

GCSE



# WJEC GCSE

## History

Approved by Qualifications Wales

### Guidance for Teaching: Unit 3 Option 3.1

Teaching from 2026

For award from 2028

Version 2 - February 2025



This Qualifications Wales regulated qualification is not available to centres in England.

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## Contents

Introduction .....	1
Aims of the Guidance for Teaching .....	1
Additional ways that WJEC can offer support:.....	1
Qualification Structure.....	2
Assessment .....	3
Summary of Assessment.....	3
Unit 3 Assessment objectives and weightings .....	3
Overview of Unit 3: Option 3.1 Medieval: The Vikings, c.750–c.1066 .....	4
Scheme of Learning Option 3.1 Medieval: The Vikings, c.750–c.1066 .....	5
Learning Experiences .....	32
Opportunities for embedding elements of the Curriculum for Wales .....	33
Glossary for Option 3.1 The Vikings, c.750 – c.1066 .....	41

# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

## Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A\* to G.

## Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

## Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

## Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
<b>Unit 1</b>	An in-depth study on Welsh history	Written examination	30%
<b>Unit 2</b>	An in-depth study on European and/or World history	Non-examination assessment	20%
<b>Unit 3</b>	A study of a period in World history	Written examination	30%
<b>Unit 4</b>	A changing society	Non-examination assessment	20%

## Assessment

### Summary of Assessment

#### Unit 3: A study of a period in world history

**Written examination: 1 hour**

**30% of qualification**

**60 marks**

Learners will study one of the following six historical topics to undertake a breadth study of an extended historical period.

#### Medieval

**3.1** The Vikings c. 750 – c.1066

**3.2** The Crusades c. 1095 – c.1291

#### Early Modern

**3.3** The Songhai Empire c. 1464 – c.1591

**3.4** The Mughal Empire c. 1526 – c.1707

#### Modern

**3.5** Russia and the Soviet Union c.1861 – c.1953

**3.6** Changes in US society c.1880 – c.1980

Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second order historical concepts and the analysis and evaluation of historical sources and interpretations.

### Unit 3 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of the features and characteristics of the period studied	10%
AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	10%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	10%

## Overview of Unit 3: Option 3.1 Medieval: The Vikings, c.750–c.1066

### A study of a period in world history

(30% of the qualification)

The purpose of Unit 3 is to provide an overview of an extended historical period enabling learners to explore key concepts. The aim of this option is to develop a learner's understanding of how Viking expansion changed and developed across the period from c.750 to c.1066.

Time period	Option 3.1	
Medieval	3.1	The Vikings, c.750 – c.1066
	3.1.1	The influence of the eastward expansion of the Vikings
	3.1.2	The impact of the westward expansion of the Vikings
	3.1.3	The extent of Viking expansion around the north of the Atlantic
	3.1.4	Establishing Viking rule in the Danelaw in the British Isles
	3.1.5	The end of Danish rule in the British Isles



## Scheme of Learning Option 3.1 Medieval: The Vikings, c.750–c.1066

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers. These can be found on: <https://resources.wjec.co.uk/>

3.1 Background: The Viking homelands in the eighth century (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the environment of Scandinavia in the eighth century.</li> </ul>	<p>Understand the geography of Scandinavia, modern day Norway, Sweden and Denmark as the homelands of the Vikings, including their geographical similarities and differences.</p> <p>Consider how climate change affected the Vikings, especially the medieval warm period (also known as the medieval climate anomaly).</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>On a blank map of Scandinavia mark the borders of the main countries today as well as capital cities.</li> <li>Research and add details of the geography of each of the three main countries and annotate the map.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand the different environments within Scandinavia.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>Investigate how life was different for people living in Viking towns and villages.</li> </ul>	<p><b>Website(s):</b>  <a href="#">Northern Europe Study: Scandinavia and the Nordic Region</a>  <a href="#">Denmark - National Geographic</a>  <a href="#">Norway - National Geographic</a>  <a href="#">Sweden - National Geographic</a>  <a href="#">Where did the Vikings come from?</a>  <a href="#">Landscape of Viking Scandinavia</a></p>	2 hours

	<p>Contrast between life in towns and villages in Viking Scandinavia.</p>	<ul style="list-style-type: none"> <li>Research the medieval warm period and discuss how this might have helped the Vikings to expand in the environment around Scandinavia.</li> </ul> <p><b>Advanced outcome:</b> Learners can draw conclusions about the impact of climate on Viking expansion.</p>	<p><a href="#">How the medieval warm period changed Norway forever</a></p> <p><a href="#">What the Vikings Can Teach Us About Adapting to Climate Change</a></p> <p><a href="#">Climate explained: what was the Medieval warm period?</a></p> <p><b>Video(s):</b> <a href="#">Ancient DNA reveals the truth about Vikings</a></p> <p><a href="#">Where do the Scandinavians come from?</a></p> <p><b>Map(s):</b> <a href="#">Scandinavia location map</a></p> <p><i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 1</p> <p><b>Book(s):</b> <i>“Viking Expansion c.750-1050”</i>, by Chris Culpin, chapter 1</p>	
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<ul style="list-style-type: none"> <li>the nature of Viking society and Viking beliefs.</li> </ul>	<p>Viking life, including, houses, clothes and food.</p> <p>The structure of Viking society, including thralls, bondi and jarls.</p> <p>The role of women in Viking society.</p> <p>The importance of ships and sea-faring to the Vikings.</p> <p>The main features of Viking religion, including their religious rituals and sites, as well as their beliefs about the gods and the concept of Ragnarök.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Draw a diagram to illustrate the hierarchy of Viking society.</li> <li>Divide the learners into groups – each group to focus on researching either Viking life, the role of women, the importance of the sea or Viking religion. After the research, re-organise groups so that there is at least one learner from each of the original groups to share information, so all learners end up with all of the information.</li> </ul> <p><b>Outcome:</b> Learners can show their understanding of Viking society as well as the main beliefs of the Viking religion.</p> <p><b>Advanced activity:</b> Learners could discuss which was more important in the life of the Vikings – their ships or their gods.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the extent to which Viking society was religious.</p>	<p><b>Website(s):</b> <a href="#">How a climate crisis helped shape Norse mythology</a></p> <p><a href="#">Sweden's legendary Vikings: Valhalla and the Viking gods</a></p> <p><b>Video(s):</b> <a href="#">Viking Voyages: Society and Social Structure</a></p> <p><a href="#">Viking home life - BBC Teach</a></p> <p><a href="#">A day with a Viking family - BBC Bitesize</a></p> <p><a href="#">8 Viking Religious Beliefs You Didn't Know Existed</a></p> <p><b>Map(s):</b> <i>Penguin Historical Atlas of the Vikings</i> by John Haywood, parts 1 and 2</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i> by Chris Culpin, chapter 1</p> <p><i>Oxford Illustrated History of the Vikings</i> by Peter Swayer, chapters 8 and 9</p>	<p>2 hours</p>
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3.1.1 The influence of the eastward expansion of the Vikings				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the establishment of Viking settlements in the lands of the Rus, including:               <ul style="list-style-type: none"> <li>Staraya Ladoga</li> <li>Novgorod and Kyiv.</li> </ul> </li> </ul>	<p>The growth of Staraya Ladoga as a trading post, first for the Vikings then for other peoples as well.</p> <p>Expansion south down the Volga and Dnieper rivers to establish control over river trade at the Rus towns of Novgorod and Kyiv.</p> <p>The range of goods the Vikings traded, including walrus ivory, amber furs and slaves.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Plot the route the Vikings took to get to Kyiv on a map.</li> <li>Annotate the map with information about the main towns they passed through and the goods they traded.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand the nature and extent of Viking expansion along the Volga and Dnieper rivers to Kyiv.</p> <p><b>Advanced activity:</b> Listen to one of the podcasts and use the information to explain how important the impact was that the Vikings had on what is now Russia and Ukraine?</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of the impact the Vikings had on the lands of the Rus.</p>	<p><b>Website(s):</b> <a href="#">The Vikings Eastward Expansion</a></p> <p><a href="#">The Vikings in the East</a></p> <p><b>Video(s):</b> <a href="#">The Volga Trade Route</a></p> <p><a href="#">The Volga Vikings: Western Russia</a></p> <p><b>Podcast(s):</b> <a href="#">The Vikings Go East - The Rest Is History</a></p> <p><a href="#">The Volga Vikings - In Our Time</a></p> <p><b>Map(s):</b> <a href="#">Major Varangian trade routes</a></p> <p><i>Penguin Historical Atlas of the Vikings</i> by John Haywood, part 5</p>	2 hours

			<p><b>Book(s):</b>  <i>Viking Expansion c.750-1050</i> by Chris Culpin, chapter 2</p> <p><i>Oxford Illustrated History of the Vikings</i> by Peter Swayer, chapter 6</p> <p><i>River Kings</i>, by Cat Jarman, chapters 7 and 8</p>	
<ul style="list-style-type: none"> <li>the extent of Viking relations with the Arab world including:             <ul style="list-style-type: none"> <li>contact with Baghdad</li> <li>trade along the Silk Road.</li> </ul> </li> </ul>	<p>The importance of Baghdad as a centre of trade and learning in this period.</p> <p>The importance of the Silk Road as an international trade network across Asia and into Africa.</p> <p>Goods that the Vikings traded with Muslim traders including silk and silver.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Draw the route of the Silk Road on an outline map of Asia and annotate to show Baghdad.</li> <li>Annotate the map to explain what was important about Baghdad in this period and what the Vikings traded with the Muslims.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand what the Silk Road was, why Baghdad was important and what this meant for the Vikings.</p> <p><b>Advanced activity:</b> Research what Muslim rulers and traders thought of the Vikings.</p>	<p><b>Website(s):</b>  <a href="#">The Vikings and the Silk Road</a></p> <p><a href="#">Spillings Hoard - Gatland Museum</a></p> <p><a href="#">Vikings and Abbasids: Worlds apart but interconnected</a></p> <p><b>Podcast(s):</b>  <a href="#">Vikings in Medieval Baghdad - Gone Medieval</a></p> <p><b>Video(s):</b>  <a href="#">The Silk Road</a></p> <p><a href="#">Baghdad in 900AD</a></p> <p><a href="#">Viking trade</a></p>	<p>1 hour</p>

		<p><b>Advanced outcome:</b> Learners can draw conclusions about what relations were like between the Vikings and Muslims.</p>	<p><a href="#">The Volga Vikings: Baghdad</a></p> <p><a href="#">What did the Arabs Think about the Vikings?</a></p> <p><b>Map(s):</b> <i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 5</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter 2</p> <p><i>River Kings</i>, by Cat Jarman, chapter 6</p> <p><i>Curriculum for Wales: History for 11-14 Years</i>, by Rob Quinn and R. Paul Evans, Chapter 4</p>	
<ul style="list-style-type: none"> <li>the importance of Viking relations with the Byzantine Empire, including:             <ul style="list-style-type: none"> <li>contact with Constantinople</li> <li>their role in the Varangian Guard.</li> </ul> </li> </ul>	<p>The importance of the Byzantine Empire and its capital of Constantinople, called Miklagard (Great City) by the Vikings.</p> <p>Viking traders and raiders and their contacts with Byzantium.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Explain what the Byzantine Empire was and what was important about its capital, Constantinople.</li> <li>Describe how the Vikings became both traders and raiders in the Empire.</li> <li>Explain what the Varangian Guard was and why it was important to the Empire.</li> </ul>	<p><b>Website(s):</b></p> <p><a href="#">Globetrotting Vikings: The Quest for Constantinople</a></p> <p><a href="#">Miklagard: When the Vikings Reached Constantinople</a></p>	<p>2 hours</p>

	<p>The Varangian Guard in its role of bodyguards to the emperor and warriors on the battlefield, including Harold Hardrada.</p>	<p><b>Outcome:</b> Learners can show their understanding of how Viking relations with the Byzantine Empire changed over time.</p> <p><b>Advanced activity:</b> Debate – did the Vikings gain more from the Byzantine Empire than the Byzantine Empire gained from the Vikings?</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the importance of the Vikings to the Byzantine Empire.</p>	<p><a href="#">The Varangian Guard: Why Did Vikings Fight For The Byzantine Empire?   HistoryExtra</a></p> <p><a href="#">The Varangian Guard: Who Were the Vikings of Byzantium?</a></p> <p><b>Video(s):</b> Byzantine Empire <a href="#">The rise and fall of the Byzantine Empire</a></p> <p><b>Map(s):</b> <a href="#">The Byzantine Empire, c.867</a></p> <p><i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 5</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter 2</p> <p><i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 6</p> <p><i>River Kings</i>, by Cat Jarman, chapter 9</p>	
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3.1.2 The impact of the westward expansion of the Vikings				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the impact of Viking attacks on the British mainland, including:                             <ul style="list-style-type: none"> <li>raids on coastal communities and monasteries</li> <li>the Isle of Sheppey raid in 835.</li> </ul> </li> </ul>	<p>Reasons for the Viking raids on Britain, including shortage of farmland in Scandinavia, the riches of western European kingdoms, the weaknesses of Britain divided between rival kingdoms and the growing power of kings in Scandinavia.</p> <p>The significance of the raid on Lindisfarne monastery in 793 and the raids on the Shetland and Orkney islands that followed.</p> <p>The change in tactics marked by the 835 Sheppey raid and the move towards summer camps on the British mainland.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Draw up a list of reasons why the Vikings began to raid the British mainland from the 790s onwards.</li> <li>Use a blank map of mainland Britain to plot the main areas of Viking raids, including Wales and Scotland.</li> <li>Consider why events at Sheppey and the Orkneys were different to the other Viking raids in this period such as the one on Lindisfarne.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand the nature of early Viking raids on the British mainland.</p> <p><b>Advanced activity:</b> Research and write a report on how the rulers of the kingdoms of mainland Britain responded to the Viking threat and discuss how effective their response was.</p>	<p><b>Website(s):</b>  <a href="#">Why did the Vikings raid?</a>  <a href="#">Lindisfarne - Sarah Woodbury</a>  <a href="#">Viking robbery of churches and monasteries</a>  <a href="#">The Vikings in Wales</a>  <a href="#">The Lost History of Viking Wales</a>  <a href="#">The Vikings in Scotland</a>  <a href="#">Looting Scotland in the Viking Age</a>  <a href="#">MJ Porter shares the history of the Isle of Sheppey</a>  <a href="#">Kent and the Vikings: History of raids and invasions and how Anglo-Saxon period shaped the county</a></p>	2 hours



	<p>Viking raids on Wales including Anglesey in 854, as well as the defeat of the Viking leader Gorm by Rhodri the Great.</p>	<p><b>Advanced outcome:</b> Learners can draw conclusions about how successfully the rulers of the British mainland dealt with the Viking threat in this period.</p>	<p><b>Video(s):</b> <a href="#">The True Story of the First Viking Attack on England</a>  <a href="#">The Vikings in Wales</a></p> <p><b>Map(s):</b> <i>Penguin Historical Atlas of the Vikings</i> by John Haywood, part 3</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i> by Chris Culpin, chapters 3 and 4  <i>Oxford Illustrated History of the Vikings</i> by Peter Swayer, chapter 3</p>	
<ul style="list-style-type: none"> <li>the influence of Viking involvement in Ireland, including:             <ul style="list-style-type: none"> <li>fortified bases including Dublin</li> <li>involvement in the wars of the Kings of Ireland.</li> </ul> </li> </ul>	<p>Early Viking raids on monasteries from Rathlin Island in 795 to Bangor in 824.</p> <p>The move towards more permanent bases in Ireland, including in 841 the longphort on the River Liffey which would become Dublin.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>On a blank map of Ireland, plot the locations of Viking raids and the bases that were established later.</li> <li>Make a list of ways in which the Vikings impacted on life in Ireland between 795 and 1014.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand the influence the Vikings had on Ireland.</p>	<p><b>Website(s):</b> <a href="#">The Coming of the Vikings</a>  <a href="#">The Viking Age in Ireland</a>  <a href="#">The Vikings in Ireland</a>  <a href="#">How the Vikings forever changed Ireland</a></p> <p><b>Video(s):</b> <a href="#">Viking Ireland: Arrival of Vikings &amp; Beliefs</a></p>	<p>2 hours</p>

	<p>Viking involvement in the tenth century wars in Ireland between rival claimants to be king.</p> <p>The final defeat of the Vikings at Clontarf in 1014.</p>	<p><b>Advanced activity:</b>                  Debate about whether Vikings were finally defeated at the battle of Clontarf in 1014, or if they disappeared as a separate group, having become assimilated into Irish society.</p> <p><b>Advanced outcome:</b>                  Learners can draw conclusions about what ultimately happened to the Vikings in Ireland.</p>	<p><a href="#">Viking Video: The Vikings in Ireland</a></p> <p><a href="#">Viking Video: The Vikings in the Midlands</a></p> <p><a href="#">Viking Ireland: The Irish &amp; the Vikings</a></p> <p><a href="#">Viking Ireland: What was Daily Life like in Viking Ireland?</a></p> <p><a href="#">Viking Ireland: Viking Women in Ireland</a></p> <p><a href="#">Viking Ireland: Legacy of the Vikings in Ireland</a></p> <p><b>Map(s):</b>  <i>Penguin Historical Atlas of the Vikings</i> by John Haywood, part 3</p> <p><b>Book(s):</b>  <i>Viking Expansion c.750-1050</i> by Chris Culpin, chapters 3 and 4</p> <p><i>Oxford Illustrated History of the Vikings</i> by Peter Swayer, chapter 4</p>	
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<ul style="list-style-type: none"> <li>the effects of Viking engagements with France and Spain, including:             <ul style="list-style-type: none"> <li>raids on the Frankish Empire</li> <li>raids on Spain.</li> </ul> </li> </ul>	<p>The location and nature of the Frankish Empire as established by Charlemagne and the limits of Viking raids while he was alive to defend it.</p> <p>The effectiveness of the measure taken by Charles the Bald between 840 and 877 to reduce the impact of Viking raids on the Frankish Empire and the implications of this for future Viking raids on Britain.</p> <p>Establishment of a Viking settlement in northern France on land granted to the Viking leader Rollo by the French king Charles the Simple, later to become Normandy.</p> <p>Viking raids on the Iberian in the 840s defeated by King Ramiro I and continued intermittently until the 11<sup>th</sup> century.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Explain what the Frankish Empire was and where it was.</li> <li>On an outline map of France and Spain, research and record the location of Viking incursions and annotate each location.</li> <li>Include Vikings in northern France and the establishing of the Norman dukedom.</li> </ul> <p><b>Outcome:</b> Learners can show their understanding of the contact between the Vikings, France and Spain.</p> <p><b>Advanced activity:</b> Research how the rulers of France and Spain responded to the Viking threat.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about how serious the Viking threat was to the rulers of Spain and France.</p>	<p><b>Website(s):</b> <a href="#">The Vikings on the Continent</a></p> <p><a href="#">The Viking Influence: Tracing the remarkable history of Vikings in France</a></p> <p><a href="#">Siege of Paris - Britannica</a></p> <p><a href="#">Did the Vikings Raid in Spain?</a></p> <p><a href="#">Spain's little-known Viking history is being uncovered</a></p> <p><a href="#">The Vikings Raids on Seville</a></p> <p><b>Video(s):</b> <a href="#">The Normans: The Birth of Normandy</a></p> <p><b>Podcast(s):</b> <a href="#">Vikings In the Frankish Kingdom - Gone Medieval</a></p> <p><b>Map(s):</b> Penguin Historical Atlas of the Vikings by John Haywood, part 3</p>	<p>1 hour</p>
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			<p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter 3</p> <p><i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 2</p>	
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3.1.3 The extent of Viking expansion around the north of the Atlantic				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the establishing of Viking settlements in Iceland, including:                             <ul style="list-style-type: none"> <li>the role of Hrafna-Flóki Vilgerðarson</li> <li>the Althing and Icelandic society.</li> </ul> </li> </ul>	<p>How Viking explorers such as Hrafna-Flóki Vilgerðarson were forced by bad weather to land on Iceland and the discovery of resources such as the walrus that they could use to trade.</p> <p>The nature of the first settlements that were ruled over by the Althing assembly.</p> <p>The decision for Iceland to become Christian in 1000.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>On a map of the North Atlantic, centred around Iceland, record the location of the Viking settlements and the route they took to get there.</li> <li>Explain what the Althing was and the nature of Viking society in Iceland.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand the nature of the Viking settlement in Iceland.</p> <p><b>Advanced activity:</b> Compare life in Iceland to life back in Scandinavia as described in 3.1.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about how different life in Iceland was compared to life in Scandinavia.</p>	<p><b>Website(s):</b> <a href="#">All About the Vikings in Iceland: Origin &amp; Facts</a> <a href="#">Vikings in Iceland: A Journey Through Time</a></p> <p><b>Video(s):</b> <a href="#">The Viking Discovery and Settlement of Iceland</a></p> <p><b>Map(s):</b> <a href="#">Züge, Landnahmen und Siedlungsgebiete der Nordmänner - 800-1050</a> <a href="#">Viking expeditions</a></p> <p><i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 4</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-105,0</i> by Chris Culpin, chapter 4</p> <p><i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 5</p>	1 hour

<ul style="list-style-type: none"> <li>the nature of settlement of Greenland, including:             <ul style="list-style-type: none"> <li>Eric the Red</li> <li>the western and eastern settlements.</li> </ul> </li> </ul>	<p>How the banishment of the criminal Eric the Red from Iceland resulted in his exploration of the coast of Greenland and the discovery of inhabitable lands.</p> <p>The settlements established in 986 for hunting, farming and trading.</p> <p>The impact of climate change and the decline of Viking settlements in Greenland from their peak in the 1050s.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>On a map of Greenland, record the route the Vikings took to get there and the locations of their main settlements (western and eastern).</li> <li>Explain why the Vikings eventually abandoned these settlements.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand what the Viking settlement of Greenland was like.</p> <p><b>Advanced activity:</b> With the information here link back to 3.1 and consider how much climate, particularly the medieval warm period, influenced Viking trading and colonisation.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the extent to which climate change influenced Viking explorations and settlement.</p>	<p><b>Website(s):</b> <a href="#">The Norse Settlement of Greenland</a></p> <p><a href="#">Vikings and the Establishment of Norse Settlements in Greenland and North America (c. 986-1000)</a></p> <p><b>Video(s):</b> <a href="#">Erik the Red and Viking Greenland</a></p> <p><b>Map(s):</b> <i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 4</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter 4</p> <p><i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 5</p>	<p>1 hour</p>
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<ul style="list-style-type: none"> <li>the exploration of the North American coast, including:             <ul style="list-style-type: none"> <li>Leif Erikson</li> </ul> </li> <li>the Leifsbudir in Vinland.</li> </ul>	<p>The role of Leif Erikson, son of Eric the Red, in following up on a story of a ship that had got lost to the west of Greenland and had sighted an unknown land.</p> <p>Leif Eriksons wintering at a site known as Leifsbuoir and his description of this land as Vinland (Wineland).</p> <p>The lack of permanent settlements leaving these stories as a myth until the discovery of archaeological evidence of these Viking sites in 1960 at L’Anse aux Meadows and in 2016 at Point Rosee.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>On a map of the northeastern coast of North America, plot Leif Erikson’s probable route and the landing sights.</li> <li>Explain how modern archaeology has proved that the Vikings did visit North America.</li> </ul> <p><b>Outcome:</b> Learners can show their understanding of the nature of Viking contact with North America.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>Compare Viking contact with Iceland, Greenland and America, looking for similarities and differences.</li> <li>How different was Viking contact with America compared to other Viking exploration that has been studied?</li> </ul> <p><b>Advanced outcome:</b> Learners can draw conclusions about the extent of Viking contact with North America.</p>	<p><b>Website(s):</b>  <a href="#">The Norse Settlement of Greenland</a>   <a href="#">Why Did the Vikings Disappear From Greenland?</a>   <a href="#">Vikings and the Establishment of Norse Settlements in Greenland and North America (c. 986-1000)</a>   <a href="#">A Stunning Discovery Proves That Vikings Reached the Americas Before Columbus</a>   <a href="#">Vikings settled in North America in 1021AD, study says</a>   <a href="#">The Vikings: A Memorable Visit to America</a></p> <p><b>Video(s):</b>  <a href="#">How did the Vikings Reach America 500 years before Columbus?</a></p> <p><b>Map(s):</b>  <i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 4</p>	<p>1 hour</p>
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3.1.4 Establishing Viking rule in the Danelaw in the British isles				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the nature of Viking warfare, including:                             <ul style="list-style-type: none"> <li>battle tactics on land and at sea</li> <li>the role of women and the debate about shield maidens.</li> </ul> </li> </ul>	<p>Viking weapons including swords, axes, shields and helmets.</p> <p>Viking tactics including the use of the shield wall and berserkers.</p> <p>Improving designs of Viking longships, including their use with sails or with oars.</p> <p>Traditional role of Viking women as ruling over the home, but evidence of female warriors such as Lagertha or Freydis Eiríksdóttir and the collective name for groups of female warriors – the shield maidens.</p>	<p><b>Activity:</b> Draw a spider diagram to record the details of the weapons and tactics used by the Vikings.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand how the Vikings fought.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>Prepare a short presentation for the rest of the class to explain the debate about the existence of female Viking warriors.</li> <li>Explain why Viking battle tactics were often more effective than those used by their opponents.</li> </ul> <p><b>Advanced outcome:</b> Learners can draw conclusions about the role of women in Viking warfare.</p>	<p><b>Website(s):</b>  <a href="#">How did the Vikings fight?</a>  <a href="#">Viking combat techniques</a>  <a href="#">The Viking Longship</a>  <a href="#">New Oseberg ship, reconstruction of the hull form</a>  <a href="#">Sea battles of the Vikings: A journey into the maritime past</a>  <a href="#">Female Viking Warriors: Facts vs Fiction</a>  <a href="#">DNA Suggests Viking Women Were Powerful Warriors</a></p> <p><b>Video(s):</b>  <a href="#">The truth about the Vikings - BBC Bitesize</a>  <a href="#">Viking ships</a></p>	1 hour

			<p><a href="#">Every Genius Detail That Made Viking Longships Remarkable</a></p> <p><a href="#">What Made the Viking Longship So Terrifyingly Effective</a></p> <p><a href="#">What's so special about Viking ships?</a></p> <p><a href="#">Did Viking Warrior Women Exist?</a></p> <p><a href="#">Vikings Women</a></p> <p><b>Map(s):</b> <i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 6</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter</p> <p><i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 4</p> <p><i>River Kings</i>, by Cat Jarman, chapters 1 and 5</p>	
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<ul style="list-style-type: none"> <li>the Viking invasion of mainland Britain, including:             <ul style="list-style-type: none"> <li>the Great Heathen Army</li> <li>peace with the Anglo-Saxon kingdom of Wessex.</li> </ul> </li> </ul>	<p>The rival Anglo Saxon kingdoms of East Anglia, Mercia, Northumbria and Wessex.</p> <p>The large-scale invasion of mainland Britain by the Great Heathen Army of Vikings led by Halfdan and Ivar the Boneless.</p> <p>The campaigns of this Viking army between 865 and 878 leading to Wessex being the only Saxon kingdom not controlled by the Vikings.</p> <p>878 Treaty of Wedmore and peace with the Vikings, giving Wessex the western part of Mercia.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>On an outline map of the British mainland label the Anglo-Saxon kingdoms of East Anglia, Mercia, Northumberland and Wessex.</li> <li>Annotate the map to show the progress of the Great Heathen Army including the 878 battle at Edgington.</li> <li>Explain why the Vikings began this campaign.</li> <li>Describe the terms of the Treaty of Wedmore.</li> </ul> <p><b>Outcome:</b> Learners can show their understanding of how the Vikings came to settle in large numbers in England.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>Compare the Viking battles in this period with those covered in 3.1.2, highlighting similarities and differences.</li> <li>Listen to the Rest is History podcasts about Alfred and explain how important the Vikings were in his reign as King of Wessex.</li> </ul>	<p><b>Website(s):</b>  <a href="#">Who was Alfred the Great?</a>  <a href="#">The Great Heathen Army</a>  <a href="#">The Great Heathen Army - Historic UK</a>  <a href="#">History of Wedmore Somerset</a>  <a href="#">Treaty of Wedmore, 878-890</a></p> <p><b>Video(s):</b>  <a href="#">Viking invaders and settlers</a>  <a href="#">Retracing The REAL Great Viking Army</a>  <a href="#">The Great Heathen Army: How the Vikings Invaded England</a>  <a href="#">Battle Of Edington 878AD</a></p> <p><b>Podcast(s):</b>  <a href="#">Alfred the Great: Fury of the Vikings Part 1 - The Rest Is History</a>  <a href="#">Alfred the Great: Fury of the Vikings Part 2 - The Rest Is History</a></p>	<p>3 hours</p>
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		<p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of the conquests of the Great Heathen Army.</p>	<p><b>Map(s):</b> <a href="#">Routes taken by the Great Heathen Army from 865 to 878</a>  <a href="#">England 878</a>  <i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, parts 3 and 6  <b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter 3  <i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 3  <i>River Kings</i>, by Cat Jarman, chapter 1</p>	
<ul style="list-style-type: none"> <li>● life in Viking Britain</li> <li>● the nature and extent of the Danelaw</li> <li>● the Viking settlement of Jorvik.</li> </ul>	<p>The geographical extent of the Danelaw, the territory ceded to the Danes by King Alfred of Wessex in 878.</p> <p>Viking settlements in the Danelaw, both in rural areas and in the burhs (fortified towns) in their territories.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Add a line to the British mainland map from the previous lesson to show the boundaries of the Danelaw.</li> <li>● Describe what life was like for the people of the Danelaw</li> <li>● Draw a diagram or annotate a map to show the main features of Viking Jorvik.</li> </ul>	<p><b>Website(s):</b> <a href="#">The Danelaw: A place or an idea?</a>  <a href="#">The Five Boroughs Of Danelaw - Historic UK</a>  <a href="#">When the Vikings ruled in Britain: A brief history of Danelaw</a></p>	<p>2 hours</p>

	<p>The Danish development of the burh of Jorvik into one of the most important cities in Europe.</p> <p>Changing control of Jorvik between 927 and 954 between the Anglo-Saxon King Athelstan, Olaf Guthrithsson from Ireland and Eric Bloodaxe from Norway before coming under the control of Anglo-Saxon earls.</p>	<ul style="list-style-type: none"> <li>Research the latest archaeological findings about York.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand what life was like in the Danelaw.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>Explain why control of Jorvik changed after 927.</li> <li>How much can historians learn about Viking life from the Jorvik Viking centre which opened in 1984?</li> </ul> <p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of Jorvik as a source of information about the Vikings.</p>	<p><a href="#">Jorvik: The Viking City of York</a></p> <p><a href="#">Scandinavian York</a></p> <p><a href="#">The Vikings and Jorvik</a></p> <p><a href="#">Life in Viking York</a></p> <p><a href="#">The People of Jorvik</a></p> <p><b>Podcast(s):</b> <a href="#">The Danelaw - In Our Time</a></p> <p><b>Video(s):</b> <a href="#">Five Boroughs of the Danelaw</a></p> <p><a href="#">What was Viking Danelaw?</a></p> <p><a href="#">The Viking History of York</a></p> <p><a href="#">Time Team Special: The Real Vikings</a></p> <p><a href="#">One of The Most Infamous Finds In York!?</a></p> <p><b>Map(s):</b> Penguin Historical Atlas of the Vikings by John Haywood, part 6</p>	
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3.1.5 The end of Danish rule in the British isles				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the changing attitudes of the Danish Vikings, including:                             <ul style="list-style-type: none"> <li>Harald Bluetooth and his conversion to Christianity</li> <li>the response to the Massacre of St Brice's Day.</li> </ul> </li> </ul>	<p>The baptizing of Danish King Harald Bluetooth as a Christian in 965, although pagan worship continued amongst many for decades.</p> <p>Bluetooth's actions to strengthen his kingdom by moving his capital, built walls to protect his towns, building new forts and improving communications by building bridges and roads to connect his kingdom together.</p> <p>The significance of Bluetooth's death in 986 in a battle against his rebellious son Svein, who would lead a brutal response to the treatment of Danes by the English at the St. Brice's Day Massacre in 1002.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Explain why Harald Bluetooth converted to Christianity and consider why this might have been important for the Vikings generally.</li> <li>Describe how Harald Bluetooth changed his kingdom to increase his control over it.</li> <li>Investigate the consequences of Svein Forkbeard's attack on mainland Britain from 1002.</li> </ul> <p><b>Outcome:</b> Learners could demonstrate that they understand how the Vikings changed as a result of the reign of Harald Bluetooth.</p> <p><b>Advanced activity:</b> Debate how much the Vikings were changed by Bluetooth's reign, with one side arguing that the changes were significant, and the other side arguing they were superficial.</p>	<p><b>Website(s):</b>  <a href="#">Harald Bluetooth: The Viking Who Gave His Name to Wireless Technology</a>  <a href="#">The Viking Origins of your Bluetooth Devices</a>  <a href="#">St. Brice's Day and the Danish Conquest</a>  <a href="#">The St Brice's Day Massacre - Historic UK</a>  <a href="#">The St Brice's Day Massacre - Museum of Oxford</a></p> <p><b>Video(s):</b>  <a href="#">The Death of the Old Norse Gods</a>  <a href="#">Vikings: Secrets of the Vikings</a>  <a href="#">St. Brice's Day Massacre: A Viking genocide?</a></p> <p><b>Map(s):</b>  <a href="#">Harald's kingdom</a></p>	2 hours

		<p><b>Advanced outcome:</b> Learners can draw conclusions about the extent to which the Vikings were changed by the reign of Harald Bluetooth.</p>	<p><i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 6</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter 5</p> <p><i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 7</p>	
<ul style="list-style-type: none"> <li>the establishment and collapse of the Anglo–Scandinavian (North Sea) Empire, including:             <ul style="list-style-type: none"> <li>the reign of Svein Forkbeard</li> <li>the reign of Cnut.</li> </ul> </li> </ul>	<p>Svein Forkbeard’s alliance by marriage with the monarchy in Sweden and his defeat of the Norwegian king Olaf Tryggvason giving him control of most of Scandinavia by 1002</p> <p>The surprise attack on Danes living in England ordered by the Anglo-Saxon king Ethelred provoked into intensifying his attacks on England leading to Svein becoming king of England in 1013.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Explain how Svein Forkbeard increased his control over Scandinavia.</li> <li>Research the reign of the Saxon king Ethelred and consider why he has become known as “the Unready”.</li> <li>Research how Svein Forkbeard became king of England.</li> </ul> <p><b>Outcome:</b> Learners can show their understanding of the nature of the Anglo-Scandinavian empire.</p> <p><b>Advanced activity:</b> Discuss how successful Cnut was as a ruler compared to Svein Forkbeard.</p>	<p><b>Website(s):</b> <a href="#">The Danes - Sarah Woodbury</a></p> <p><a href="#">King Aethelred The Unready - Historic UK</a></p> <p><a href="#">King Aethelred II the Unready</a></p> <p><a href="#">Sweyn Forkbeard - Historic UK</a></p> <p><a href="#">Sweyn Forkbeard: The legend of the Viking king 'killed by a ghost'</a></p> <p><a href="#">Sweyn Forkbeard: England's forgotten Viking king</a></p>	<p>2 hours</p>



	<p>The peaceful reign of Cnut as king of England, Norway and Denmark until his death in 1035.</p>	<p><b>Advanced outcome:</b> Learners can draw conclusions about the effectiveness of Svein Forkbeard and Cnut as rulers.</p>	<p><a href="#">King Cnut The Great - Historic UK</a></p> <p><a href="#">Cnut: Emperor Of The North</a></p> <p><a href="#">Cnut the Great</a></p> <p><b>Video(s):</b> <a href="#">The True Story of King Sweyn Forkbeard</a></p> <p><a href="#">Canute the Great: King of the North Sea Empire</a></p> <p><b>Map(s):</b> <a href="#">The Danish Empire</a></p> <p><a href="#">Cnut lands</a></p> <p><i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 6</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter 5</p> <p><i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 7</p>	
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<ul style="list-style-type: none"> <li>the last of the Viking rulers, including:             <ul style="list-style-type: none"> <li>Harthacnut</li> <li>Harald Hardrada and the Battle of Stamford Bridge.</li> </ul> </li> </ul>	<p>The brief reign of Harthacnut as king of England between 1040 and 1042 after the death of his half-brother Harald Harefoot.</p> <p>The throne of England went to Edward the Confessor, son of king Ethelred, an Anglo-Saxon king with family connections to the dukes of Normandy.</p> <p>Harald Hardrada became king of Norway in 1046, losing the throne of Denmark to Sweyn II. In 1066 he invaded northern England to claim the throne after Edward's death but was killed at the Battle of Stamford Bridge.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Explain how Edward the Confessor became king and what this meant for Viking rule in England.</li> <li>Research and write a report on the fate of Harald Hardrada both in Scandinavia and in England.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand how Viking rule in England came to an end.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>Compare what happened to the Vikings in England over time, considering events from 3.1.2, 3.1.4 and 3.1.5. What similarities and differences can be found?</li> <li>Consider the importance of the victory of the Normans in 1066 and its importance for England as they were descended from Vikings.</li> <li>How important were the Vikings in the history of England?</li> </ul>	<p><b>Website(s):</b>  <a href="#">King Harold I: Harold Harefoot - Historic UK</a>   <a href="#">The Brief Reign of King Harold I of England</a>   <a href="#">Harthacnut - Historic UK</a>   <a href="#">King Harthacnut the Last Danish King of England</a>   <a href="#">Edward The Confessor - Historic UK</a>   <a href="#">Edward the Confessor (c.1003-1066)</a>   <a href="#">Harald Hardrada: King of Norway 1046-1066</a>   <a href="#">Harald Hardrada: The last Viking</a>   <a href="#">The Battle of Stamford Bridge</a>   <a href="#">1066: The battles - BBC Bitesize</a></p> <p><b>Video(s):</b>  <a href="#">England 1035-42: Harold and Harthacnut</a></p>	<p>2 hours</p>
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		<p><b>Advanced outcome:</b> Learners can draw conclusions about how much the power of the Vikings had changed.</p>	<p><a href="#">Edward the Confessor: English monarchs</a></p> <p><a href="#">The Greatest Viking King: Harald Hardrada</a></p> <p><a href="#">1066: The Battle of Stamford Bridge</a></p> <p>Events of 1066 <a href="#">Who were the claimants to the throne in 1066?</a></p> <p><a href="#">1066: The Battle of Fulford</a></p> <p><a href="#">1066: The Battle of Stamford Bridge</a></p> <p><a href="#">1066: The Battle of Hastings</a></p> <p><b>Map(s):</b> <i>Penguin Historical Atlas of the Vikings</i>, by John Haywood, part 6</p> <p><b>Book(s):</b> <i>Viking Expansion c.750-1050</i>, by Chris Culpin, chapter 5</p> <p><i>Oxford Illustrated History of the Vikings</i>, by Peter Swayer, chapter 7</p>	
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## Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
Participate in educational visits in person or digitally	Learners could visit the monastery in Lindisfarne to learn of the impact of the Viking raid there, or the Viking sites on the Orkney and Shetland islands. Learners could also visit the Jorvik centre in York to learn more about life in Viking Britain.
Develop empathy, tolerance, compassion and curiosity through studying different historical contexts	Studying Viking religious beliefs and their eventual conversion to Christianity shows how their tolerance and self-reflection developed. Their violent raids were preceded and followed by periods of peaceful living and eventual assimilation into local populations in France, Britain and Ireland.
Engage in collaborative working	<p>There are many examples for discussions, such as:</p> <ul style="list-style-type: none"> <li>• which was more important in the life of the Vikings – their ships or their gods?</li> <li>• how successful Cnut was as a ruler compared to Svein Forkbeard.</li> </ul> <p>The are also opportunities for debates, such as:</p> <ul style="list-style-type: none"> <li>• Did the Vikings gain more from the Byzantine Empire than the Byzantine Empire gained from the Vikings?</li> <li>• Were the Vikings finally defeated at the battle of Clontarf in 1014, or did they disappear as a separate group having become assimilated into Irish society?</li> <li>• How much were the Vikings changed by Bluetooth's reign, with one side arguing that the changes were significant, and the other side arguing they were superficial?</li> </ul>

## Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	<p>Unit 3 provides centres with six different historical topics relating to world history. The optional topics provide opportunities to enhance learners’ understanding of the world and the diverse experiences of its peoples. Options allow for the study of marginalised regions of the world, the histories of dispossessed peoples and forgotten empires, especially of the global South.</p> <p>Option 3.1 Medieval: The Vikings, c.750 – c.1066 allows centres and learners to explore medieval history within Northern Europe and the Atlantic. Viking raids within Britain involve locations from Lindisfarne to Sheppey in eastern England, as well as the Orkney and Shetland islands in Scotland and across the Irish Sea in Ireland. However, these national connections are then linked into Scandinavia as well as raids in Europe on France and Spain, trading through what is now modern Russia and Ukraine, the Byzantine Empire and the Muslim trading networks centred around Baghdad.</p>
Sustainability	<p>Learners will understand that the lifestyle of the Vikings was shaped by the environment of Scandinavia, but also that climate change influenced their exploration as the medieval warm period reduced the sea ice in the northern Atlantic and kept the rivers of eastern Europe navigable through the winter.</p>
Relationships and Sexuality Education	<p>This unit considers the perspective of the Vikings, but also those from a diverse range of other societies they interacted with.</p> <p>There are a wide range of perspectives on the Vikings and judgements about them from Europeans such as the English and the Irish, but also the Muslim societies and the Byzantine Empire in the Near East. The unit challenges the stereotype of the Vikings as violent barbarians.</p>

<p>Human Rights Education and Diversity</p>	<p>Learners will understand that slavery existed within Viking society, but also that the Vikings had positive relationship with a wide range of different peoples from the Irish in the west to the Arabs in the east. There was also a relatively short-lived Viking Empire around the North Sea that had originated from Denmark.</p> <p>Viking settlements in Ireland, England in the Danelaw, Scotland and northern France were examples of colonialism, while wars of conquest like those by Sveyn Forkbeard in England were imperial in nature.</p> <p>The unit explores Viking society, and how the thralls were the slaves within Viking society, born to slave parents, captured in war or enslaved to pay debts.</p>
<p>Careers and Work- Related Experiences</p>	<p>Learners will understand that there were lots of job opportunities for the peoples of the British Isles in the medieval period, although those jobs have largely disappeared now and are not usually an aspiration for people living in modern Britain.</p>

### Cross-curricular Skills – Literacy

There are many opportunities to include literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to Learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how literacy can be embedded into teaching and learning for GCSE History.

Listening	Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.
	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Learners are encouraged to debate and respond to the views of others.</li> <li>• Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills.</li> <li>• Use of oral history and interviews develop listening skills and the ability to respond to others appropriately.</li> <li>• Learners have the opportunity to share and respond to peer presentations.</li> </ul>
Reading	Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.
	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose.</li> <li>• Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers.</li> <li>• Comparing and contrasting the content of historical sources.</li> <li>• Assessing the reliability and accuracy of the text to develop the skill of critical reading.</li> </ul>

Speaking	Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.
	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Debating the most important reason why an event happened</li> <li>• Asking questions for clarification and development of understanding.</li> <li>• Learners can develop speaking skills through group and pair work.</li> </ul>
Writing	Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.
	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Role modelling of answers through teacher, peer and self-assessment activities.</li> <li>• Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.</li> </ul>



**Cross-curricular Skills – Numeracy**

There are many opportunities to include numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how numeracy can be embedded into teaching and learning for GCSE History.

Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.
	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Learners can analyse maps, structures and artifacts.</li> <li>• Learners can then analyse land division and urban planning.</li> <li>• There are opportunities to analyse military strategies and fortifications.</li> </ul>
Learning that statistics represent data, and that probability models chance, help us make informed inferences and decisions	Learners will have the opportunities to examine or interpret data and graphs through source analysis.
	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion.</li> <li>• Secondary material such as graphs and charts can be interpreted.</li> <li>• There are opportunities for learners to create their own numerical representations of data gathered.</li> </ul>

### Cross-curricular Skills – Digital Competence

There are many opportunities to include digital competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow Learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how digital competence can be embedded into teaching and learning for GCSE History.

Citizenship	Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.
	<b>Example</b>
	Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.
Interacting and Collaborating	Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.
	<b>Example</b>
	In groups, learners could research and present a topic to introduce an area of study.
Producing	Learners have opportunities to research a variety of sources digitally.
	<b>Example</b>
	<ul style="list-style-type: none"> <li>Use of national and international archives to find source materials that link to the area of study.</li> </ul>

<b>Integral Skills</b>	
<b>Creativity and Innovation</b>	<p>There are many opportunities to include creativity and innovation in GCSE History. These opportunities are important to Learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.</p>
	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments.</li> <li>• Learners have opportunities to be creative and innovative when presenting information and findings.</li> </ul>
<b>Critical Thinking and Problem Solving</b>	<p>There are many opportunities to include critical thinking and problem solving in GCSE History. These opportunities are important to Learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.</p>
	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments.</li> <li>• Learners will develop their ability to see issues from multiple viewpoints.</li> <li>• Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives.</li> <li>• Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose.</li> <li>• Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.</li> </ul>

<p>Planning and Organisation</p>	<p>There are many opportunities to include planning and organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>Learners will have opportunities to plan and then complete their response to an enquiry question.</li> </ul>
<p>Personal Effectiveness</p>	<p>There are many opportunities to include personal effectiveness in GCSE History. These opportunities are important to Learners because it develops resilience and the ability to work effectively. This helps to develop Learners' time management skills and the ability to prioritise tasks, enhancing Learners' ability to become adaptable individuals.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness.</li> <li>Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work.</li> <li>Collaborating on a research task or presentation.</li> <li>Developing resilience through the revision and remodelling of answers.</li> <li>There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.</li> </ul>

## Glossary for Option 3.1 The Vikings, c.750 – c.1066

Term	Definition
Althing	The assembly of freemen in Iceland that made important decisions.
Anglo Saxon	Descendants of the German tribes the Angles, Jutes and Saxons who had migrated to live in England from the 5 <sup>th</sup> century AD.
Berserker	Elite warriors who would work themselves up into a violent rage before battle and often fought naked.
Bondi	Freemen who owned their own land, often with several thralls to help them farm it.
Byzantine Empire	The Greek-speaking Christian eastern half of the old Roman Empire with its capital in Constantinople.
Frankish Empire	The empire of German tribes in what is now modern France and Germany.
Jarls	Warriors who owned large amounts of land, the chiefs who ruled over the bondi in their area.
Longphort	A base to protect Viking ships from attack.
Longship	The distinctive design of the Viking ship that could be sailed across the sea or rowed up a river.
Medieval Warm Period	A modern term used to describe the climate of northern Europe, in particular, between 700 and 1200 where average temperatures were slightly warmer than usual. Also called the Medieval Climate Anomaly.
Monastery	A building where a community of Christian monks lived.
Norman	Word used to describe the Vikings, northmen, who had settled in northern France.
Norse	Another word used to describe the Vikings, men from the North.
Ragnarok	The Viking belief about the end of the world, that the gods would fight, the world would burn and then drown.

Rus	The people who lived in the region of modern Russia along the Volga and Dnieper rivers in the medieval period.
Scandinavia	The collective name for the modern countries of Norway, Denmark and Sweden.
Shield Maiden	Female Viking warriors.
Silk Road	An old trading route that connected the eastern coast of Asia to the eastern end of the Mediterranean Sea and northern Africa.
Thralls	Slaves who did the heavy work on farms. They were enslaved because they had been captured in war, had to pay off a debt or have parents who were slaves.
Varangian Guard	A unit of troops in the Byzantine Empire who became the bodyguards of the emperor who were originally Vikings.
Viking	The name used to describe the traders and raiders who came from Scandinavia during the medieval period.