

Medium Term Plan

Year 4 History – Vikings: Raider or Traders

SMSC Links throughout unit

Social: Children working in mixed ability groups;

Moral: Is it right to invade other countries?; link to Roman invasion

Spiritual: Viking beliefs

Cultural: Development of settlements; Viking place names throughout Britain

National Curriculum Objective:

To study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Objectives/Key Questions	Activities	Outcomes
<p><u>1. Who were the Vikings?</u></p> <ul style="list-style-type: none"> • To place the arrival of Vikings on a timeline • To begin to find out about characteristic features of the period • To understand how contrasting views of 	<ul style="list-style-type: none"> • History Hook - Reconstruction Run • In groups, children recreate Viking long boat image. Aim is to invoke teamwork and observation skills. <p>As a class, create a list of what we know about the Vikings.</p> <p>Children to label a stereotypical image of Vikings. Ask them do you think this is the only thing the Vikings are remembered for? Tell them that we shall be investigating whether this is a fair image of the Vikings.</p> <p>Pose the question. Why do you think the Vikings left their homes for Britain?</p>	<p>Children understand when the Vikings came to Britain.</p>

<p>the past arise</p>	<p>Children to take notes to produce a poster. Poster could be a homework activity.</p> <p>Establish where they are on the timeline. (use hall if possible to display both British and World timelines together.</p> <p>After watching clips to give children a broad outline of when, where the Vikings came from, they recreate a timeline – 410-1066.</p> <ul style="list-style-type: none"> • Who were the Vikings? • Where did they come from? • When did they come to Britain? • Why did they come to Britain? • Where did they settle? 	
<p><u>2. Collecting information</u></p> <ul style="list-style-type: none"> • To learn about characteristic features of the periods • To recognise continuity & change in the way people lived during this period • To recognise similarities & differences between the settlers in Britain 	<ul style="list-style-type: none"> • History Hook – Find the errors • Start lesson with 'what is out of place' Viking era image. Contains 10 errors or modern day inventions to see if children understand what is likely to be used/invented or not, during this period. <p>Information run. In mixed ability groups, children to answer a series of questions, gaining answers from information that has been placed around the class. Children to take a question, write the answer on a coloured piece of paper (to make easier to total up points) and stick on IWB on the question they answered. Total up the points to see who has won competition.</p> <p>Continue the information run. This time they are gathering information about everyday Viking life. This will give them the chance to see differences and similarities to the Anglo Saxons. They will be using this information to create a Viking information PowerPoint.</p>	<p>Children are able to recognise features of the given periods.</p> <p>Children are able to identify differences and similarities between different groups of settlers</p>
<p><u>3. Processing</u></p>	<p>Using the information gathered in the last lesson, children to work in pairs to create a</p>	<p>Children are able to</p>

<p><u>information</u></p> <ul style="list-style-type: none"> To describe the changes between the periods studied. To consider the similarities and differences between Vikings and other invaders. 	<p>powerpoint about the Vikings.</p> <hr/> <p>Encouraged children to use the Hyperlink action they have used for their adventure stories, to organise/navigate their information. (Likely to take a couple of sessions)</p>	<p>use different sources to add to their knowledge of features of the given periods. Children are able to compare and analyse the sources used.</p>
<p><u>4. Making meaning</u></p> <ul style="list-style-type: none"> To understand the impact of Viking settlements 	<p>Recap Roman place names (studied in Year 3 – cester or caster is Roman for camp) and Anglo-Saxon place name origins (previous unit in Year 4)</p> <p>Watch clips and look at maps showing where Vikings settled in Britain. Also watch other clips that show the Vikings gave us words and place names we still use today.</p> <p>Give children maps and list of Viking influenced place names, for them to find and list.</p> <p>Firstly, give them maps of the local area. They may struggle to find Viking influenced names.</p> <p>Ask the children why this may be. (This was part of the Anglo Saxon kingdom of Wessex, not many Viking settlers).</p> <p>Where in Britain is likely to have Viking inspired names? From previous Alfred topic, they should remember the Danelaw area that the Vikings settled in. Now give them maps of this area to gather Viking inspired town names.</p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/clips/zs8d7ty 	<p>Children can consider the evidence of the Viking settlements.</p>
<p><u>5. Refine thinking</u></p> <ul style="list-style-type: none"> To recognise that the past is represented and interpreted in different ways and give reasons for 	<p>Activity 1: Let children read through the texts and discuss facts they notice. Good and bad of the Vikings. If not noticed, make sure they notice when the accounts were written, does that affect the reliability? Next, show them how to annotate with example on flipchart. Example of previous child's write up on flipchart.</p> <ul style="list-style-type: none"> Which is the most reliable source and why? Do all the sources provide the same information? Address inconsistencies in information. Why might they be different? 	<p>Children are able to revise their preconceptions about Viking settlers using the evidence they have gathered. Children understand</p>

<p>this.</p> <ul style="list-style-type: none"> Find out about events, people and changes from a range of sources. 	<p>Activity 2: Fact or opinion sheet</p> <p>Sorting activity: In groups, give children a range of sources that they sort into raiders, settlers or traders.</p> <ul style="list-style-type: none"> Children to give reasons why believe a certain card fits into a certain category. <p>Clip to watch (in folder)</p>	<p>there may be more than one way of representing the past</p>
<p>6. Final outcome</p> <ul style="list-style-type: none"> To identify key features of the period and reasons for the Viking settlement of Britain. 	<ul style="list-style-type: none"> Postcard/letter home to tell friends/relatives why you came to Britain and what life is like – maybe trying to persuade them why they should join you in Britain? (this activity is also suggested in the Saxons unit – do not repeat if already used by the current cohort) <p>Or</p> <ul style="list-style-type: none"> Design a ‘Come to Britain’ poster from a Viking point of view. 	<p>Children demonstrate their understanding with a final product.</p>

Useful resources: BBC primary history; <http://primaryhomeworkhelp.co.uk/vikings.html>

Further investigations: Viking beliefs, weapons, longships, leaders and explorers, farm settlements, gods and goddesses, Viking creation myth, Norse nine worlds, Tree of Life, sagas and legacy

<p>Viking place names</p>	<p>by thorpe toft kirk thwaite beck gate</p>	<p>= village = farm = homestead = church (Swedish kyrka = church) = field = small stream = street or path (Swedish gata = street)</p>
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