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| **Anglo-Saxons (400-1066)**  **(make links explicit to prior learning about Romans)** | | | |
| Y3 | Y4 | Y5 | Y6 |
| **Big Question**  **The life and Times of AS.** | **Big Question**  **What can we learn from the AS culture** | **Big Question**  **Power – Do too many cooks spoil the broth?** | **Big Question**  **How did the AS influence religion in Britain?** |
| Why did the AS move?  1   * Make links to moving house or schools * **Scandinavia** is a hilly land and flooded often * Hard to farm * Good farming land was available in UK | Why did the AS move?   * Make links to moving house or schools * Scandinavia is a hilly land and flooded often * Hard to farm * Good farming land was available in UK * Peaceful * Many were employed by the Roman army | Why did the AS move?   * Initially employed by Roman army * **Migration/immigration-** people move to find a better place to live- can be due to **conflict** in an area. * Scots were attacking so Britons invited them to help **defend** them. * Better farming land | **Why do people move? – Worldwide**   * **Migration/immigration**- look at current **climate** and where people might be moving from and to. * AS Kingdoms   Climate change   * See Year 5: |
| Daily Life (key points)   * Compare to Roman house structures – Romans were more advanced, using glass for windows etc. |
| Place names – link to map work   * First villages named after the **chieftain** * Later villages named after the **landscape:** * Ley/leigh/lee- forest clearing * Ham – village * Ford- river crossing | Skills  1   * Hunting * Farming * **Textile production** * Leather working * We know about their skills by the objects found when **excavating** * Men’s graves contained knives and spears * Women’s graves contained tools for sewing and weaving | **Climate** change   * in the centuries after 400 AD Europe's average temperature was 1°C warmer than we have today, and in Britain grapes could be grown as far north as Tyneside. Warmer summers meant better crops and a rise in **population** in the countries of **northern Europe**. * At the same time melting **polar** ice caused more flooding in low areas, particularly in what is now Denmark, Holland and Belgium. These people eventually began looking for lands to **settle** in that were not so likely to flood. | Evidence from Sutton Hoo about the people that were moving  1   * Sutton Hoo in Suffolk, there are eleven **mounds** or '**barrows**' dating back to the 7th century. * largest mound shows evidence of a ship buried in the mound. The wood had rotted away, but it had left an **impression** in the soil. * A hut had been built in the middle of the ship. Inside it was a coffin and many priceless treasures. The Anglo-Saxons believed that this was the best way for a powerful person to reach the **afterlife** when he had died. * The objects in the grave would have been the personal **possessions** or weapons of the person 'buried' with the ship to use in the afterlife. * They found: armor, weapons, inlaid ornaments, jewelry, silver and gold tableware, musical instruments, and gold coins. * Some objects showed where trading must have taken place: a large silver dish made in Byzantium (in what is now Turkey) and a set of silver bowls from the **Mediterranean.** * Sutton Hoo may be the burial site of Redwald, a powerful Saxon king who ruled East * Redwald was the first **East Anglian** king to pay attention to Christianity. The Sutton Hoo burial site has features of both Christianity and the **traditional** Anglo-Saxon religion of paganism * Spirit lived on after death * Buried with things they would need/want even slaves and pets |
| Villages and houses  2   * Would not live in Roman towns – became ruined **(Compare to Romans-Romans built out of stone or brick, had tiled roof, glass windows and underfloor heating)** * Built huts in wood with **thatched** roofs * One room – ate, cooked, slept and entertained in it * Built facing the sun for heat * Villages had a hall – chieftains house (long and wide, hole in roof for smoke, slits for windows – no glass * Small villages near resources * Fence around for **protection.** | Place names – link to map work   * First villages named after the **chieftain** * Later villages named after the landscape: * Ley/leigh/lee- **forest clearing** * Ham – village * Ford- river crossing * Mer/mar/mere – lake * Hurst- wooden hill | AS Kingdoms  1   * 650-800 AD- 7 **kingdoms** (Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex) * Settled in groups and sometimes recognised one ruler as a ‘high king’ * Frequently at war with each other and changing **boundaries.** * 850AD 7 kingdoms had been merged into 3: **Northumbria, Mercia and Wessex** |
| Kingdoms  3   * 7 main kingdoms * Formed into 3 main kingdoms by 850 AD: **Northumbria, Mercia, Wessex** * Relate to our counties on a current map- similarities in names. | Daily life   * Farmed and lived off the land * **Ground** wheat to flour to make bread * Made jewellery * Children didn’t go to school * Learnt skills from parents * Children activities include evidence of: **carved** wooden horses, wooden musical instruments, dice games and board games. * Adults played sports (hunting, running, horse racing) * Entertainment included storytelling and riddles | Daily Life (key points)   * Farming * Women brought up children * No schools * Skilled craftsmen | AS gods- paganism  2   * Compare to Roman Gods * Saxons would worship them in the correct way-sometimes by sacrificing (killing) lots and lots of animals or by offering them mountains of gifts. * Woden - king of the gods - sky god- Wednesday. * Thunor – weather god and blacksmith – Thursday * Frige was responsible for loads of different things, love, marriage, home, and children - friday * Tiw - god of war - Tuesday |
| **Burhs**  2   * Alfred began building **fortified towns**, or **burhs,** throughout his lands, mainly near coasts and borders. * No place in Wessex was more than 20 miles from a town. * **Settlers defended** the burh for a free plot of land. * The burhs were centres of **commerce** and local government. * The burhs used a regular grid pattern of streets – similar to old Roman towns. * used some old roman sites because: on road **networks** and already fortified. * New burhs were built with a simple **ditch and bank** adding to the natural defences. |
| **Runes** for **communication**  4   * Word runes means secret or mystery * Used to write short messages or **inscriptions** * Usually carved in wood or stone * 33 different characters * Christians thought they were evil | **Perseverance & self-reliance**: farming & equipment  2   * Built own equipment to make farming easier. * Sowing and ploughing fields was hard work. * Did a small amount of trading with other countries and communities. | AS warrior – compare to Roman and Greek armies  3   * Anglo-Saxon warriors formed small **raiding units** that were specifically focused on capturing land and goods. * Units sometimes combined * The **Bayeux Tapestry** shows us that the Anglo-Saxon warriors used long-handled Danish axes, used **shield walls** to **confront** their enemies on the field and threw spears over the front of the shield wall at the opposing army. | **Conversion** to Christianity  3   * Iona- **birthplace** of Christianity in Scotland. St Columba and 12 **companions** came here from Ireland in AD 563. The **monastery** they founded was one of the most important and **influential** in the British Isles. It sent **missionaries** to northern Britain to **convert** people to Christianity. * Augustine was the prior of a monastery in Rome when Pope Gregory the Great chose him in 595 to lead a mission, (the Gregorian mission) to Britain * Converted Ethelbert of Kent to Christianity 595AD (first AS king to be converted) * Augustine founded Canterbury cathedral in 597 and dedicated it to Jesus Christ, the Holy Saviour * Lindisfarne- **founded** by St. Aidan, an Irish monk, who came from Iona, the centre of Christianity in Scotland. St Aidan converted Northumbria to Christianity at the invitation of its king, Oswald. St. Aidan founded Lindisfarne Monastery on Holy Island in 635, becoming its first Abbot and Bishop. |
| **Bravery & honour:** Beowulf  3   * Text from between 975 – 1025 * Poem * Set in Scandinavia * Beowulf attacks a monster-Grendel * Beowulf defends against Grendels mother and and then finds and attacks her. * Beowulf becomes a king and fights a dragon. It is killed but Beowulf dies. | **Unified** kingdoms – Alfred the Great and Aethelstan (1st King of England)  4   * Anglo-Saxons and Vikings made apeace agreement led by King Alfred the Great who had defeated Viking leader Guthrum in AD878. * They divided up Britain with the Anglo-Saxons living mainly in the west and the Vikings in an area to the east, known as the Danelaw. * Athelstan, Alfred the Great’s grandson, eventually became the first King of all England in 925 |
| **Roles and responsibilities** in the home etc  5   * Men were farmers or skilled **craftsmen**, fought when needed * Women and children had to help with the farming. * Women raised the children, kept a clean and tidy home, mended clothing * Children seen as an adult by 10 * Learnt skills: chop down trees, **plough** a field, use a spear. * Girls worked at home: housekeeping, weaving cloth, cooking meals, making cheese and brewing ale. | **Loyalty & Duty: fyrd army**  4   * There was no professional army at all. * Anglo-Saxon **warriors** were volunteers called upon by the king. * The fyrd consisted of free men from the age of 15 - 60 years old, gathered from all across the shire. He had to bring his own armour and weapons * **peasants** could only afford to bring little more than a pointy wooden stick to battle. | **Battle of Hastings** - 1066  5   * Shown on the **Bayeux Tapestry** * The Battle of Hastings occurred in **Sussex** on the 14th of September 1066. * The battle was fought between William, the Duke of Normandy (later known as **William the Conqueror**), and **King Harold II**, who had been crowned only 9 months earlier. * The Battle of Hastings is one of the most **significant** events in history, as it resulted in the **Norman Conquest** of England. | How did the religious building change?  4   * **Pagans** worshiped in wooden temples or sacred clearings in the woods called **'groves'.** * Early Saxon Churches were probably built of wood: had single or double rooms, roofs were covered in thatch or wooden shingles. * Later Saxon Churches were built of stone: they might be simple single or double roomed buildings, like the wooden ones or could be '**aisled**' buildings with **columns** down the centre and open corridors on either side, like many churches today. * Some side corridors were replaced by lots of little **chapel** rooms called 'portici' * They might have big towers with **steeples** or pyramid roofs; or the church might be a tower on its own * Roofs were covered in thatch, wooden shingles or pottery tiles. * There were often **elaborate carvings** on the church walls. |
| I**ndustriousness**: crafts- jewellery, Bayeux tapestry   * Anglo-Saxon jewellery was worn by both men and women.   5   * Women would occasionally wear jewellery hanging from their waist to show that they were head of the household. * Some jewellery had a practical purpose: **Brooches** were used like a safety pin to **fasten** clothes together. * Metal was used, such as gold, silver, copper and lead and would have patterns and gems or **enamel.** * Bayeux tapestry: **depicts** the Battle of Hastings in 1066- shows the story of the battle. It is **embroidered** in thread on linen. | How did celebrations change?  5   * Pagan Anglo-Saxons celebrated the 25th December - festival known as **Yule**. A **Yule Log** was cut to provide fuel and gradually pushed into the fire as it burned. Homes and halls were decorated with **evergreen** leaves and branches. Feasting on boar. * Converting to Christianity- keep major festivals the same so Yule and Christmas on same date and similar traditions. * Christian celebration of Easter- the **pagan goddess** of spring: Eostre. * In springtime, pagans would feast and celebrate the new year- mixed with Christian festivities to celebrate Jesus’ **resurrection.**   How did people feel about the changes?   * Converting to Christianity was popular * Burial rites of Paganism continued though and so did some festivals and rituals. |

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| Y3 | Y4 | Y5 | Y6 |
| **Local History Study – Vikings (865-1066)** | | | |
| **Big Question**  **Were the Vikings all bad?** | **Big Question**  **Resistance** | **Big Question**  **Law breakers or law makers?** | **Big Question**  **Religion** |
| **Who were the Vikings and why did they come? –**   * People from Denmark, Norway and Sweden * Looking for riches * Possibly due to overpopulation   1   * Better land for crops | **Who were the Vikings and why did they come? –**   * People from Denmark, Norway and Sweden * Looking for riches   1   * Possibly due to **overpopulation** * Norway – hilly * Sweden – forests * Denmark – sandy soil | **Who were the Vikings and why did they come? –**   * Europe was growing richer – led to **conflicts** between European kingdoms * Learned of new sailing **technology** * Lack of good land – oldest son **inherited** so nowhere for younger brothers   1 | **Who were the Vikings and why did they come? –**   * Vikings sailed the seas **trading goods** * People in Britain called them **Danes**. * Viking name was made up by the **Scandinavians** themselves – Old Norse word vik (bay or creek) and vikingr (pirate) * Vikings were attracted to the wealth of **monasteries** in Britain.   1 |
| Settlements and place names   * Highest population of Vikings was in Yorkshire * Capital city was here – York (Jorvik) * -kirk means church * -by means farmstead, village or settlement | Settlements and place names   * Viking names that remain are mainly in the area of **Danelaw** * Highest population of Vikings was in Yorkshire * Capital city was here – York **(Jorvik)** * **-**thwaite means woodland clearing * -thorpe means settlement   2 | Settlements and place names   * -toft means house of building * -ness means headland (part of coast that sticks out) * When they invaded, they changed the names that were difficult to **pronounce.** * Sometimes the settlement were named after the Viking that set up the **settlement.** | Settlements and place names   * Sheffield means field by the River Sheaf * In **York**: lots of **evidence** of Viking history: * Toft – building plot * Bar- gate * Gate – street * Coppergate – Koppari-Gata (**translates** to street of cup-makers) Lots of wooden objects have been found in the Coppergate Dig to confirm this. * Bootham – main street leading northwest means ‘at the market stalls’ |
| Raids and invasion   * **Longboats** – used both wind and **rowing** power * Fast in the water * **Prow** had a fierce looking head to protect them on the journey across the water. * Weapons – iron helmets, swords (for the rich), small axes, spears and shields * Invaded to steal riches * Some came to settle and farm the land   2 | Raids and invasion   * **Longboats** were long, light and **slender** so moved quickly. * Had 24-50 oars to row if there was no wind. * The **prow** had a dragon or snaketo **intimidate enemies**. Scare off evil spirits to ensure a safe crossing * Shields were hung on the side of the ship to protect the **hull.** * When people first saw the boats, they came to shore to welcome them, however the Vikings fought the people, stole and burned buildings. * Some came to settle and were farmers and skilled craftsmen   3 | Raids and invasion   * First raid recorded was AD787 – start of a struggle between Vikings and Anglo-Saxons * **Raided monasteries** – monks had no weapons and the building were full of valuables. * Vikings raided towns and cities many times before they settled. * Some came to fight and others came peacefully to settle * AD865 an army of Vikings came **to conquer land** * Over several years they battled through northern England, taking control of Northumbria, East Anglia and Mercia. * AD878 – most kingdoms were under the Vikings except for Wessex.   2 | **Raids and invasion**   * Fought with long swords, spears and axes   2   * Vikings were Pagan and, most people in Britain were Christian at this time. * Raids – quick surprise attack by armed people * 793 **– Lindisfarne monastery** raid – off the coast of Northumberland * Monasteries had no protection or **defences** as AS kings had said they were off limits in wartime. * Lots of **valuable** items in the churches. * Stole gold and jewellery, killed monks and burned the buildings. * Went back to Scandinavia rich men and so other warriors came raiding England. * Invasion – coming to **settle** – AD865 an army came to **conquer** – stayed in Britain for the first time in AD866 |
| Food – things they could grow or hunt   * Ate fruit and vegetables * Kept animals for meat, milk cheese and eggs; fish was eaten a lot as they settled near the sea(25% of diet). * Farmed their own crops: planted in spring to eat in summer or autumn. * Bread was made using a quern stone; ground barley or oats, mixed with water then baked on an open fire. * Women and children would gather wild plants such as herbs to flavour food. * Ate *Dagma*l (day meal) an hour after getting up and then ate *nattma*l (night meal) after working all day. | Wessex and King Alfred –   * Alfred became king of Wessex in 871AD when he was in his early 20s. He was advised by a council of people called the **Witan**.   4   * Thought education was important and had books translated into English. * Built forts and walled towns called **burhs**. * Made a **pact** 868AD (danegeld) to give the Vikings money to keep the peace. This was broken by Guthrum, the Viking leader, who attacked Wessex. * Alfred went into hiding in the marshes of the West country for about 7 weeks * Battle of Edington May AD878 – Alfred defeated Guthrum – Guthrum was baptised into Christianity 3 weeks after. | **The Thing** – meeting   * Free men gathered to make law at The Thing   3   * Each **community** had its own Thing * Decided cases of **dispute** instead or having **duels or feuds**. * Met at specific regular times. * Each Thing had one Viking law speaker who knew law from memory. * The Law speaker and **chieftain** would make the decisions but all free men could have their say. * meetings lasted several days with a festive **atmosphere.** Traders would sell things, marriages would be arranged, news exchanged and friendships made. | Changing beliefs   * Initially believed in a range of gods and mystical creatures   3   * Went to **Valhalla** (like heaven) if died bravely. Hell was believed in but it was an underground kingdom that sounded quite nice. * Buried with jewellery etc to take to the afterlife. * Better deals for traders were often given to the Christians * **Missionarie**s went on tours to try to convert people to Christianity in the 700s and 800s. * Evidence from graves and **burial grounds** shows the conversion to Christianity as graves stopped having items in them for the afterlife. * The **treaty of Wedmore** 878 made Guthrum convert to Christianity so he could be ruler of East Anglia. * As they settled and found wives that were Christian, families, especially children became Christian. |
| Family life   * Women – spin and weave, milk cows, make cheese, cooking, feed animals, tend to vegetables   3   * Men – fight when needed, farmers, carpenters, fishermen * Girls – help out in the house: spin wool, weave, weed, look after young children * Boys – no school, hunting and fighting skills plus learnt from stories and songs about history, religion and law. Helped on the farm * Children played with handmade toys such as wooden dolls, whistles, model boats and balls | **Danelaw** – after 886 AD   * Alfred and Guthrum formed a **peace agreement** dividing England -Treaty of Wedmore – peace **treaty** between Alfred and Guthrum   5   * Line from London to Chester – area to East was Danelaw and under Viking control. * York – Jorvik was most important city – over 10000 people lived there and important place to **trade goods**. * Lived under Viking rules – Dane law * Still battles between them * After Alfred died, more and more land was captured from the Vikings and in 954AD, Eric Bloodaxe was forced to leave Jorvik – end of Viking rule | Punishment   * If you were found **guilty** at the Thing, you could be fined, declared semi-outlawed or fully outlawed. An outlaw had no possessions, food, help and could be killed by anyone. * Killing someone and telling people about it – **outlawed** * Witchcraft – tied up and thrown in a lake; if you floated you were guilty and were burned at the stake, if you sank (you were innocent) you died and they apologised to the family. * Stealing – fined * Insulting someone – holmgang (a duel) | Right and wrong   * **Disputes** and laws were settled at the Thing where they heard witnesses to rule whether the **accused** was **guilty** or not.   4   * There were usually two types of punishment: outlawing and fines. The most common means of justice were, however, fines; the amount varied, depending on the **severity** of the **offense** and you social standing * Disputes of **innocence** were often solved by **trial**. These trials consisted of different tests for men and women – see witchcraft (Y5) * There was no written law until after the Viking Age. |
| Viking houses   * **Longhouses** - One room where family shared with the animals   4   * Built of wood or stone with **thatched or turf** roof * No bathroom – washed in a bucket or stream * Toilet was a **cesspit** (hole dug outside) * Fire in the centre of the house to cook on and for warmth * Floor of the house was often below ground level to keep out **draughts** * No windows – had some hanging lamps for light- made from stone and had a **wick** to burn oil. * Heather was used for bedding – no privacy | Key questions to think about:   * How do the Vikings compare to previous civilisations?. * Can you change people’s beliefs through force? |
| Clothes   * **Weaving loom** was used to turn sheep wool into cloth * Men wore **tunics** and trousers * Women wore long dresses and aprons * Made from wool **linen** and animal skins |  | How does the Viking justice system compare to the one we have today? |  |

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| Y3 | | Y4 | Y5 | Y6 | |
| **Aztecs (1100-1520)** | | | | | |
| **Big Question**  **settlements** | | **Big Question**  **architecture** | **Big Question**  **Law and justice** | **Big Question**  **Religion and sacrifice** | |
| **• Mexico as context** | | * Mexico as context | * Mexico as context | * Mexico as context | |
| **Who were the Aztecs-**  **14th century – settled in valley of Mexico**  **Left northern Mexico to live as nomads, travelling from place to place.** | * Who were the Aztecs- **why do people move?** Farmers -from north America – crops failed? | | * Who were the Aztecs- * About 1200AD – moved from the north to central Mexico * **why do people move?** Farmers -from north America – crops failed? | | * Who were the Aztecs- * Lived in an area now called Mesoamerica * The Aztec name came from the word Aztlán (“White Land”). This refers to the land that they came from, probably in northern Mexico. * **why do people move?** Farmers -from north America – crops failed? |
| **Why Tenochtitlan?**   * On the island on lake **Texcoco**   1   * Where Mexico City is today. * Aztec legend said to settle on the spot where they saw an eagle on a cactus, eating a snake. | Why **Tenochtitlan**?   * The people were **hunter gatherers** and would settle in **temporary** spots where they were travelling. * They settled in Tenochtitlan because legend says they saw an eagle on a cactus eating a snake. * This is part of the picture on their flag. * The water around the island made it easy to **defend.** | | Why **Tenochtitlan**?   * The **Aztec**s were able to settle there because no one else wanted the land. At first, it wasn't a great place to start a city, but soon the Aztecs built up islands where they could grow crops. * The water also worked as a **natural defence** against attacks from other cities * According to **legend**, their god, Huitzilopochtli, told them to **establish** a city of their own at a site where they would find an eagle eating a snake on the top of a cactus. * The legend relates that the people saw the eagle on a small, swampy island in the middle of the shallow Texcoco lake. | | Why **Tenochtitlan**?   * Aztec legends reveal that the early Aztec were **hunters and gatherers.** * They fought with other tribes in the **Valley of Mexico** and were sometimes forced to serve them. * Finally, they took **refuge** on islands in Lake Texcoco. They founded Tenochtitlán in about 1325. * In the early 14th century, the people were a wandering tribe of nomads looking for a permanent settlement. They survived by hunting and gathering and were often hired to fight for city-states. * According to legend, their god, Huitzilopochtli, told them to **establish** a city of their own at a site where they would find an eagle eating a snake on the top of a cactus.   1   * The legend relates that the people saw the eagle on a small, swampy island in the middle of the shallow Texcoco lake. |
| **Flag**   * The central picture is the ancient Aztec symbol for **Tenochtitlan.** * It recalls the **legend** that inspired the Aztecs to settle on what was originally a lake-island. |
| **Daily Life**   * Life for the typical person living in the Aztec Empire was hard work. * Rich people were able to live luxurious lives, but the common people had to work very hard.   2   * Bathing was an important part of daily life. Steam baths were taken every day. Their clothes were colourfully embroidered and decorated. * The poor were most farmers. Their clothes were simple. * The husband generally worked on a job outside of the home as a farmer, warrior, or craftsman. * The wife worked at home cooking food for the family and weaving cloth for the family's clothes. * Kids attended schools or worked to help out around the house. | **Architecture**   * Tenochtitlán had gleaming white palaces and temples on top of pyramids. * City officials lived in houses made from stone and adobe, or sun-dried clay. * Farmers lived in huts made of woven rods and twigs covered with clay.   1   * The Aztecs built temples to honor their gods. * Pyramid was located at the town centre. * A temple would be on the top of the pyramid * Two staircases faced the setting sun and were often decorated with serpent **statues**. * The **temple** was flat and included a block for **sacrifice** * Statues and painting of gods were included. * Used stones, chisels and blades to build. | | How does the Aztec justice system compare to the Viking **justice** system and one we have today?   * The emperor was **appointed** by the gods.   1   * Aztec government was run by the Cihuacoatl. He had thousands of **officials and civil servants** under him. * There was a council of four – powerful men who were in line to be next emperor. Gave advice to **emperor** * **Priests** were in charge of religious aspects. * There was a system of courts and judges to uphold the code of law * ‘one time forgiveness law’ was available for a person to **confess** to a priest and be forgiven. | | Aztec gods – **polytheist**   * worshipped several gods who represented the forces of nature.   2   * Among the most important Aztec gods were Huitzilopochtli, a sun god and the god of war; Tonatiuh, another god of the sun; and Tlaloc, the god of rain. Quetzalcóatl was the god of learning and a symbol of death and rebirth. * believed that gods needed rest, just like people. There were two gods of war - one for wars fought during the daytime, and one for wars fought at night. That way, one god could sleep while the while the other watched over the Aztec warriors. Aztec warriors were ready to fight at any time because they believed one or the other of their war gods would be by their side. * Some gods were related to each other by blood or through marriage. * They believed their gods would punish them if they did not worship their gods every day. * They were terrified of their gods and what they might do if angered. |
| **Hunting and fishing**   * meat and fish were part of the diet. * Animals were hunted with bows and arrows. * They raised some animals such as ducks and turkeys.   3   * Fish was easy to obtain due to living on the river. * They used nets, **harpoons**, fish hooks and sometimes bows and arrows to catch fish. | Sun god   * Huitzilopochtli was the god of sun and war.   2   * They believed they lived in the **era** of the fifth sun and that the world could end violently any day. * To stop this, they needed to perform human sacrifices. * They needed to feed the gods with human blood, keeping the sun alive**.** | | Punishments   * The Aztecs had strict rules of behaviour. There was only one correct way to behave in every situation.   2   * Situations included what you wore, what you carried, how you walked, what you said, what you ate, how you greeted each other, how you treated your children and other people. There were even rules on facial expression and how you waved your hands. * These laws of behaviour were written down. If you did not behave correctly, you could be killed. | |
| Food and markets   * the main part of the **Aztec diet** was maize. They ground the maize into flour to make tortillas. * Other important **staples** were beans and squash. * Perhaps the most valued food was the cocoa bean used to make chocolate. * They invented a wonderful dish called popcorn! * The Aztecs did not have cows, sheep, or goats. * They grew food on the floating gardens they built on the marshy waters. * Their food was very spicy. They put chili into almost everything. * They sweetened their food with honey. | **Calendar**   * The Aztec had learned from the Maya how to determine the **solar year** accurately. With this knowledge their priests kept an exact solar calendar. An **almanac** gave dates for festivals and listed the various **deities** who held sway over each day and hour * The Aztec Calendar stone was carved in the early 16th century * The sun god is located at the centre. Priests used the calendar to keep track of festivals and dates. * Aztec solar year has 18 months with 20 days each then 5 extra days. * Centuries were 52 years | | Sold into slavery   * There were only two ways you could become a slave. You could be made a slave as punishment for a crime you had **committed**. Your period of **slavery** was over when your punishment was over.   3   * The other way was if your family sold you into slavery to pay family **debts.** You could buy your way out of slavery once you paid off the debt * A slave's daily life was similar to the life of any freeman. Slaves could marry other slaves or a free woman. * Kids of slaves were not slaves. The slave owners had to pay for the slaves children to go to school * You could sell your slave but it was tricky! * Selling your slave meant dragging them to the **plaza**. If the slave tried to escape, the masters son had to race them. If the slave got there first, they were free! | | Sacrifices   * The Aztecs performed **elaborate rituals and ceremonies** to obtain help from the gods.   3   * Human sacrifice, or the killing of people for religious reasons, was important. The Aztecs believed that because life was our most **precious possession**, it was the most acceptable gift for the gods. * They sacrificed thousands of prisoners captured in war. * The Aztecs believed that the sun needed the blood of human sacrifice in order to rise each day. * They performed thousands of human sacrifices. * Some historians think that more than 20,000 people were killed when the Great Temple was first dedicated in 1487 |
| Homes rich vs poor   * Wealthy people lived in homes made of stone or sun-dried brick. * They had a separate bathing room that was similar to a sauna or steam room.   4   * The homes had a coating of white wash to make them sparkle in the sun. * Poor people lived in one or two room huts that had thatched roofs made from palm leaves. * They had gardens near their homes to grow vegetables and flowers. * Inside the house, there were four main areas. One area was where the family would sleep, generally on mats on the floor. Other areas included a cooking area, an eating area, and a place for shrines to the gods. * They **wove** mats for the floor and baskets to hold their belongings. | **Chinampas** – managing the land and marshes   * Aztec engineers created “floating” gardens.   3   * The floating gardens were actually **rafts.** The rafts were anchored to the bottom of the lake, or to a strong tree in the marsh. * They piled **vegetation** and reeds on top of the raft to help provide good soil and drainage. On top of this, they piled dirt. They planted seeds in the dirt. * The gardens were used to grow chili peppers, corn, tomatoes, beans, and squash. * engineers built mud and stone walls around each floating garden to act as walkways between the gardens to make harvesting easier. * The floating gardens solved some of their problem, but as their population grew, they needed more land. Their engineers solved this by designing dikes to hold back water. They filled in the marshlands and swamps just as they had the rafts, the floating gardens. | | The end of the Aztecs – **Hernan Cortes, Spanish invasion**   * Smallpox/illness -The Aztecs were severely weakened by **diseases** that the Spanish brought such as smallpox, influenza, and malaria. Over time, around 80 percent of the people living in the Valley of Mexico died from these diseases.   4   * **Montezuma** sent gifts to Cortes when he arrived in Mexico because he thought he could be a god. * Cortes attacked Tenochtitlan and took Montezuma prisoner. * Montezuma was killed and the Aztecs started to attack the Spanish soldiers. * Cortes escaped and gathered more forces to attack again. * Cortes won. | | Festivals   * Rain festival- celebrated 3 times a year. Sacrificed children. Needed their tears as a sign that rain would come. * New **fire ceremony** – fasting took place, followed by cleansing, stopping work then destroying old possessions. All fires were put out at sunset. A priest would walk to a mountain and sacrifice a person by putting a fire on their chest. This fire would then be used to light the fires on homes. * Quecholi festival – men would dress as the god and set fires. A man and woman would be sacrificed in the temple of Mixcoatl |
| Aztec schools   * All children even slaves and girls were required by law to attend school.   5   * When they were young, children were taught by their parents, but when they reached their teens they attended school. * Boys and girls went to separate schools. Girls learned about religion including **ritual** songs and dancing. They also learned how to cook and make clothing. * Boys usually learned how to farm or learned a craft such as pottery or leather-work. They also learned about religion and how to fight as warriors. * Aztec children were instructed early in life about manners and correct behavior. It was important to the Aztecs that children did not complain, did not make fun of the old or sick, and did not interrupt. Punishment for breaking the rules was **severe.** | The end of the Aztecs – Hernan Cortes, Spanish invasion   * Montezuma thought Hernan was god in human form   4   * Went to gather an army - Cubans * Montezuma was **betrayed** and killed and Hernan took over. * The Aztecs fought and pushed Cortes out. * Cortes came back with more forces | |  | | Importance of priests   * priests were especially important in the Aztec culture. * The priests told the people how to behave so they would not anger their gods.   4   * Some priests **conducted** the many sacrifices needed to feed the hungry gods, to keep their gods happy. |
| Games   * The Aztecs enjoyed playing games. * One of the most popular games was a board game called Patolli. Players would move their pieces around a board by rolling dice. * Another popular game was Ullamalitzli. This was a ball game played with a rubber ball on a court. Players had to pass the ball around using their hips, shoulders, heads, and knees. Some historians believe the game was used in preparation for war. |  | |  | | Afterlife – link beliefs and rituals to Egypt.   * After they died, the Aztecs believed they would be **assigned** a job to do that helped their gods. The job depended on how you died.   5   * Warriors who died in battle were believed to turn into butterflies and hummingbirds. * People who died of natural causes had to serve the gloomy Lord of the Dead. The Aztecs believed it took about 4 years of dangerous travel, first by boat and then sinking down under the earth, further and further, to finally reach the Land of the Lord of the Dead. Once they arrived at their **destination**, these poor people lived their afterlife in darkness. * Women who died in childbirth helped the sun god push the sun each day from its position overhead to a place where it disappeared for the night, so the sun could rest. * People who died from lightning, drowning, and some diseases were believed to have been chosen to serve the rain and storm god. People lived their afterlife surrounded by flowers. |
| The end of the Aztecs – Hernan Cortes, Spanish invasion  • Montezuma thought Hernan was god in human form  • **Betrayed** and Hernan took over. |  | |  | | The end of the Aztecs – **Hernan Cortes**, Spanish invasion   * Several bad omens were seen during **Montezuma II** reign -indicated something bad was going to happen. * Hernan Cortes arrived in 1519. * Montezuma sent gifts of gold and chocolate to welcome him- he did not trust him but also thought he could be the god Quetzalcoatl as he had arrived on his birthday. * Cortes marched inland towards Tenochtitlan. He **conquered** cities and made **alliances** on his way. * Cortes arrived at Tenochtitlan and was given gifts. * A fight broke out and Montezuma was taken **captive.** * Montezuma was killed and the Spanish soldiers tried to flee the city. The Aztecs attacked them and killed 2/3 of the soldiers. Montezuma was possibly killed by his own people because of a **revolt** due to wanting to make **peace** with the Spanish. * Cortes escaped and gathered a large **force** to **siege** the city. After 3 months he took control. * Conversion to Christianity by Hernan Cortes |