

<p>Theme read:</p> <p>Viking Boy – Tony Bradman</p> <p>The Saga of Erik the Viking by Terry Jones &amp; Michael Foreman</p> <p>The Dragon's Hoard: Stories from the Viking Sagas by Lari Don &amp; Cate James</p> <p>100 Facts: Vikings by Fiona MacDonald &amp; Rupert Matthews</p> <p>DK Eyewitness: Viking</p> <p>Extracts from The Anglo-Saxon Chronicle</p>	<p>Year 4 (Summer): Enquiry Question</p> <h2 style="text-align: center;">The Vikings: Raiders or Traders?</h2> <p><b>Key driver:</b> Confidence</p> <p><b>Key skills:</b> I can talk about the <b>significance</b> of historical events. I can discern how and why <b>contrasting arguments and interpretations</b> of the past have been constructed.</p> <p><b>Year Enquiry:</b> When did we become British?</p> <p><b>Topics:</b> The Vikings</p>	<p>Resources</p> <ul style="list-style-type: none"> <li>• Viking Longship by Mick Manning &amp; Brita Granstrom</li> <li>• Vikings in 30 Seconds by Philip Steele</li> <li>• Who Were the Vikings? By Jane Chisholm, Struan Reid &amp; David Cuzik</li> <li>• information about Viking longboats, <i>eg photographs, line drawings, artists' reconstructions</i></li> <li>• accounts of Viking raids from Anglo-Saxon chronicles</li> <li>• pictures and photographs of Anglo-Saxon monasteries and their treasures</li> <li>• information on Viking sites, including pictures of artefacts</li> <li>• <a href="https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx">https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx</a></li> <li>• <a href="http://www.bbc.co.uk/learningzone/clips/vikings-as-traders/139.html">http://www.bbc.co.uk/learningzone/clips/vikings-as-traders/139.html</a></li> <li>• <a href="#">Secrets of the Viking Warriors</a> -YouTube clip <a href="#">Viking ships</a> from bbc.co.uk <a href="#">Ride of the Valkyries</a> -YouTube clip</li> </ul>
<p>Key Vocabulary:</p> <p>longship, settlement, Valhalla, Hellheim, Odin, Thor, Freyr, Valhalla, Athelstan, King Alfred, Jorvik, prow, rigging, Norseman, warrior, monastery, settlement, Danelaw, saga, invade, settle, emigration, immigration, refugee, conquest.</p> <p>Norse words: barrow (small hill), crag (rocky cliff) dale (valley), fell (mountain), holm (island), how (hill), thorpe (village), thwaite (clearing)</p>		<p>Pupil Pledge</p>

<p>Imagine we are in a peaceful English coastal village. We see ships approaching in the distance? Who are they? What do we do to prepare? Who were the Vikings? Can we say anything more about them than their aggression? WALT: I can explain who the Vikings were and why they raided Britain. Outcome: Chdn to design info posters warning of Viking attack with headings, sub-headings, pictures, labels..</p>	<p>Looking at different sources from different times/perspectives in history (Anglo-Saxon chronicle, 17<sup>th</sup> and 19<sup>th</sup> century sources). All of these paint different pictures of the Vikings – which one is closest to the truth? Why do you think that? WALT: I can explain where the Vikings came from and where they settled. Outcome: Know where the Vikings came from. Begin to understand why they came to Britain and the main places they settled. Begin to recognise and identify the reasons for the Vikings settling where they did; rural Britain and Scotland, monasteries on the coast.</p>	<p>What in the design and build of longships made them so successful? What other weaponry and armour did the Vikings use? WALT: I can find out what Viking warriors used to invade. Outcome: Chdn to discover key features of and design a fact file on Viking longships. Design a Viking shield. Research Viking warrior's names and choose their own.</p>	<p>How do we know the Vikings settled in Britain rather than just raid? Looking at other evidence – archaeological. How might this give us a better/worse, more objective picture of the Vikings? Look at Viking villages, farming methods, WALT: I can identify and explain key aspects of Viking life. Outcome: Chdn to write diary entry of a day in the life of a Viking child in a village. Discover the beliefs of Vikings. Look at DK Eyewitness book – <i>Viking</i> p.30-31 Women and Children, p.42-43 In the workshop</p>	<p>Children complete a quiz booklet – How to be a Viking - to show their understanding of the content so far.</p>
<p>Lesson 6 Vikings as craftsmen and traders. Look at archaeological evidence of Viking proficiency in making objects. How might these have been used i.e. purely for war/conquest, or for trading? WALT: I can use evidence to describe how Vikings used skills beyond warfare. Outcome: Chdn paste in pictures of, or draw, found artefacts and write what they were for to create their own fact file.</p>	<p>Lesson 7 Viking beliefs. What were the Viking myths, legends, belief system? Why was this so important to them? WALT: I can explain stories the Vikings told about creation, gods and goddesses, the Nine Worlds and Tree of Life. Outcome: To understand mythology an important part of Viking life by retelling Norse Nine Worlds myth as a storyboard.</p>	<p>Lesson 8 What was Alfred the Great's legacy? Look at Ethelred II and talk about Danegeld and why it was introduced. Defeating Danish invasions. Setting up court school and education in English. Legal code. Myth that he founded University College in Oxford. WALT: I can explain how the last Anglo-Saxon kings shaped Britain. Outcome: Chdn can describe how England was unified before the Norman Conquest.</p>	<p>Lesson 9 What was the legacy of the Vikings in Britain? WALT: I can explain the lasting impact of the Viking invasions on Britain. Outcome: Chdn can explain how the legal system worked in Viking Britain. What else remained that lasted? How have things such as beliefs in Norse gods continued to have an effect on the culture/language of Britain?</p>	<p>Celebration</p>

<p>Look at <i>100 Viking Facts</i> book- p. 22-23 Women and Children, p. 28-29 Skilled craftworkers</p>			<ul style="list-style-type: none"> <li>• DK Eyewitness book – <i>Viking</i> p62-63 The coming of Christianity</li> <li>• <i>100 Viking Facts</i> book – p44-47 The End of the Vikings and Viking survival</li> </ul>	
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<p><b>Content:</b> What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study.</li> <li>• Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</li> <li>• Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<p><b>Coherence:</b> How does this link to previous learning?</p> <ul style="list-style-type: none"> <li>• Interlinks with and follows on chronologically from previous topic on Anglo-Saxons</li> <li>• Forms part of the wider question of how we became British.</li> <li>• Continues focus on archaeology as a way of finding out about the past.</li> </ul>	<p><b>Creativity:</b> How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> <li>• Recreating artefacts/art/food of the Vikings.</li> <li>• Chdn to design info posters warning of Viking attack</li> <li>• Retelling the Norse Nine Worlds myth as a storyboard.</li> </ul>	<p><b>mpassion:</b> What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> <li>• Even if Vikings started as invaders, they became part of our fabric as a nation. How do immigrants become part of a nation e.g. USA a nation of immigrants, all happened more recently.</li> <li>• Series of attacks retaliations between Saxons and Danes over hundreds of years - counter-productive. How can we resolve conflict when things have gone so far?</li> </ul>	<p><b>Community:</b> What links are there to local resources?</p> <ul style="list-style-type: none"> <li>• St Brice’s Day massacre in Oxford in 1002 of Danes (settlers) by Ethelred. Sweyn’s Danes then razed Oxford to the ground in 1009. His son, Canute, confirmed King of England by witan in Oxford in 1018.</li> <li>• <a href="https://www.oxford.gov.uk/downloads/file/1623/saxon_and_viking_oxford_410_-_1066">https://www.oxford.gov.uk/downloads/file/1623/saxon_and_viking_oxford_410_-_1066</a></li> </ul>
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