probably paid to Vikings"
5	All three parts	Fronted adverbials from all three parts; "Many of them were probably paid to Vikings"; "Think about what advice you would have given him"

This sheet is careful about

The numbers and the word Danegeld. The payment figures (10,000; 16,000; 24,000; 36,000; 48,000; 72,000 plus 10,500 from London) come from the Anglo-Saxon Chronicle. In the 990s and early 1000s the Chronicle calls these payments *gafol* (tribute); *Danegeld* is a later term, so the film says "was later called Danegeld". The 1018 payment under Cnut went to pay off his own fleet rather than to buy off raiders.

Names kept simple. The film calls Æthelred's nickname "a nickname that means badly advised" (Old English *Unræd*, poor counsel, punning on *Æthel-ræd*, noble counsel) without using the modern word "Unready", which misleads pupils into thinking he was simply unprepared. Æthelred's son (Edmund Ironside) is referred to simply as "his son" to keep the cast of names manageable.

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What Was Wergild in Anglo-Saxon Law?

Wergild · KS2 History · Years 3 to 6

Name _____
Class _____
Date _____

1 The price list

MATHS LINK

King Alfred's law book gave a price in shillings. These prices are from the film.

A nail of a little finger	A front tooth	A thumb	A free farmer's life	A nobleman's life
1	8	30	200	1,200

a. Four front teeth cost _____ shillings. Is that more or less than a thumb, and by how much? _____ **b.** How many little-finger nails cost as much as one front tooth? _____ **c.** How many free farmers' lives cost as much as one nobleman's life? _____

Challenge. How many thumb prices fit into the price of a free farmer's life? _____ How many shillings are left over? _____

2 What happened, in order?

CHRONOLOGY

Number the six events **1** to **6** in the order they happen in the film. Write **1** for the first.

☐	**A.** The villagers gather at the moot, and the other farmer says he did not push him.
☐	**B.** Cousins come back with sticks, and a long family fight begins.
☐	**C.** By a wooden fence, two farmers argue, and one loses a front tooth.
☐	**D.** The farmer pays eight shillings in silver pennies, and the children play together again.
☐	**E.** King Alfred's law book gives a price to each wrong.
☐	**F.** A man who cannot find enough people to promise for him carries a hot iron bar.

3 Words to know

VOCABULARY

Write the letter of the correct meaning next to each word. Use each meaning once.

1 feud	_____	**A** a solemn promise before God
2 moot	_____	**B** a test run by a priest, such as carrying a hot iron bar
3 oath	_____	**C** a count of small silver pennies, not a single coin
4 ordeal	_____	**D** a public meeting where villagers decided who was to blame
5 shilling	_____	**E** a long family fight that could last for years
6 wergild	_____	**F** man-price, the set price paid to a family when a person died

4 A price or a fight?

CAUSE AND EVIDENCE

1. Why did the king's law give a price to each wrong?

2. The film says: "A price could stop a fight, *if* both sides thought it was right." Why does the word *if* matter?

3. A nobleman's life cost as much as six free farmers. Write one reason this might seem fair and one reason it might not.

5 When, where, and what might happen

ENGLISH LINK

a. Underline the **fronted adverbial** in each sentence from the film. It tells you *when* or *where*, and a comma follows it.

- By a wooden fence, two farmers argued, and one pushed the other hard.
- After a few years, even the children might be drawn in.
- Inside a church, the man carried a hot iron bar a few paces.
- In those days, a shilling was not a coin, but a count of small silver pennies.

b. A **modal verb** such as *could* or *might* shows how possible something is. Circle the modal verb: "A price could stop a fight." "Cousins might come back with sticks."

c. Write one sentence about what might happen without a law. Start with a time or place, then a comma, and use *might* or *could*.

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Answers and teaching notes

What Was Wergild in Anglo-Saxon Law? · Wergild

Answers

1 · The price list. a. 4 × 8 = **32** shillings, which is **more** than a thumb (30), by **2** shillings. **b.** 8 ÷ 1 = **8** nails. **c.** 1,200 ÷ 200 = **6** free farmers' lives. **Challenge:** 6 × 30 = 180 and 7 × 30 = 210, which is more than 200, so **6** thumb prices fit, with **20** shillings left over. *Years 3 to 4: a to c only.*

2 · What happened, in order? 1 C (the fence and the tooth) · **2** B (the feud grows) · **3** E (Alfred's law book) · **4** A (the moot) · **5** F (the ordeal) · **6** D (eight shillings paid). Down the sheet the boxes read **4, 2, 1, 6, 3, 5**.

3 · Words to know. 1 feud = **E** · 2 moot = **D** · 3 oath = **A** · 4 ordeal = **B** · 5 shilling = **C** · 6 wergild = **F**.

4 · A price or a fight? 1. So people could pay in silver instead of fighting back. **2.** The price only worked if both sides accepted it as right. If either side refused, the fight could carry on. **3.** Accept any sound reasons. *Fair:* there was one written price for each wrong, so people knew what to expect. *Not fair:* it valued one life above another, and only free people had a wergild.

5 · When, where, and what might happen. a. By a wooden fence, · After a few years, · Inside a church, · In those days, **b. could** · **might**. **c.** Accept any sentence that starts with a time or place phrase and a comma and uses *might* or *could*, for example: *In a small village, a fight might spread from one family to another.*

Plenary. Ask: *The film says a written price list could stop a feud. What was fair about that, and what was unfair about how people were priced?*

Curriculum links

History. National Curriculum KS2 History: *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* (non-statutory example: *Anglo-Saxon laws and justice*). Skills: cause and consequence (Question 4), sequencing an Anglo-Saxon legal process (Question 2), and reading a law code as evidence (Questions 1 and 4).
Maths. Multiplication and division facts, comparing numbers, and dividing with a remainder (Question 1). **English.** Fronted adverbials followed by a comma (Year 4 statutory, Question 5a) and modal verbs to show degrees of possibility (Year 5 statutory, Questions 5b and 5c).

Where each question comes from in the film

Question	Part of the film	The film says
1	The Price of a Person	"A little finger's nail was one shilling, and a front tooth was eight shillings"; "A thumb was thirty shillings, which was nearly four front teeth"; "a free farmer's life was two hundred shillings, and a nobleman's was twelve hundred"; "as much as six free farmers"
2	All three parts	"By a wooden fence, two farmers argued"; "cousins from the second family might come back with sticks"; "King Alfred had collected laws from earlier kings into one book"; "villagers gathered at a public meeting"; "he might face an ordeal"; "the farmer pays eight shillings in silver pennies"
3	All three parts	"A long family fight was called a feud"; "This meeting was called a moot"; "An oath is a solemn promise before God"; "A priest ran it"; "a shilling was not a coin, but a count of small silver pennies"; "That price was called wergild. It meant man-price"
4	A Tooth and a Feud; The Price of a Person	"so people could pay in silver instead of fighting back"; "A price could stop a fight, if both sides thought it was right"; "So one nobleman's life cost as much as six free farmers"
5	All three parts	The four fronted adverbials are quoted in order from the film; "A price could stop a fight"; "cousins from the second family might come back with sticks"

This sheet is careful about

The numbers. All the shilling figures come from King Alfred's law code (nail of a little finger 1, front tooth 8, thumb 30, free farmer's wergild 200, nobleman's wergild 1,200). Earlier laws from Kent, around AD 600, used different numbers. A shilling in Anglo-Saxon England was a unit of account, a set number of silver pennies, so the sheet never turns shillings into coins.

Who had a wergild. The film says every *free* person had one. Enslaved people did not, so the sheet keeps the word *free*. The oath and the ordeal are shown as beliefs of the time. Trial by jury does not come from the moot: it developed later, under the Norman and Angevin kings. No injuries or burns are shown on screen.

Free to print and copy for classroom use.

Who Won the Crown of England in 1066?

The Confessor's Crown · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 Numbers in the film

MATHS LINK

a. Edward became king in 1042 and ruled for 24 years. In which year did his reign end? _____

b. Harold won at Stamford Bridge on 25 September. William's ships landed three days later. Date: _____

c. Use your answer to b. How many days is it from William's landing to 14 October? Do not count the landing day. _____ days

d. Hardrada came with about 300 ships. Only 24 were needed to carry the survivors home. About how many fewer ships went home? _____

e. Harold raced back about 250 miles. If you walked 25 miles every day, how many days would 250 miles take you? _____ days

f. How many days is it from the battle on 14 October to Christmas Day? Do not count 14 October. October has 31 days and November has 30. _____ days

2 Put it in order

Number the eight events **1** to **8** in the order they happened.

CHRONOLOGY

☐	William's ships land on the empty coast.	☐	Harold wins at Stamford Bridge.
☐	Edward is buried, and Harold is crowned.	☐	The shield wall breaks on a hill near Hastings.
☐	William is crowned in Westminster Abbey.	☐	Hardrada beats the English army near York.
☐	Edward becomes king.	☐	The food runs out, and Harold sends his men home.

3 Words to know

VOCABULARY

a. Draw a line to match each word to its meaning.

abbey	a person the Church says lived a very holy life
earl	people who are still alive after a battle
saint	a large church where monks live and pray
survivors	fighters standing close together with their shields locked
shield wall	made king in a special church ceremony
crowned	a great lord, one of the most powerful men under the king

b. Finish these sentences using three of the words above.

- Harold was the most powerful _____ in England.
- Harold's men locked their shields and made a _____.
- Only twenty-four ships were needed to carry the _____ home.

4 One army, two seas

CAUSE AND CONSEQUENCE

Write **N** if it happened in the **north** of England, or **S** if it happened in the **south**. Then answer i and ii below.

☐	Harold watches the coast all summer.	☐	Hardrada beats the English army near York.
☐	Harold wins at Stamford Bridge.	☐	William's ships land on the empty coast.
☐	Hardrada sails into a river mouth.	☐	The shield wall stands on a hill near Hastings.

i. Harold had only one army. Why could William land without a fight?

ii. The film says William *said* Edward had promised him the crown. Why does it not just tell it as true?

5 Time, place and possibility

ENGLISH LINK

a. A **fronted adverbial** tells you *when* or *where* at the start of a sentence, and a comma follows it. Underline the fronted adverbial in each sentence.

- All that summer, Harold watched the south coast.
- On 25 September, at Stamford Bridge, Harold surprised the Norwegians.
- By evening, the wall had broken.

b. Circle the word that shows someone is not sure. The last sentence is a made-up example, not from the film.

- Harold was probably crowned in that same abbey.
- Your family could drive that far in about four hours.
- The English might have won if the wall had held.

c. Write your own sentence about 1066 that starts with a time or place, then a comma.

Free to print and copy for classroom use.

Answers and teaching notes

Who Won the Crown of England in 1066? · The Confessor's Crown

Answers

1 · Numbers in the film.

a. 1042 + 24 = **1066**.

b. 25 + 3 = **28 September**.

c. 29 and 30 September are 2 days, then 14 more in October: **16 days**. Mark c from the pupil's own b.

d. 300 – 24 = **about 276**. Accept any "about" answer from 270 to 280, as the film tells the 300 with *the story goes*.

e. 250 ÷ 25 = **10 days**. The 25 miles a day is a number for the sum, not a fact about Harold's march.

f. 17 days left in October + 30 in November + 25 in December = **72 days**.

2 · Put it in order. 1 Edward becomes king (1042) · **2** Edward is buried, and Harold is crowned (January 1066) · **3** The food runs out, and Harold sends his men home (early September) · **4** Hardrada beats the English army near York · **5** Harold wins at Stamford Bridge (25 September) · **6** William's ships land on the empty coast (28 September) · **7** The shield wall breaks on a hill near Hastings (14 October) · **8** William is crowned in Westminster Abbey (Christmas Day 1066)

3 · Words to know. a. abbey → a large church where monks live and pray · earl → a great lord, one of the most powerful men under the king · saint → a person the Church says lived a very holy life · survivors → people who are still alive after a battle · shield wall → fighters standing close together with their shields locked · crowned → made king in a special church ceremony. **b. earl** · **shield wall** · **survivors**

4 · One army, two seas. Harold watches the coast all summer **S** · Hardrada beats the English army near York **N** · Stamford Bridge **N** · William's ships land **S** · Hardrada sails into a river mouth **N** · the shield wall near Hastings **S**. **i.** Accept any answer that links the two: Harold and his army had gone north to fight Hardrada, and his men from the south coast had already been sent home, so nobody guarded the south. **ii.** Accept any answer that says it is William's side of the story: it is what he said to make his claim, and nobody can check it now. The film keeps it as a claim, not a proved fact.

5 · Time, place and possibility. a. <u>All that summer,</u> · <u>On 25 September, at Stamford Bridge,</u> · <u>By evening,</u> **b. probably** · **could** · **might** (the third sentence is a made-up example). **c.** Accept any sentence that begins with a time or place phrase followed by a comma, for example *On Christmas Day 1066, William was crowned.*

Curriculum links

History. National Curriculum KS2 History: *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*. The non-statutory examples include *Edward the Confessor and his death in 1066*.

Maths. Question 1: adding and subtracting with four-digit numbers (Year 4), counting days across month boundaries, and a simple division (250 ÷ 25). **Geography.** Question 4: north and south in England, using places named in the film. **English.** Question 5: fronted adverbials (Year 4 statutory) and modal verbs (*could*, *might*) and adverbs that show possibility (*probably*) (Year 5 statutory).

Where each question comes from in the film

Question	Film part	Words in the film (quotes exact; question sentences shortened)
1a	One Crown, Two Seas (0:12)	"In 1042, the line of Danish kings ended" · "He ruled for twenty-four years"
1b, 1c, 1d, 1e	The Empty Coast (1:44); The Hill and the Crown (3:20)	"On 25 September, at Stamford Bridge" · "Three days later, William's ships landed on the empty coast" · "On 14 October, on a long grey hill near Hastings" · "The story goes that he had about three hundred ships" · "only twenty-four ships were needed to carry the survivors home" · "about two hundred and fifty miles"
1f	The Hill and the Crown (3:20)	"On Christmas Day 1066, William was crowned"
2	All three parts	"In 1042" and the burial (One Crown) · "By early September, the food had run out", York, Stamford Bridge, the landing (Empty Coast) · "By evening, the wall had broken" and Christmas Day (Hill and Crown)
3	All three parts	"new abbey" · "the most powerful earl in England" · "the Church made him a saint" · "the survivors" · "They locked their shields and made a wall" · "William was crowned"
4	One Crown, Two Seas; The Empty Coast	"Harold watched the south coast" · "Hardrada sailed into a northern river mouth" · "nobody guarded the south" · "Duke William of Normandy said that Edward had promised him the crown" · "North, then south, Harold ran between two seas"
5	All three parts	"All that summer, Harold watched the south coast" · "On 25 September, at Stamford Bridge" · "By evening, the wall had broken" · "Harold was probably crowned in that same abbey" · "Your family could drive that far in about four hours" · the third sentence in b is made up

This sheet is careful about

Where 1066 sits in the curriculum. The Norman Conquest itself is not in the KS2 programme of study. The sheet treats 1066 as the end of the Viking and Anglo-Saxon struggle and uses Hastings only as the film tells it.

Claims are kept as claims. Edward's promise and Harold's oath are William's side of the story. Question 4 ii asks why the film keeps them as something William said, not who was right.

Uncertain things stay uncertain. Harold was probably (not certainly) crowned in Westminster Abbey. The 300 ships and the Normans pretending to flee are told with *the story goes*, and the 250 miles is a rough figure. The film says only that Harold was killed, so the sheet never asks how.

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Who Told the Story of 1066?

The Story in Stitches · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 Numbers in the film

MATHS LINK

a. Halley's Comet came in spring 1066. It returns about every 76 years. What year is 76 years after 1066?

_____

b. The comet is due back in 2061. How many years is that after 2026? _____ years

c. The cloth is about 70 metres long. A swimming pool is 25 metres long. How many pools laid end to end make 70 metres? _____

d. The cloth was stitched within about ten years of 1066. Imagine it was finished in 1076. How old would it be in 2026? _____ years

2 Put it in order

Number the six events **1** to **6** in the order they happened.

CHRONOLOGY

☐	William's ships sail across and the battle begins.	☐	The cloth is kept in Bayeux Cathedral for hundreds of years.
☐	Harold is crowned king, in January 1066.	☐	Harold is killed, at the end of the battle.
☐	Halley's Comet is seen in the sky in spring 1066.	☐	The cloth is stitched, within about ten years of 1066.

3 Words to know

a. Draw a line to match each word to its meaning.

VOCABULARY

wool	an icy object from space that shines with a long tail
comet	a plant whose roots give a red dye
madder	a plant whose leaves give a blue dye
woad	soft thread spun from a sheep's fleece
weld	a plant that gives a yellow dye
Latin	the old language of the Church

b. Finish these sentences using three of the words above.

- Red came from the roots of a plant called _____.
- In spring 1066, people saw a bright _____ in the sky.
- The words on the cloth are written in _____.

4 Whose story is it?

CAUSE AND CONSEQUENCE

Write **T** if the sentence is true or **F** if it is false, according to the film.

☐	The cloth was made for William's side.	☐	The cloth was probably stitched in Normandy.
☐	The comet is shown on the cloth.	☐	The end of the cloth still survives.

i. The cloth was made by the winners. Why might that change the way events are shown?

ii. The film says the cloth was probably stitched in England, on the side that lost. Why might English stitchers still have shown the winners' story?

5 Time, place and possibility

ENGLISH LINK

a. A **fronted adverbial** tells you *when* or *where* at the start of a sentence, and a comma follows it. Underline the fronted adverbial in each sentence.

- For more than nine hundred years, it stayed in Bayeux.
- Every summer, for about a week, they hung it around the walls.
- Near the end, the words say this.

b. Circle the word that shows someone is not sure. The last sentence is a made-up example, not from the film.

- The cloth was probably stitched in England.
- The place is most likely Canterbury.
- The cloth might have been finished in Paris.

c. Write your own sentence about 1066 that starts with a time or place, then a comma.

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Answers and teaching notes

Who Told the Story of 1066? · The Story in Stitches

Answers

1 · Numbers in the film.

a. 1066 + 76 = **1142**. The gap is only *about* 76 years; the comet really came back in 1145.

b. 2061 – 2026 = **35 years**.

c. 70 ÷ 25 = **2.8**, a little under 3. That is why the film says "nearly three swimming pools".

d. 2026 – 1076 = **950 years**. 1076 is a number for the sum; nobody knows the exact year the cloth was finished.

2 · Put it in order. 1 Harold is crowned king (January 1066) · **2** Halley's Comet is seen in spring 1066 · **3** William's ships sail across and the battle begins (autumn 1066) · **4** Harold is killed at the end of the battle · **5** The cloth is stitched, within about ten years of 1066 · **6** The cloth is kept in Bayeux Cathedral for hundreds of years.

3 · Words to know. a. wool → soft thread spun from a sheep's fleece · comet → an icy object from space that shines with a long tail (the film calls it "a star with a long tail", as people in 1066 did) · madder → a plant whose roots give a red dye · woad → a plant whose leaves give a blue dye · weld → a plant that gives a yellow dye · Latin → the old language of the Church. **b. madder** · **comet** · **Latin**

4 · Whose story is it? The cloth was made for William's side **T** · The comet is shown on the cloth **T** · The cloth was probably stitched in Normandy **F** (the film says England) · The end of the cloth still survives **F** (it is lost). **i.** Accept any answer that says the winners' view would stress their own side and leave out the other. **ii.** Accept any answer that says the stitchers were working for the winners, or that a story can be told by people who lost the battle but still worked on the cloth.

5 · Time, place and possibility. a. For more than nine hundred years, · Every summer, for about a week, · Near the end, **b. probably** · **most likely** · **might** (the third sentence is a made-up example). **c.** Accept any sentence that begins with a time or place phrase followed by a comma, for example *In 1066, a comet crossed the sky.*

Curriculum links

History. National Curriculum KS2 History: *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*. The film uses the Bayeux Tapestry as a source for 1066.

Maths. Question 1: calculating with years and dates, a simple division with a decimal answer (70 ÷ 25), and measuring with metres. **English.** Question 5: fronted adverbials (Year 4 statutory) and words that show possibility, such as *probably*, *most likely* and *might* (Year 5 statutory).

Where each question comes from in the film

Question	Film part	Words in the film (quotes exact; question sentences shortened)
1a, 1b	Eyes on the Sky (1:48)	"That star really appeared in spring 1066" · "It will come back in 2061"
1c	The Winners' Story (0:12)	"It is only about as tall as your arm is long, but it is about seventy metres long"
1d	Stitch by Stitch (3:22)	"The cloth was probably stitched within about ten years of 1066"
2	All three parts	"He comes home and is crowned king" · "That star really appeared in spring 1066" · "William's ships sail across, and the battle begins" · "Here King Harold was killed" · "The cloth was probably stitched within about ten years of 1066" · "it was kept in Bayeux Cathedral"
3	All three parts	"Pictures are stitched onto it in wool" · "the old language of the Church" · "a star with a long tail" · "Red came from madder roots, blue from woad leaves, and yellow from a plant called weld"
4	The Winners' Story (0:12); Stitch by Stitch (3:22)	"The cloth was made for William's side" · "in England, most likely at Canterbury" · "its end is lost" · the star with a long tail is next to Harold on his throne
5	All three parts	"For more than nine hundred years, it stayed in Bayeux" · "Every summer, for about a week, they hung it around the walls" · "Near the end, the words say this" · "probably stitched within about ten years of 1066, in England, most likely at Canterbury" (b shortens these) · the third sentence in b is made up

This sheet is careful about

The cloth is a winners' story. The film says it was made for William's side. Question 4 asks pupils to think about whose view is shown, not to decide who was right.

Uncertain things stay uncertain. The place it was stitched is probably England, most likely Canterbury. The year it was finished is not known, so question 1d asks pupils to imagine 1076. Question 1a is only a sum: the gap is about 76 years, and the comet's real return was 1145. The end of the cloth is lost, so nobody knows what came after the battle.

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KEY STAGE STORIES · SPECIAL

What Is the Story of Beowulf?

The Book That Burned · KS2 History · Years 3 to 6

Name _____

Class _____

Date _____

1 Numbers in the story

MATHS LINK

Question	Answer
a. Beowulf sailed for Heorot with fourteen friends. How many people were in the boat?	
b. Nobody could sleep in Heorot for twelve years. How many months is that?	
c. Beowulf had the strength of thirty men. How many men's strength did he and his fourteen friends have?	
d. The book was copied about the year 1000, and the fire was in 1731. About how many years apart?	
e. How many years ago was the fire? Use this year's date.	

2 What happened first?

CHRONOLOGY

Number the six events **1** to **6** in the order they happen in the film. Write **1** for the earliest.

☐	**A.** Grendel's mother comes for revenge and carries off the king's most trusted old adviser.
☐	**B.** In Denmark, a king builds a huge hall of timber and names it Heorot.
☐	**C.** Beowulf catches Grendel's arm and holds on, and Grendel runs back to the marsh.
☐	**D.** A fire breaks out where the book is kept, and people throw it out of a window to save it.
☐	**E.** Beowulf dives into a deep black lake and finds a dry cave at the bottom.
☐	**F.** Grendel bursts into the hall night after night, and the people run away.

3 Words to know

VOCABULARY

Write the letter of the correct meaning next to each word. Use each meaning once.

1 manuscript	_____	**A** the handle of a sword
2 Old English	_____	**B** to change words from one language into another
3 hall	_____	**C** a book or page written by hand
4 hero	_____	**D** a large building where a king and his people ate, sang and slept
5 hilt	_____	**E** the language the Anglo-Saxons spoke and wrote
6 translate	_____	**F** a brave person whom people admire for what they did

4 Story and history

CAUSE AND EVIDENCE

1. Why did Beowulf take off his armour and lay down his sword before Grendel came?

2. The borrowed sword could not hurt Grendel's mother. What did Beowulf use instead? _____ What was left of it? _____

3. One event in Question 2 is real history, not the poem. Which letter? _____ How did it help the story survive?

5 When, where, and how sure we are

ENGLISH LINK

a. Underline the **fronted adverbial** in each sentence from the film. It tells you *when* or *where*, and a comma follows it.

- In a London library, there is one very old book.
- At midnight, the heavy door burst open, and Grendel stepped in.
- At dawn, the king wept.
- In 1731, a fire broke out where the book was kept.

b. The film says: "*The story goes that* Beowulf had the strength of thirty men in his grip." Why does it start with *The story goes that*?

c. Imagine you are inside Heorot at midnight. Write one sentence that starts with a fronted adverbial and uses an **expanded noun phrase**, such as *a deep black lake*.

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Answers and teaching notes

What Is the Story of Beowulf? · The Book That Burned

Chapters are in the video description

Watch: keystagestories.co.uk

Answers

1 · Numbers in the story. a. 1 + 14 = **15** people. **b.** 12 × 12 = **144** months. **c.** 30 + 14 = **44** men's strength. **d.** 1731 − 1000 = about **731** years. **e.** This year minus 1731: in 2026 that is **295** years; in 2027 it is **296**. *Years 3 to 4: a, b and c only.*

2 · What happened first? In order: **1** B (Heorot is built) · **2** F (Grendel attacks night after night) · **3** C (Beowulf holds Grendel's arm) · **4** A (Grendel's mother takes the adviser) · **5** E (Beowulf dives into the lake) · **6** D (the fire of 1731). Down the sheet the boxes read **4, 1, 3, 6, 5, 2**.

3 · Words to know. 1 manuscript = **C** · 2 Old English = **E** · 3 hall = **D** · 4 hero = **F** · 5 hilt = **A** · 6 translate = **B**.

4 · Story and history. 1. Grendel used no weapons, so Beowulf wanted a fair fight with bare hands (the story goes that he had the strength of thirty men in his grip). **2.** A huge sword made by giants, hanging on the wall of the cave. Only the **golden hilt** was left, because the blade melted like ice. **3. D**. The fire of 1731 is real history; everything else comes from the poem. Because people saved the book from the fire, and it is the only copy, the story was not lost.

5 · When, where, and how sure we are. a. In a London library, · At midnight, · At dawn, · In 1731, **b.** Because the strength of thirty men is a detail from the poem, not a fact anyone can prove. *The story goes that* tells the listener this comes from the story. **c.** Accept any sentence with a fronted adverbial followed by a comma and an expanded noun phrase, for example: *At midnight, a huge shadow crept across the cold wooden floor.*

Plenary. Ask: *Beowulf took off his armour so the fight would be fair. What does that tell us about the kind of hero Anglo-Saxon listeners admired? Would you have done the same?*

Curriculum links

History. National Curriculum KS2 History: *Britain's settlement by Anglo-Saxons and Scots* (non-statutory example: *Anglo-Saxon art and culture*). Skills: telling the difference between a story and historical evidence (Questions 4.3 and 5b), chronology (Question 2), and how a source survives (Question 4.3).

English. Reading myths and legends (Years 3 to 4). Fronted adverbials followed by a comma (Year 4 statutory, Question 5a); expanded noun phrases (Year 4 statutory, Question 5c); showing how sure we are (Year 5, Question 5b). **Maths.** Adding, multiplying by 12, and subtracting four-digit years (Question 1).

Where each question comes from in the film

Question	Part of the film	The film says
1	The Scorched Book; Bare Hands in the Dark; Under the Lake	"With fourteen friends, he climbed into a boat"; "Imagine twelve years in which nobody in your house could sleep"; "the strength of thirty men in his grip"; "people copied its pages by hand about a thousand years ago"; "In 1731, a fire broke out"
2	All three parts	"a king built a huge hall of timber and named it Heorot"; "he came back night after night"; "Beowulf leapt up and caught his arm"; "Grendel had a mother, and she came for revenge"; "Beowulf dived in"; "people threw it out of a window to save it"
3	The Scorched Book; Under the Lake	"people copied its pages by hand"; "Many people have translated that as Listen"; "a huge hall of timber"; "only the golden hilt remained in his hand"
4	Bare Hands in the Dark; Under the Lake	"Grendel used no weapons, so Beowulf wanted a fair fight with bare hands"; "a huge sword hanging on the wall, made by giants"; "the blade melted like ice"; "Because that scorched book survived, you can still hear the story of Beowulf today"
5	All three parts	Fronted adverbials from all three parts; "The story goes that Beowulf had the strength of thirty men"

This sheet is careful about

A poem, not a history. Beowulf is a poem in Old English. Its monsters and heroes are not real events, so the film marks the poem's own details with *the story goes*. The poem is set in Scandinavia, not England: Heorot is in Denmark, and Beowulf comes from the Geats, across the sea. Nobody knows who first made it up, or exactly when.

The book and the fire. The only copy is in the British Library in London, written out by hand around the year 1000. In 1731 a fire broke out in the house where the collection was kept, and accounts of the fire describe books being thrown from the windows to save them. The manuscript survived with scorched edges, and some of its words have since crumbled away. The king (Hrothgar) and his adviser (Æschere) are not named in the film, to keep the cast of names small.

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