ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

THE BIG QUESTION	
How should we remember the Vikings?	
END OF UNIT OUTCOME	Children are shown 2 pictures of the Vikings that appear in history books for children today. Describe how the Vikings are shown differently in the two pictures? What reasons can you think of to explain why the pictures show the Vikings so differently?
OBJECTIVES	
CONCEPT: Conflict, Legacy	Conflict- Vikings trying take over the country. Legacy- use of images to remember the Vikings.
LESSON 1 QUESTION	**How could I describe a Viking longship?**
KEY KNOWLEDGE	The Vikings came from Norway, Sweden and Denmark. The Vikings were a real threat from the sea. Viking contact with England that lasted nearly 3 centuries from 789 to 1066. The word Viking means raider (and they certainly did a lot of that!) but they were also traders and settlers, especially later in the period. They attacked England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much. The Vikings were highly skilled shipbuilders, taking them vast distances across dangerous seas.
RICH TASK	Introduce The Big Question – what do they already know? Explore KO – copy in book after title page and paper copy home. Display slide 2 showing a typical artist's impression of a Viking raid. Ask pupils to generate a range of adjectives and nouns (colour coded) used to stereotype the Vikings using slide 2 from adverts from the Yellow pages to show how familiar the image has become in people's minds today. You could extend this to include adverbs as well in a different colour. Place the Vikings in time and place. Use slides 4 and 5 to help focus a strong image in pupils' minds. The motivation of the Vikings was similar to the Saxons. Show chronology timeline. Divide the pupils into TimeTeams of 4. Give a series of 15 statements about the length of time the Vikings were in Britain and how that related to the Roman and Saxon occupation. Work out if the statements are true or false. Put a timer on! Record Time Team scores. **Reconstruction Relay- Viking Ship** Set the scene! It is 815AD. You are a tribe of Saxons living on the Southern shores of Wessex. You are completely fed up with being attacked by the Vikings who seem to have particularly effective boats that manage to land in places you thought impossible and to sail up rivers ready to attack you. They have caused a lot of damage to your fellow Saxons. What is the secret of their success? Here is your chance to find out.

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

	Work in teams of four as Saxon spies to draw the Viking Ship. Pupils afterwards to write a full description of "What made Viking boats so good?" using the template.  My expert caption		
SUPPORT AND CHALLENGE	S- Widget word bank pre taught. Sentence openers to use. C- Evaluate a partners description.		
KEY VOCABULARY	Raider Trader Settler Norway Sweden Denmark Threat Knots Metres Oars Longboat	**RESOURCES**	BBC - History - Ancient History in depth: Viking Quest Viking boat template A3 sheet of paper True/ False statements
LESSON 2 QUESTION	**Why have the Vikings gained such a bad reputation?**		
KEY KNOWLEDGE	Vikings gained their reputation by being fierce warriors. Their reputation was exaggerated by the accounts written by monks; Until recently monks' records were the main source of evidence; History can be abused in the interests of a good story/headline/stereotype; The most negative accounts come from the period when they were raiding		
RICH TASK	**Retrieval practice activity**- Viking Longboat "Crew Challenge- Split the class into small "crews" of 4–5. Put 6–8 question cards around the room (or on the board) — e.g. Crews race to answer as many as they can in 5 minutes. Go over answers together, awarding "gold coins" (points) for each correct one.		

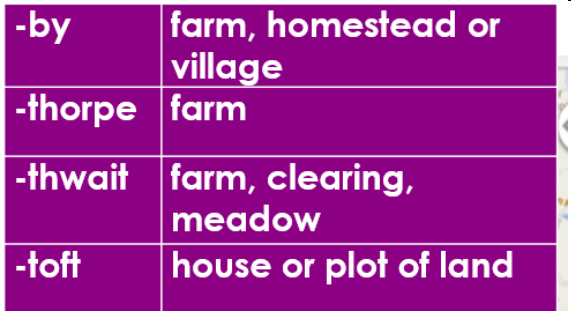
ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

	Revise KO Dramatically tell the story of the raid on Lindisfarne (Slide 3) with slide 2 displayed. (Link this with pupils' earlier work on the early Saxon monks of the island.) This is clearly a one-sided account. Now print out and look at slide 4 together and ask pupils in pairs to see if they can spot 5 ways in which the writer shows that he doesn't like the Vikings' actions. Reveal the obvious possibilities shown on slide 5 of the PowerPoint. How might others look at similar events from a different perspective? Show pupils RS1 (slide 6 and 7) which contains two descriptions of the same year AD 825. Ask pupils to underline or highlight the words and phrases that paint the Vikings in a bad light and then in a good light. How do the accounts differ? And now the harder question: why might they differ? Slide 8 poses the questions. Ask pupils to turn to their partner and see if any can predict what the likely answer will be. Reveal Slides 9,10 and 11. Were the pupils' predictions right? Conclude by explaining that we have been left with such critical accounts of the early Viking raids because most of the accounts were written by the only people who did most of the writing, the very monks who suffered from the raids. Emphasise that the Vikings were here a long time after these raids and what they did later has altered our opinions of them. Use the timeline on slide 12 to reinforce this.		
SUPPORT AND CHALLENGE	S- Pre teaching vocabulary used to describe Vikings. C- Explain what the better source was to use to answer question.		
KEY VOCABULARY	Raid Lindisfarne Raiders Settlers Rulers Reputation	**RESOURCES**	Different sources on the Vikings reputation.
LESSON 3 QUESTION	**How did the Vikings try to take over the country and how close did they get?**		
KEY KNOWLEDGE	Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors Danelaw was important as an area of Viking settlement.		
RICH TASK	Retrieval practice activity- Retrieval Relay.		

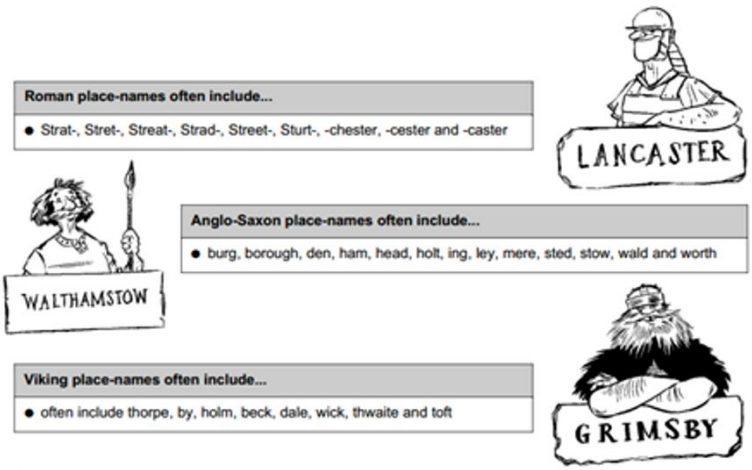
ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

	Revise KO In pairs or groups of 3, pupils order the event cards into chronological order (standing them vertically on their short end). Pupils read each event again and decide how much control or power the Vikings had at that time: Bottom of the table = little or no control Top = complete control Share the RS2 graph template. Invite pupils to draw their group's "Viking power graph" on the board. Compare different shapes and interpretations. Pupils sketch their own version of the graph on an RS2 printout and label 3–5 turning points, giving a short reason for each (e.g., 878: Alfred defeats Vikings – power drops).		
SUPPORT AND CHALLENGE	S- Colour code event cards (early events, mid events and later events. Pre teach vocabulary. Sketch own graph as a group, use post it notes. C- Draw a graph from a perspective of king Alfred or an Anglo Saxon.		
KEY VOCABULARY	Power Control Treaty Defeat Settlement Danelaw Danes Norsemen	**RESOURCES**	Event cads RS2 Graph
LESSON 4 QUESTION	**What can we learn about Viking settlement from a study of place name endings?**		
KEY KNOWLEDGE	 Place name endings changed over time from Roman through to Saxon through to Viking. These place name endings are important to historians studying settlement. There was a big Viking presence in the Yorkshire and Lincolnshire areas in particular.		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

	Three main groups of people settled in Britain – the Romans, the Anglo-Saxons and the Vikings. All left their mark on the country and we can still tell where they lived by the names of towns and villages 
RICH TASK	Retrieval practice activity- Retrieval Practice Challenge Grid Revise KO Slide 2 shows how place name endings changed over time from Roman through Saxon to Viking. This shows the importance of place name endings to historians studying settlement patterns but also helps chronological awareness. Now focus on the Viking place name endings, starting with the 4 best known shown on slide 3. Slides 4 and 5 reinforce the sheer scale of the Viking presence in the Yorkshire and Lincolnshire areas in particular. Put pupils new-found knowledge to the test immediately, by asking them to work in pairs to find between 5 and 8 settlements on the map of part of Lincolnshire provided as slide 6 which have one of these place-name endings. Use slide 7 to go over the answers using the animations on the PowerPoint. With the pupils now feeling fairly confident challenge them to find 5 further settlements close to York – a race against the clock. Now tell pupils that they are going to see a very short film of just 50 seconds which tells primary pupils about Viking place name endings. In pairs, discuss what they think it should include. Now show the clip – External (BBC). Ask pupils to critique it. Was it any good? How could it be improved? What else would you say if you had another 45 seconds? Use their knowledge of time period (drawing on Key question 3 knowledge) and geography of England to write a **brief report** saying where the Vikings settled and how we know? Slide 11 provides a possible model to get pupils started at least.

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

SUPPORT AND CHALLENGE	S- Have maps with places already circled. Children match. Brief report- children have sentence openers. Children finish. Using word bank. C-Write own report using own knowledge.		
KEY VOCABULARY	Settlement Prescence Yorkshire Lincolnshire Roman Saxon Viking Place name endings	**RESOURCES**	Viking place names and language in England https://www.bbc.co.uk/programmes/p0115hyw
LESSON 5 QUESTION	**How should we remember the Vikings?**		
KEY KNOWLEDGE	Revision of key knowledge		
END OF UNIT OUTCOME	KO quiz Outcome linked to The Big Question - Children are shown 2 pictures of the Vikings that appear in history books for children today. Describe how the Vikings are shown differently in the two pictures? What reasons can you think of to explain why the pictures show the Vikings so differently? - What links to our concept have you found?		
SUPPORT AND CHALLENGE	S- Select from a list of differences. C- Write own explanation.		
KEY VOCABULARY	Raid Lindisfarne Raiders Settlers Rulers Reputation Power Control Treaty Defeat Settlement Danelaw Danes Norsemen	**RESOURCES**	Pictures of Vikings