

## Unit overview: History Vikings

<b>Unit enquiry question:</b> Vikings – Raiders or traders? How should the Vikings be remembered?	<b>Skills:</b>														
<p style="text-align: center;"><b>How...?</b></p> <table border="1" data-bbox="85 371 562 778"> <tr> <th colspan="2">Question hierarchy:</th></tr> <tr> <td>Do? Is?</td><td>Remembering</td></tr> <tr> <td>Who? What? Where? When?</td><td>Understanding</td></tr> <tr> <td>Why?</td><td>Applying</td></tr> <tr> <td>How?</td><td>Analysing</td></tr> <tr> <td>Should?</td><td>Evaluating</td></tr> <tr> <td>Would?</td><td>Creating</td></tr> </table>	Question hierarchy:		Do? Is?	Remembering	Who? What? Where? When?	Understanding	Why?	Applying	How?	Analysing	Should?	Evaluating	Would?	Creating	<ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they research two versions of an event and say how they differ?</li> <li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>• Can they give more than one reason to support an historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>
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<b>Cross-curricular links:</b>	<b>Key vocabulary:</b>														
English – How to train your dragon book. Computing - researching	<p style="text-align: center;">           Chieftain – The leader of a village or small group of people            Danelaw – The area of England ruled by the Vikings            Freeman – A person who is not a slave and free to choose who he or she worked for            Longship – A Viking ship with a sail and oars, also called a dragon-ship            Monastery – The building where monks live            Pagan – A person who believed in many gods            Runes – The name given to the Viking alphabet            Thatched – A roof covered in straw            Trader – A person who sells goods            Reeve – Royal official         </p>														

	Plunder – Stealing things, taking things by force
<b>Pre-learning temperature check:</b>	<b>Post-unit assessment:</b>
. Photo showing completed diagram of everything pupils know or want to find out about the Vikings.	Balanced argument. Paragraphed piece of writing identifying trader and raider elements with a final paragraph explain which they believe the Vikings are and why.

#### Lesson by lesson overview

Skill focus and enquiry question	Teaching strategies	Variation	Evidence	AfL
Who are the Vikings?	<p>Begin with pre-learning task.</p> <p>Show image on Viking long ship.</p> <p>Define 'Vikings' as Scandinavian seafaring people from the late eighth century to the early 11th century who raided, traded, and settled in many parts of Europe.</p> <p>Explain that the Vikings came from what is now known as Denmark, Norway, and Sweden.</p> <p>In pairs or small groups, students should research and complete their fact files using various</p>	<p><b>Support: Labelled images to support fact finding.</b></p> <p><b>Extend: Additional information</b></p> <p>Mixed ability groups</p>	Fact file.	Questioning, group discussion, fact file.

	<p>resources, such as textbooks or online sources.</p> <p>Encourage students to include information about Viking customs, daily life, and famous Viking figures.</p>			
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<p>Why do we have a negative view of the Vikings?</p>	<p>Recap Vikings came around the same times as the Anglo Saxons but they are different. The Vikings came from Norway, Sweden and Denmark.</p> <p><a href="#">Who were the Vikings? - BBC Bitesize</a></p> <p>Start by showing three images (1 was seen last lesson). What is happening in the images and what does this tell life was like for people when the Vikings invaded?</p> <p>In mixed pairs pupils to have a copy of the text on slide 3. Allow pupils time to share and discuss what it tells us about live with the Vikings. Record in books.</p> <p>Come together as a class and read the extract picking out words like 'plague' 'fury' and 'terrifying'. Explain that this is a very negative image of live at the times of the Vikings. Why do you think this might be?</p> <p>Look at 2 further extracts. Stick into books and decide which extract is about an Anglo Saxon and which is about a Viking.</p> <p>Explain that the accounts differ depending on who was writing at the time of the events. Monks were the only</p>	<p><b>Support:</b>  . Discuss (use Atlas) to show where the Vikings were going from and to. Link to raid and attacks on monks.</p> <p><b>Main:</b>  Annotate images. Write a short explanation linking their understanding of the negative view to the monks who were the victims and the only ones that could write at the time.</p> <p><b>Extend:</b> Greater depth of write up.</p>	<p>Text annotated showing the words used which describe the Vikings as bad.</p> <p>Contrasting texts to explain the different and how they know.</p> <p>An explanation of why we have such a negative image of the Vikings.</p>	
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	<p>people able to write at this time so they were responsible for recording everything was happening. The Vikings were attacking the monks and therefore this is why we get such a negative picture of them.</p> <p>Pupils to write a short explanation in their books showing their understanding.</p>			
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What was daily life like for a Viking?	<p>Look at Village life. Including what the buildings were like, what facilities they have for cooking, cleaning and toileting etc.</p> <p><a href="#">What was life like in a Viking village? - BBC Bitesize</a></p> <p>Label a map of a typical village identifying different buildings.</p>	<p><b>Support:</b> Label the pictures. Write sentences using openers: I can see... I can smell... I can hear...</p> <p><b>Main:</b> Label a typical village. Play the part of a Viking villager. Write a short diary extract talking about some of the things you do in you daily life.</p> <p><b>Extend:</b> As main but change the viewpoint of the villager.</p>	<p>Label buildings on a map. Explanation of the different parts of the village.</p> <p>Short diary entry as a villager.</p>	
Viking Reenactors	<p>Morning visit by Viking reenactors. Follow up with brooch and shield making pm</p>		Photos	
Raiders or traders? How should the Vikings be remembered?	<p>Build in paragraph writing from English create a paragraph focussing on each side with a final paragraph identifying their opinion.</p>	<p><b>Support:</b> Scaffold showing raider and trader elements. Simple sentence structure. The Vikings were _____ because they _____.</p> <p><b>Main:</b> 3 paragraphs of writing. Children able to explain their opinion.</p> <p><b>Extend:</b> Pupils build in learning from across the journey to explain their viewpoint.</p>	Paraphrased piece of writing	