

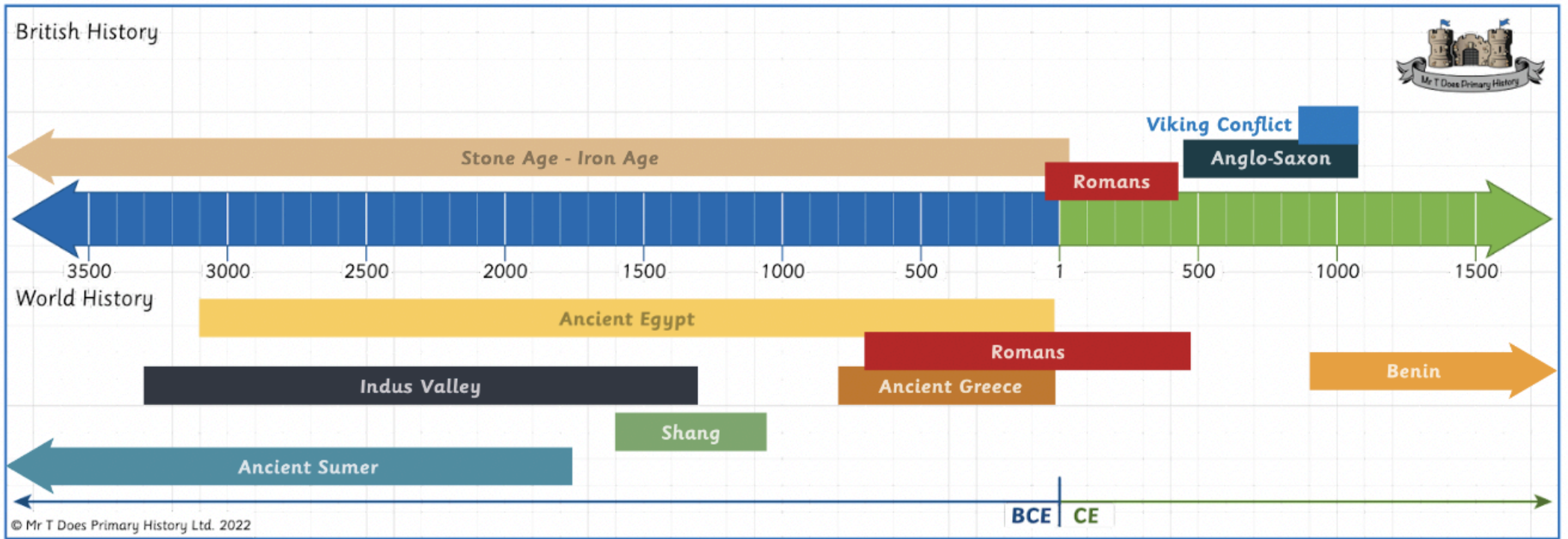


Context				
Unit	Vikings			
Assessment	'The Vikings were not just bloodthirsty warriors.' What evidence do we have to support this view?			
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>The national curriculum states that pupils should be taught about “the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.” This unit follows on directly from Y4, Spring 1, Anglo Saxons and is followed chronologically by Y5, Spring 1, Medieval Monarchs. The substantive concepts (big ideas) covered in the unit are power, conflict and society. Children will learn that due to the abundant arable land in Britain, Vikings in Scandinavia set sail exploring and began to plunder England, most famously at the holy island of Lindisfarne in 793. This led to much conflict between the Saxons and the Vikings: pupils will learn how the Norse invasions stepped up throughout the 9th century, and how a ‘great heathen army’ of 3000 Vikings arrived in 865. Most Saxon kings simply paid money (or Danegeld)to the Vikings to leave, but pupils will learn how Alfred won a famous battle against the Viking Guthrum. Alfred then gave the east of England, which became known as the Danelaw, in a peace treaty designed to stop the constant flash attacks. (Children will explore another Peace Treaty, The Treaty of Versailles, in year 6 when studying the First World War) The concept of society is further explored through an opportunity to examine the role that religion played during this period. Although the Anglo-Saxons were originally pagans, most people in Britain had become Christians. The Vikings remained Pagans, but pupils will learn how some converted to Christianity, especially after losing battles or when trading with Christian cities. Pupils will also learn about many of the major Norse gods, some of whom they may be familiar with thanks to superhero movies. The final lesson in the unit gives pupils a chance to rehearse and draw together all of their knowledge by responding to the statement, “The Vikings were not just bloodthirsty warriors.” And asking pupils ‘What evidence do we have to support this view?’ Here, pupils will be introduced to the idea that portrayals of history in popular culture are not always accurate, and will be encouraged to instead ground their analysis of the Vikings on evidence.</p>			
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Show understanding of chronology within periods of time studied such as early events and what led to the end of a time period. Source Analysis: Use sources to make reasoned inferences and explain findings about the past. Cause & Consequence: Understand how one event can impact on following events within a period of time. Similarity & Difference: Comparison of the Greek and Norse Gods, how did religious beliefs change? Significance: A person or event can be significant for good or bad reasons. It is someone that did something important that changed people’s lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future. Making Connections: Describe characteristics of past periods and societies drawing on prior learning to reach conclusions. Questioning: Research to explore significant events/people of the past.</p>			
Vocabulary <i>To be displayed on the working wall</i>	Convert Danelaw	Enslave Monastery	Peace Treaty Plunder	Vikings Christianity

	Danegeld	Pagan	Raid
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Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Why did the Vikings raid and invade Britain?	To explain why the Vikings raided and invaded Britain and compare this to the motives of the Anglo Saxons. To explore the Viking invasion of Britain.	Chronology Making Connections Similarity & Difference			Y4 History: Roman Britain / Anglo-Saxons
2	Why did Alfred sign a treaty with Guthrum?	To explain why Alfred signed a treaty with Guthrum To explore Alfred and the treaty with Guthrum	Significance			
3	Was Alfred right to make a deal with the Vikings?	To evaluate how 'Great' Alfred was To explore how 'Great' Alfred was	Source Analysis			
4	Who were the Norse gods?	I can compare and contrast gods from Greek and Norse mythology I can explore the Norse Gods	Making Connections Similarity & Difference			Greek (Y3) and Roman (Y4) Gods
5	What were the similarities and differences between Norse and Anglo-Saxon beliefs?	To explain how religious beliefs changed in Britain from the Roman times to 700CE To explore Norse and Anglo-Saxon religion	Making Connections Similarity & Difference	Religious diversity, understanding and tolerance of others		Y4 History: Roman Britain / Anglo-Saxons
6	'The Vikings were not just bloodthirsty warriors.' What evidence do we have to support this view?					



P Timelines for books BCE CE for ancient civs Master.pptx(Slide 3) Print on A3 for Books,

Lesson 1

Enquiry Question	Why did the Vikings raid and invade Britain?									
Learning Intention	To explore the Viking invasion of Britain.									
SOLO SC: Uni- Structural	I can identify where Vikings came from									
SOLO SC: Multi- Structural	I can list the reasons why Vikings came to Britain									
SOLO SC: Relational	I can justify the most important reason for the Viking invasion.									
SOLO SC: Extended Abstract	I can compare and contrast the reasons for the Viking and Anglo-Saxon invasions.									
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is to be able to compare and contrast the Anglo Saxons' and Vikings' motives to invade. Children should recognise invasion and plundering as a conflict. - Introduce the knowledge organiser and key concepts for this unit. How does this unit fit in with our history journey so far? - Look at the time line, refresh knowledge of the Romans and the Anglo-Saxons and remind children of the chronology which has led to this period of time. You may wish to explore the duration of different time periods to support children's understanding. This is a good opportunity to revise the British and World timelines (Y3: Stone Age, Ancient Civilisations, Ancient Greece - Y4: Romans in Britain, Anglo-Saxons) - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - What connections can the children make with this content? Encourage discussion. - Task: Children to complete a Venn diagram detailing similarities and differences between the Anglo-Saxons and Vikings motivation to invade - Children to write an explanation explaining why the Vikings invaded Britain comparing this to the Anglo Saxons. 									
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Vikings</td> <td style="width: 33%;">Raid</td> <td style="width: 33%;">Invade</td> </tr> <tr> <td>Scandinavia</td> <td>Plunder</td> <td>Monastery</td> </tr> <tr> <td>Longships</td> <td>Enslave</td> <td></td> </tr> </table>	Vikings	Raid	Invade	Scandinavia	Plunder	Monastery	Longships	Enslave	
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Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Venn Diagram (Page 2)									

Lesson 2

Enquiry Question	Why did Alfred sign a treaty with Guthrum? (Pupil Booklet Lesson 3)		
Learning Intention	To explore Alfred and the treaty with Guthrum		
SOLO SC: Uni- Structural	I know who Alfred and Guthrum were		
SOLO SC: Multi- Structural	I can identify what was in the treaty between Alfred and Guthrum		
SOLO SC: Relational	I can explain why Alfred signed a treaty with Guthrum		
SOLO SC: Extended Abstract	I can reflect on the importance of this treaty		
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is for pupils to understand the circumstances and outcomes of the conflicts between Vikings and Saxons. - Children complete the retrieval quiz (p.8 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Before the lesson, the class teacher needs to become familiar with the events which occurred between Alfred, Guthrum and The Great Heathen Army (Lesson 3 of Pupil Booklet) Tell the story to the children, bringing it alive through drama where possible. Reinforce the most important elements of the story as it is being told, jotting down key information on flipchart paper to refer back to later. - As a class, summarise the story into 5 or 6 main parts. - Children to create a storyboard (Page 2) of the events between Alfred and Guthrum. Each part of the story board should link to the main parts identified as a class. <p>Note: There is a whole Horrible Histories Episode on Alfred the Great (S6E2)</p>		
Key Vocabulary for the lesson	Danegeld The Great Heathen Army Peace Treaty	Danelaw Baptism	
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Storyboard (Page 2)	All about Alfred the Great (For teacher subject knowledge)

Lesson 3

Enquiry Question	Was Alfred right to make a deal with the Vikings?		
Learning Intention	To explore how 'Great' Alfred was		
SOLO SC: Uni- Structural	I can identify one reason why Alfred was considered 'Great' <i>I know Alfred was</i>		
SOLO SC: Multi- Structural	I can list reasons for and against Alfred's 'Greatness' <i>I can list some reasons for his 'Greatness'</i>		
SOLO SC: Relational	I can evaluate how 'Great' Alfred was <i>I can infer how great Alfred was from a range of sources</i>		
SOLO SC: Extended Abstract	I can consider Alfred the Great's legacy and the impact it has on the modern day <i>I can consider Alfred the Great's legacy.</i>		
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is for children to understand what made Alfred a powerful leader. - Children complete the retrieval quiz (p.19 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Use Powerpoint to infer what sort of person Alfred was, analysing sources. - Print a copy of slide 13 for pupils to work on in books. - BBC Bitesize video about 'How Great Alfred is' - Children to write a response evaluating how 'Great' Alfred was using the sentence stems in the powerpoint summarising their opinion. <p>Note: There is a whole Horrible Histories Episode on Alfred the Great (S6E2)</p>		
Key Vocabulary for the lesson	King Alfred the Great The Witan	The Navy Battle of Edington	Burhs
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Powerpoint	BBC Bitesize video

Lesson 4

Enquiry Question	Who were the Norse gods? (Lesson 2 of pupil booklet)									
Learning Intention	I can explore the Norse Gods									
SOLO SC: Uni- Structural	I can describe a Norse god <i>I can describe a Norse god</i>									
SOLO SC: Multi- Structural	I can describe a god from Greek and Norse mythology <i>I can name different Norse gods</i>									
SOLO SC: Relational	I can compare and contrast gods from Greek and Norse mythology <i>I can explain the characteristics of the Norse gods</i>									
SOLO SC: Extended Abstract	I can evaluate which god was more powerful and why <i>I can justify which god I think is the most powerful</i>									
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is for children to understand what society believed during this time period. - Children complete the retrieval quiz (p.23 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Revisit information from Y3, Summer 1, Ancient Greece, pupil booklet p.10-12 and what we already know about the Greek gods. - Introduce the children to the Norse Gods (they may already know some of them from movies) - What was the same and what was different about the Norse and Greek Gods? - Some children may require a scaffold e.g. Venn diagram to help organise their thoughts before answering. - Children could work in small groups before presenting ideas back to the class. 									
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Lesson 5

Enquiry Question	What were the similarities and differences between Norse and Anglo-Saxon beliefs?						
Learning Intention	To explore Norse and Anglo-Saxon religion						
SOLO SC: Uni- Structural	I can define the term 'paganism' I know one Norse god and one Anglo-Saxon god						
SOLO SC: Multi- Structural	I can identify similarities and differences between Norse and Anglo-Saxon beliefs I can differentiate between the Norse and Anglo-Saxon gods						
SOLO SC: Relational	I can explain how religious beliefs changed in Britain from the Roman times to 700CE I can explain why the Norse people adopted Christianity						
SOLO SC: Extended Abstract	I can reflect on the impact of the Vikings and Anglo-Saxons on the modern day I can evaluate the similarities and differences between the beliefs of the Norse and Anglo-Saxons						
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is for children to understand how and why beliefs changed in Britain from Roman times to 700 CE (society) - Children complete the retrieval quiz (p.13 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - Provide children with a blank timeline (as seen in the booklet) for children to annotate. Depending on their level of understanding, children will include different levels of details. - How do historians know about Viking attitudes towards Christianity?(Information for teachers here and here.) - As a class, on flipchart paper, share write a response to the question "How did religious beliefs change from the Roman times to 700 CE?" - What connections can you make about religion in Viking times and the modern day? - If time allows, children to write their own response in books using the class write as a model. - Display shared write on working wall. 						
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	Christianity	Religion
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Teacher Subject Knowledge 1 Teacher Subject Knowledge 2

Lesson 6

Assessment Think! Question	'The Vikings were not just bloodthirsty warriors.' What evidence do we have to support this view?			
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)			
Key Vocabulary for the lesson	Convert Danelaw Danegeld	Monastery Pagan Christianity	Peace Treaty Plunder Raid	Vikings Longships Odin
Resources	Vikings Think! Question	Knowledge Quiz Knowledge Quiz (ANSWERS)		