

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Vikings	4	Spring 1	12+ Hours
End of unit objectives.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. 			
End of Unit Objectives	<ul style="list-style-type: none"> • I can recall the events that happened in 793. • I can understand and explain the reasonings of the Viking Invasion. • I can explain where Vikings came from and how they settled. • I can describe the culture of Vikings. • I can describe and explain the features of a Viking Longship. 			

- I can recall and explain important events that happened during the Vikings' period.
- I can articulate the impact and significance of Vikings in this era.
- I can compare Anglo-Saxons and Vikings.
- I can evaluate evidence by using different sources of information.

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hour	<p>What happened in 793?</p> <p>Key Vocabulary: Anglo-Saxon, Britain, Evidence, AD, Attack</p>	<p>To ensure the effectiveness of the learning in this first Question, it is essential not to mention the Vikings or to give any intimation of what the pupils are going to be learning about. Let them come to this series of tasks without any background knowledge.</p> <p>Start with going over some vocabulary as stated in the teachers Collins notes. Explain that in a moment you are going to give them two descriptions and a picture of an event that occurred in 793 during the Anglo-Saxon period in Britain. Ask the pupils to reflect on</p>	<p>Collins teacher notes</p> <p>Resources 1, 1a, 1b</p>

			<p>what kind of event the two descriptions and picture are going to be evidence of – perhaps a terrible disaster, such as a fire, flood or plague? Divide children into pairs and share resource 1 with them. Read 1a and 1 b going through and underlining the vocabulary they went over at the start of the lesson.</p> <p>Look at and observe the pictures in details, What historical event do the pupils think is happening here? It's clearly an attack, but by whom, against whom and where?</p> <p>This discussion and looking may take some time. When you have completed this children will need to record this in their books, having copies of the pictures and annotating them with words/phrases and sentences.</p>	
Lesson 2		Where did the Vikings come from?	Use Collins teacher notes to understand why the Vikings came to England. Where they	Maps from Collins/ Twinkl/Hamilton Lesson 3.

Key
Vocabulary:

Viking,
Settlers,
Sweden,
Denmark,
Invasion

came from, where they settled and why.

Activity: Share the map from Collins which is also on twinkl. Children create a map but colour code the 'viking' from Norway and where they settled in England, the same with Sweden and Denmark giving each a different colour. Ensuring children label the map independently with the correct countries.

Encourage children to write a short account linked to their understanding.



Map of Viking Homelands and Settlements

Key



Lesson 3		<p>What is Viking culture?</p> <p>Key Vocabulary:</p> <p>Norse, Viking, Beliefs, Weapons, Culture</p>	<p>Explain to the children that there never was a single 'Viking' culture, but rather an unattached grouping of tribes who shared a way of life, religious beliefs and an ancient Germanic language known as Old Norse. It was not until many hundreds of years later those historians in medieval times, and particularly in Victorian times, began to use the terms Viking and the Viking invasion.</p> <p>The word víking in the Old Norse language in fact refers to a man or woman who left his or her homeland for adventure and profit abroad and returned home with their newly won fortune and fame. The word existed in both a noun form, víkingr (the person travelling for adventure), and a verb form, víking (to travel or participate in one of these adventures). The traditional season for a víkingr 'to go on a víking' was between May and September each year, with</p>	<p>Introduction to the Vikings LKS2 - Y3 & Y4 History Hamilton Trust (hamilton-trust.org.uk) - Unit resources</p> <p>https://www.youtube.com/watch?v=zbdVW3tjvRU</p>
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			<p>víkingrs returning home for winter.</p> <p>Discuss the remaining information from the Viking notes, linked to beliefs, battle, weaponry and behaviours in the Hamilton Unit Resources. Ask for a volunteer to be a Viking and Hot Seat asking questions about Viking culture.</p> <p>Task: Complete post it notes throughout the power point presentation encourage children to write down one fact from each area of discussion. Share ideas, group under headings and complete the Viking fact sheet after group information has been gathered and shared.</p>	
Lesson 4	1 hour	<p>What events happened in the Viking era?</p> <p>Key Vocabulary:</p>	<p>Whole class: Ask chn What made the Vikings so successful? Take suggestions and encourage discussion. Tell chn that Viking success was, largely, down to two things: their skill at building ships and their fearsome warrior culture.</p>	<p>Collins teacher notes. Collins teacher notes</p> <p>Resources 1, 1a, 1b, 2, 3 and 4</p> <p>Newspaper clipping and articles as inspiration.</p>

		<p>Warrior, Culture, Crafting, Armour, Tactics, Sources</p>	<p>Show chn the video Secrets of the Viking Warriors - Raiders by Design 1/2 - Part 1 - YouTube.</p> <p>Take answers and discuss.</p> <p>Read the information on Hamilton Lesson 3 Resoures. Introduction to the Vikings LKS2 - Y3 & Y4 History Hamilton Trust (hamilton-trust.org.uk)</p> <p>Viking weapons, armour and fighting tactics. Ask chn How did their weapons, armour and tactics in battle make the Vikings successful? Take answers and discuss. Read the information on Viking beliefs and culture. Ask chn How did Viking beliefs and culture make them successful? Take answers and discuss.</p> <p>Read chn the written accounts of the Viking attack on Lindisfarne in 793. Help chn understand some of the vocabulary. Ask chn to imagine the event as one of the monks. Discuss the experience. Encourage chn to describe the scene using their senses.</p>	<p>How did the Vikings fight? - BBC Bitesize</p>
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			<p>The three sources of historical evidence in Resource 1 refer to the first documented raid by Men of the North in Britain and took place on the Holy Island of Lindisfarne off the coast of the Anglo-Saxon Kingdom of Northumbria (Resource 3). The Vikings targeted the Anglo-Saxon priory of St Cuthbert because of the riches it contained, particularly gold and silver ornaments such as crosses, candlestick holders and chalices. Most of the small group of monks were either murdered or taken away as slaves. The attack sent shockwaves across the kingdoms of Anglo-Saxon Britain.</p> <p>In groups, chn make notes to describe the event, listing sights, sounds, smells, emotions, etc. Play Wagner's Ride of the Valkyries Wagner - RIDE OF THE VALKYRIES - Furtwangler - YouTube to create atmosphere during this task. Then chn share their</p>	
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			<p>ideas with the other groups. Ask chn How would the survivors and the neighbouring communities feel after the raid? Take suggestions and encourage discussion.</p> <p>Task: Children’s main task this lesson to produce a newspaper article on the raid on Lindisfarne. The Lindisfarne attack would have made front-page news in both cities.</p> <p>Using the conventions of journalistic reporting or media recount writing (Resource 4), and examples of modern-day tabloid newspapers that are available for them to look at, pupils can produce the front page of their newspaper for 9 June 793. As well as ensuring that they follow the correct conventions of the genre – major headline, subheading, emotive image, an initial paragraph that provides a simple overview of the whole story, chronological reporting of events in more detail using topic sentences at the</p>	
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			<p>beginning of paragraphs, and a final paragraph summarising the story – their reports must also be historically accurate.</p> <p>The story therefore needs to include what is known of the invaders, the apparent purpose of their attack and the consequences for the community of Holy Island. It can include quotes from survivors and interviews with ‘experts’, as well as speculation as to what might happen next. Pupils need to bear in mind as they draft their front-page reports that people will be very frightened by this event so close to home, and very worried about whether the Men of the North will return. They will also demand what the King is going to do to prevent it happening again!</p>	
Lesson 5	1 hour	What are the features of a longship?	<p>Show the children the long ship boats of the Vikings.</p> <p>Children in groups have a picture of long ships in the middle of a large piece of paper so there is room around</p>	<p>Collins teacher notes</p> <p>Resources 5-8</p>

		<p>Key Vocabulary:</p> <p>Oars, Hull, Sail, Mast, Prow, Longship, Transport</p>	<p>it to add labels and annotations.</p> <p>Go over vocabulary and explanations in resource 7.</p> <p>Children then add these features using labels around the boat attaching them to the correct part of the ship.</p> <p>Finally, the pupils can write a paragraph of explanatory writing using the information in Resource 8 entitled ‘Why was the longship a perfect vessel for the Vikings?’ In doing so, they should be encouraged to use a range of appropriate connectives to link the seven reasons outlined in Resource 8 into a piece of continuous text – for example, in addition, also, furthermore, moreover, as well as this.</p>	
Lesson 6	1 hour	<p>How is a Viking longship designed?</p>	<p>Explain that today we will start the process of designing and building our own Viking longship. Ask chn to identify the important factors they have discovered that made the</p>	<p>Hamilton Viking raiders resources.</p> <p>How did the Vikings construct the longships? Hamilton Trust (hamilton-trust.org.uk)</p>

		<p>Key Vocabulary:</p> <p>Oars, Hull, Sail, Mast, Prow, Longship, Transport</p>	<p>Viking longship a successful design i.e. shallow hull, wood construction, mast and sail, steering oar, oars for manpower. Look through the PowerPoint if needed. Watch the YouTube video to discover the construction of the longship. Watch a second time allowing the children to make notes of the sequence of the construction. Use talk partners to feedback.</p> <p>Write the sequence on the board as a set of instructions. Key Question: Is this method still used for boat building today?</p> <p>(Yes, although there may have been adaptations to materials and design). Why did the Vikings carve dragons for the prow/figurehead of their boats? (Mythology tells us they believed the dragon was a symbol of greed and destruction, so therefore a good symbol for Viking raiders to use).</p>	
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			<p>Introduce designing part of the lesson.</p> <p>Option 1: Use the knowledge from the first part of the lesson to think about how we might go about planning and designing our own boat. Make suggestions of using a template or thin pieces of balsa wood or card strips. Demonstrate how you would join strips of balsa wood/card with glue, not nails as the Vikings would have done.</p> <p>Option 2: Print the pdf instructions to build a Viking longship. Use the template resource for card or one larger piece of balsa wood (page 3 of the pdf).</p> <p>Before beginning the planning task, watch the second YouTube Video to provide an overview of Viking longships.</p>	
Lesson 7	2 Hours	How is a Viking	<p>Explain that today we will start the process of building our own Viking longship based on</p>	<p>Hamilton Viking raiders resources.</p> <p>Viking Raiders LKS2 - Y3 & Y4 History Hamilton Trust (hamilton-trust.org.uk)</p>

		<p>longship built?.</p> <p>Key Vocabulary:</p> <p>Oars, Hull, Sail, Mast, Prow, Longship, Transport</p>	<p>our planning (look at slide 12 PPTresource). Give each child a copy of the image of the longship found in Oseberg, Norway (weblink also available to display on a screen). This was excavated in 1906. Discuss key vocabulary – archaeologist and excavation. Ask about the role of the archaeologist in this excavation. It was a major find as it was one of the best preserved ships ever discovered. It was also the biggest longship that had been found to date, 119 feet long, with room for at least 72 oars and a crew of 100.</p> <p>Ensure the children relate this discovery to what we know today about Viking ships. Revisit the planning sheets with the children and allow time for checking their ideas and adjust if needed. In talking partners, show each other their designs and find one key component you particularly like to tell the rest of the class about.</p>	
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			<p>Allow time for feedback.</p> <p>Generate success criteria for a good final design. This will help the children to evaluate each other's longships at the end of the session. (A good longship model will be strong, stable, tidy, true to the original design, attractive, etc.). If appropriate, show the timelapse video of children making a replica model of a Viking longship before the children begin making their models.</p> <p>Begin making task.</p>	
Lesson 8	1 hour	<p>Why did most Viking Norsemen travel to Britain.</p> <p>Key Vocabulary:</p> <p>Raid, Invasion, Settlement,</p>	<p>Explain to the pupils that raids by Viking ships around the coast of Britain continued for about 70 years. Christian churches and monasteries were always popular targets, because they were undefended and often had objects made of gold, silver and precious stones. The monks were not even armed. The Viking raids were quick and violent. They liked to make surprise attacks</p>	

		<p>Monasteries, Valuables</p>	<p>on their victims and then sail away again before the alarm could be raised.</p> <p>However, from about 865 things began to change. Rather than small groups of Vikings raiding and sailing away again with stolen valuables, much larger groups of ordinary Norsemen brought their families to Britain in search of two much more valuable treasures than gold or silver. Can the pupils think what these two treasures might have been? To generate discussion, ask the pupils to compare the four sources of evidence in Resource 9 (Hamar in Norway) with those in Resource 10 (Lincoln in England). Hamar is a settlement in Norway from where many ordinary Norsemen travelled to Britain after about 865, and its location is shown on the map. There are two images also – one showing the landscape and the other conditions in winter. Lincoln is situated in eastern</p>	
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			<p>England in what would have then been the Kingdom of Northumbria at the time of the Anglo-Saxons. Again, there are two images – one showing the landscape of Lincolnshire and the other a typical winter’s day.</p> <p>Divide the pupils into groups of four and encourage them to analyse the evidence. Why would so many Norsemen from Norway have wanted to move with their families to Britain? Most Norsemen were farmers, rather than adventuring Vikings participating in raids on Britain. What was the great attraction for these farmers and their families? How does the climate of Lincolnshire compare with that of Hamar? Lincolnshire is much warmer throughout the year and there are no months when the average temperature falls below freezing. In addition, there are only four months when the average temperature is lower than 6 °C, which</p>	
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			<p>means that there is an eight-month growing season (once the average temperature drops below 6 °C anywhere in the world, vegetation stops growing). Precipitation (moisture that falls from the atmosphere in any form, for example rain, snow, hail, dew, frost) is heavier in Lincolnshire, but it rarely falls as snow because the climate is never that cold in winter. Compare that with Hamar, whose average temperatures are below freezing (0 °C) for six months of the year, and its five-month growing season and severe winters with very heavy snowfall. Most (90 per cent) of Norway is mountainous, so farming is only possible along very narrow and restricted areas of flat land close to the sea. Lincolnshire, on the other hand, is very flat, with no point higher than 76 metres.</p> <p>So, most Viking Norsemen were farmers and the two treasures they wanted most</p>	
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			<p>from Britain were a much warmer and temperate climate than they were used to and plenty of flat and fertile land to occupy and farm. They wanted to steal Britain's land and climate!</p> <p>Children then can write, make a PowerPoint or write a persuasive poster as to why the Viking decide to settle here referring to evidence picture that the children can have stuck in their books. E.g. the Vikings were farmers and as seen in resource 9c the average temperature of Hamar is much lower than Lincolnshire</p>	
Lesson 9	1 hour	How were areas of Britain settled by Viking Norsemen distibuted?	These Viking farmers settled down in tens of thousands across those areas of Britain shown in red on the map in Resource 11. Divide the pupils into pairs and provide each	

		<p>Key Vocabulary: Settlements, Settlers, Norse, Counties</p>	<p>couple with a copy of this map, as well as the map of the modern counties of the United Kingdom in Resource 12. Write down six counties each from England, Scotland, Wales and Northern Ireland in which the Viking Norsemen settled.</p> <p>Children can have a blank map of the UK and map out the settlements of the Vikings. Annotating with the county names they are known by today.</p>	
Lesson 7	1 hour	<p>What are the similarities and differences in Viking and Anglo-Saxon homes?</p> <p>Key Vocabulary: Farmhouse, Longhouse,</p>	<p>Today we are looking at the homes of the Vikings.</p> <p>Just like the Anglo-Saxons, the Viking Norsemen built farmhouses in which to live, as shown in Resource 13. Encourage the pupils to compare this Viking Norseman home with that of a typical Anglo-Saxon family in Resource 14. In what ways were they similar and how were they different? Were there more similarities than differences? If</p>	<p>Collins Teacher notes</p> <p>Collins resources 13 and 14</p>

		<p>Servants, Pen, Norsemen</p>	<p>so, why do the pupils think this might have been? What is the single most important difference (inside, the farmer, his family and servants lived in one big room in the same way as the Anglo-Saxons, but there was also a pen at one end, where the animals were housed in the winter months).</p> <p>Children complete a comparative piece of writing comparing the homes of the Anglo Saxons and the Vikings, Making suggestions for similarities and differences.</p>	
Lesson 10	1 hour	<p>What are the differences between evidence, myth, folklores and a legend?</p> <p>Key Vocabulary:</p> <p>Folklore, Myth, Legend,</p>	<p>Explain to the pupils that one image which is almost always associated (or synonymous) with Viking Norsemen it is that of the horned helmet – see images in Resource 15. These helmets are a myth but it remains to this day.</p> <p>The helmets are still part of many sport logos.</p> <p>Minnesota Vikings at a match against the Pittsburgh Steelers.</p>	

		<p>Evidence, Archaeologists</p>	<p>Tell the pupils that there is absolutely no historical evidence that Viking Norsemen wore helmets with horns. Every helmet discovered in archaeological digs resembled the ones in Resource 17. Discuss with the pupils why a helmet with large horns or wings would not have been very practical in battle. The horns would have provided a way for your enemy to grab and pull off the helmet and expose your head during a fight. The horns would also have become easily entangled in the lower branches of trees or bushes in wooded areas.</p> <p>So who is responsible for this myth of horned helmets? Carl Emil Doepler was a German costume designer, and in 1876 he was asked to create the costumes for an opera play by Wagner called *- , which included Viking Norseman characters. In order to make the Viking characters more easily recognisable to the</p>	
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			<p>audience, he gave each of them a helmet with either wings or horns.</p> <p>Discuss with pupils other figures and events from history that may be mythical or simply a legend. Show the image of the person in Resource 18. One such figure is the legendary Robin Hood.</p> <p>Children write a non chronological report about what historical evidence, referring to resources in the unit which are reliable primary sources of evidence. Then exploring and explain myths and how these come about.</p>	
Lesson 11	1 hour	<p>Who was Alfred the Great?</p> <p>Key Vocabulary:</p> <p>Alfred, Aethelred, Invaders, Raid,</p>	<p>Show the map in Resource 19 and explain that in the 860s and 870s the Anglo-Saxons fought many battles against the Viking invaders from Norway, Sweden and Denmark. By 870, the only kingdom of England that had not been conquered by the Vikings was Wessex. In 871, Alfred</p>	

		<p>Battle, Wessex, Monarch, Sources</p>	<p>(Resource 20) became King of Wessex after the death of his older brother, King Aethelred who was killed in battle. No one ever expected Alfred to become king because he was the youngest of five sons, but all of his four older brothers either died of illness or were killed before reaching 21 years old. As Alfred was growing up, he knew no other life than fighting battles (nine in 871 alone) against the Vikings to defend his homeland of Wessex.</p> <p>Today, Alfred is the only monarch of England to be called 'the Great', but why? What did he achieve in his reign from 871 to 899 that was so special that he is remembered in this way?</p> <p>Children are then given a range of resources and evidence to answer this question.</p> <p>Children have each of the resources from 23 in their books in chart. Write in after discussion what they think the</p>	
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			<p>legacy that Alfred set. Then give the children the explanations from resources 24 and children match these to the correct pictures and see how close their prediction was.</p>	
Lesson 12	1 hour	<p>Why do Historians believe Alfred was “Great”?</p> <p>Key Vocabulary:</p> <p>Alfred, Guthrum, Invaders, Raid, Battle, Wessex, Monarch, Sources</p>	<p>Go over why people thought Alfred was great and how he changed society.</p> <p>Finally, print off a copy of Resource 25, which shows the statue of King Alfred in the town of Wantage (where he was born) and the inscription on the stone below it. Read it through with the pupils and then have them stick the sheet in the centre of a plain piece of A3 paper. Next, the pupils can write a title on the A3 sheet, ‘Why historians believe Alfred was “Great”’. Each pupil then needs to be supported to summarise each of the key achievements of King Alfred in no more than 15 words. They then write each achievement around the edge of the picture of the statue, joining the label to the statue with an arrow.</p>	

			<p>Remind the pupils that there are nine major achievements to include. First, there was his great victory in battle, followed by the carefully negotiated peace with King Guthrum, and then the seven accomplishments shown in the seven images and described on the matching information card.</p> <p>Children can have a copy each of this group work in their book as a final piece of work and/or they could write a summative piece of work such as a character description of Alfred.</p>	
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