



ENQUIRY: Were the Vikings vicious or victorious?

GLOBAL GOAL: None

INTENT: To use historical enquiry to justify opinions.

NATIONAL CURRICULUM:

	Core knowledge (know of/that/about) The children will know:	Procedural knowledge (know how) The children will know how to:	
Lead state of being: Historian	<p>Periods of history: Know that the Viking and Anglo-Saxon ages are periods of time from the past with civilisations no longer around.</p> <p>Chronological Understanding: Know when the Vikings were in the UK and how this compares to other key events (Stone and Iron Ages, Egyptians, Ancient Greeks, Romans, Jesus, their birth, current year)</p> <p>Achievement: Exploration; Sea travel</p> <p>Peace/Justice: Small clans led by a chief; The Thing</p> <p>Beliefs: Many Gods who live in Asgard.</p> <p>Legacy: Settling in many places and creating trade routes over vast territory.</p>	<p>Historical enquiry (sources and research): Find clues, make observations and fact check using a range of artefacts/sources.</p> <p>Chronological Understanding: Place Vikings on a timeline with Stone/Iron age, Egyptians, Ancient Greeks and Romans. Place key Viking dates on a more detailed timeline.</p> <p>Comparing: Vikings with Anglo-Saxons and Stone Age - Settlements; Farming (hunters/gatherers)</p> <p>Causation: Compare the effects of ancient civilisations with current time - Legacy.</p>	
Supporting state of being: Geographer	<p>Locational Knowledge: Norway, Denmark, Sweden, Finland, Netherlands, Norway.</p> <p>Map Knowledge: Physical features of Northern European countries and comparison to the UK.</p> <p>Human Geography: Introduction - Migration, travel routes taken, settlement locations (searching for farmable land). Understand settlement similarities (ports, industries, population, build on a river mouth etc.)</p> <p>Physical Geography: Revisit coasts and oceans. Vikings chose settlements based on land types/vegetation belts for farming.</p>	Map Skills: Areas of settlement and use of land - Settlements; Farming	
Supporting state of being: Artist	Artists ? : Viking Prow Heads	3D work/Clay	
Prior knowledge		Future learning	
<p>Y3: What is killing sea life? Coasts and oceans.</p> <p>Y3: How did the Egyptians rule? The River Nile (vegetation belts and biomes near the river); Key features of a river - source, waterfall, meander, river bed, mouth.</p>			
Key Vocabulary	Historian	Geographer	Artist
Trips/Visitors	Visit from Viking workshop.	Innovation (apply, practise, evaluate, reflect)	
		Debate about something else: E.g Tony Farmer, Should schools start and finish later? Etc	
		Enquiry Ambition (outcome, audience, celebration, display)	
		Debate using oracy skills to answer the enquiry question.	

Knowledge Organiser—Year 5

“How did the Vikings conquer the UK?”

Vocabulary

Viking — Scandinavian seafaring pirates and traders who raided and settled in many parts of north-western Europe.

Scandinavia — a group of countries in northern Europe including Denmark, Sweden, Finland and Norway.

Long ship — a long, narrow specialised type of Viking warship with a carved, wooden dragon's head.

Long house — a long, narrow building where Viking families and their animals lived.

Invade —to enter a country by force with large numbers of soldiers in order to take possession of it.

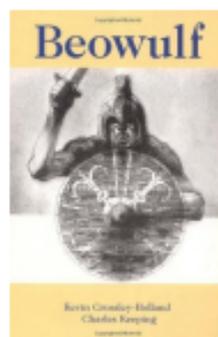
Settlement—a place where people establish a community.

Beowulf— a legendary Geatish warrior who slayed the mythical beast, Grendel.

Viking helmet —a horned headpiece Vikings wore to protect their heads and to intimidate their opposition during battles.

Norse language — a north Germanic language that was spoken by inhabitants of Scandinavia and inhabitants of their overseas settlements.

Beowulf



Viking Invasion of UK



A Viking Long ship



Key facts

The name 'Viking' means 'a pirate raid' in the Old Norse Language.

The Vikings homeland was originally in Scandinavia, which were a group of countries including Denmark, Sweden, Finland and Norway. They sailed over to the United Kingdom to discover new lands and to look for gold and treasure.

They sailed across the North Sea in boats called long ships. These were long, narrow ships, made out of wood and were between 16 and 37 metres long. They were the first of their kind, as they were able to sail through oceans, seas and rivers.

The Vikings first invaded the UK in 793 AD and last invaded in 1066, when William the Conqueror became the King of England.

The Vikings spoke a language called Norse. There were 24 runes in the Norse alphabet.

The Vikings prayed to twelve different gods, which represented different aspects of life and society. These gods included Odin, Thor, Balder, Vidar, Vale, Brage, Heimdall, Ty, Njord, Froy, Ull, Forsete. The king of all of the Norse gods was Odin, god of poetry, battle and death.

Viking families lived with their animals in 'longhouses' made out of wattle and daub, with thatched roofs.

When important Vikings died, they would be placed with all their belongings, even their animals, in a burial ship. The boat would be set alight and pushed out to sea. This would be part of a special ceremony.

The Vikings were skilled craftsmen creating high quality cloth, delicate jewellery and strong armour.

	<p style="text-align: center;">LEARNING INFO</p> <p style="text-align: center;">State of being LF & NC Objective Phase</p>	<p style="text-align: center;">WHOLE CLASS LEARNING</p> <p>Revisits/prior knowledge/practice and retrieval/Flashback 4 Input Modelling (I do, we do, you do) Models of excellence Building STS STEM sentences Hinge/AfL Task (Try) Differentiation/Support for SEN Challenge/extension opportunities (apply, Use, Prove) Oracy/Concept cartoons Questioning Reflection/Evaluation (metacognition) Collaborative opportunities Pit-stop plenaries</p>	<p style="text-align: center;">EVIDENCING THE PROCESS</p> <p>E-book Enquiry learning wall Enquiry books</p>	<p style="text-align: center;">VOCABULARY & STS</p>	<p style="text-align: center;">RESOURCES</p>
1	<p><u>LF: Skills or Knowledge</u> Prior knowledge (elicitation)</p>	<p>Show pictures of Vikings to the children in comparison to Romans Who are they? Complete a KWL grid and display on the enquiry board.</p> <p>What do you know about the Vikings? What would you like to find out about the Vikings?</p>	<p>Flipchart onto learning wall</p>		<p>Flipchart paper for KLW grid</p>
2	<p>Engage - share Q and deconstruct the goal</p>	<p>Were the Vikings vicious or victorious? What does vicious mean? - add to enquiry wall What does victorious mean? - add to enquiry wall How can we decide?</p> <p>What is a debate? Recap on our oracy stems... Which stem or stems do you think you will be using to debate and discuss? Remind children of the four strands of oracy. What are they? When do we use them? https://www.youtube.com/watch?v=W3Equ8zU79s https://www.youtube.com/watch?v=NZBv3t6wc6Q https://www.youtube.com/watch?v=gsYUKRuphQI</p> <p>Show children online debates-written formats What does it look like? Introduce skills to debate with vocabulary build a STS together</p>	<p>Typed onto e-book Key vocabulary on learning wall.</p>	<p>Viking vicious victorious</p>	<p>Card for key vocabulary</p>

3	<p>Prior knowledge (revisit)</p> <p>LF: Chronology</p>	<p>Flashback 4</p> <p>Recap: Think back to Year 3 and 4 - have the floorbook up if needed! What invaders do we already know? Who was in Britain first?</p> <p>Remind children about the Stone Age, Romans, Anglo Saxons. An introduction to Ancient Egypt - BBC Bitesize What was life like in Roman Britain? - BBC Bitesize Who were the Anglo-Saxons? - BBC Bitesize</p> <p>Chronology: Have a large blank timeline ready to put onto enquiry board. As a class, discuss all key events we already know and plot this on the timeline.</p> <p>Next, explain that the children will now be exploring the Vikings which came after the Anglo Saxons in history. Talk about where these events will go on our timeline!</p> <p>During the workshop tomorrow, encourage children to add on key dates to the class timeline.</p>	<p>Typed onto e-book</p>	<p>Ancient Egypt Roman Britain Anglo-Saxons</p>	<p>Large blank timeline to add to enquiry board.</p> <p>Images to annotate</p>
4	<p>Engage</p>	<p>Viking workshop</p>	<p>Photos for the e-book</p>		
5	<p>Exploration</p> <p>LF: Locate</p>	<p style="text-align: center;">Being a Geographer</p> <p style="text-align: center;"><i>Where did the Vikings and Anglo-Saxons come from?</i></p> <p>KNOW OF:</p> <p>Locational knowledge <i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (incl. Greece and Scandinavia)</i></p> <p>KNOW HOW: <i>To locate an area on a map using an atlas and/or map/globe. Locate and explain different human and physical characteristics on a world map. Understand the difference in key characteristics over time.</i></p> <p style="text-align: center;">Start simple as we can't be sure how their Geography skills are post-Covid.</p>	<p>Typed onto e-book</p>	<p><i>Continents Countries Oceans Capitals Europe Scandinavia Denmark Norway Sweden UK England Britain Capital City Invaders Settlers</i></p>	<p>Atlases Globes Maps GC worksheet Quiz</p>

We learned a lot about the Vikings from our visitor on Viking day, but where did they come from?

Provide maps/globes/atlas for the children to explore.

Discuss continents of the world - focus on Europe. Where are we? What is the UK? (short for The United Kingdom of Great Britain and Northern Ireland - England, Scotland, Wales and Northern Ireland) Great Britain on its own consists of Scotland, Wales and England - together they form one large island. England is the part where we live.

Show a simple timeline of Celts, Romans, Anglo-Saxons, Vikings and Normans.

Show invasion maps of where they came from as you model finding capital cities from their home countries. Explain that this is why we call them invaders and settlers.

Celts	Romans	Saxons	Vikings	Normans
				
500 BC	AD 43	450	793	1066

Ido Model how to use the index of an atlas to find Bristol and then Rome (what country is Rome part of. What do they notice about the words Rome and Romans? Where did Romans originally come from - centre of the Roman empire)

We do Denmark, Norway and Sweden (Viking countries). Children use the index to find one of their capitals: Oslo, Copenhagen, Stockholm. The Anglo-Saxons invaded Britain before the Vikings. They came from Germany, Denmark, The Netherlands. What are their capital cities?

Task - Read small passages (on GC) about Scandinavian countries and research unknown words.

Task - Choose one Scandinavian country to compare to UK (in table).

Share some of their research as a whole class and ask what is meant by human characteristics and physical characteristics? Summarise the fact that the UK had better conditions for farming, hence their migration from their homelands.

Share links to these websites and ask children to research in preparation for a quiz! (Put quiz and links on GC)

<http://www.primaryhomeworkhelp.co.uk/viking/settle.html> (use sub-headings on the left)

<https://www.natgeokids.com/uk/discover/history/general-history/10-facts-about-the-vikings/>

		<p>Oracy: Discussion point - it <i>is</i> fair that Vikings left their homelands to invade another country.</p>			
	<p>Exploration LF: Chronology</p>	<p style="text-align: center;">Being a Historian <i>When did the Vikings invade?</i></p> <p>KNOW OF: <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p>KNOW HOW: <i>To show how significant events are grouped into periods of time and plot these events on a timeline. Creating a historically accurate representation of a timeline grouped into blocks of time.</i></p> <p>Oracy: Provide images of different periods in time. In fours, children discuss how they would order them in time order. Silent summariser to feedback to the rest of the class (<i>dinosaurs, big bang, birth of jesus, vikings, anglo-saxons, romans, WW1, queen's birthday, athenians etc etc</i>)</p> <p>I do What is the difference between BC and AD? The period before Jesus' birth are known as B.C. (short for Before Christ) and the years after are known as A.D (short Anno Domini, and meaning the Year of our Lord). What can make this system confusing is that events in the B.C. era are dated in descending order, whilst those in the A.D. era happens in ascending order.</p> <p>TEACHERS: You can watch this video or summarise it yourself.</p> <p>Reveal date from one of the events above and show how to plot this on a timeline using STS. Choose another date and repeat the process.</p> <p>We do Groups do another one and feed back to class.</p> <p>You do Chn complete timeline.</p> <p>Explain that The Viking Age generally refers to the period from A.D. 800, a few years after the earliest recorded raid, until the 1050s, a few years before the Norman Conquest of England in 1066. Show this website and read the main page as a class, referring to the timeline at the top to show what came before and after the Vikings.</p>	<p>On learning wall</p>	<p>Viking invade AD BC Norman Viking Age</p>	<p>Timelines Dates for timeline</p>

Task: Share document on GC and challenge groups to write a 3-sentence summary (on Jamboard/snip for e-book) about when the Vikings invaded Britain. Remind them to use their reading STS for summarising. Challenge HA to write a question about the invasion using 'What were the effects ?'

Finish by watching overview of Vikings.
<https://www.youtube.com/watch?v=WajFKzyunrc>

Hinge:



Challenge: How long did they rule?

Show all the new vocabulary shared today. Which words do they want clarifying?

End of Anglo Saxons/Vikings arrival of Normans:
<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z8q487h>

Flackback 4:

A river's source is ...

A river's mouth is

River can only run into the sea. True or false?

Small streams which flow into rivers are called....

Look at the map of where the Vikings came from. How did they get to Britain? Where did they settle? Recap what a settlement is.

Look at the maps - why might they have settled here? Draw chn attention to the rivers and coasts surrounding where the Vikings settled. Why would these features have been appealing to the Vikings? How would the Vikings have travelled here?

Prow
Viking
longboat

Maps
Images of Viking
prows

		<p>What name do we give Viking boats? Look at examples of Viking longboats, picking out key features such as the size, number of people in it, the prow and sail.</p> <p>What was the job of the prow? Watch video for explanation.</p> <p>http://www.bbc.co.uk/learningzone/clips/viking-longships/463.html</p> <p>Give chn a selection of prows to add to their longboat. Choose a prow and explain why you choose it and the effect of it on 1) the spirits of places they were raiding and 2) spirits of places they were settling.</p> <p>LA: Give chn a selection of prows to add to their longboat. Choose a prow and explain why you choose it and the effect of it on 1) the spirits of places they were raiding and 2) spirits of places they were settling.</p> <p>Give keywords to support.</p> <p>HA: Ext: explain why their mode of transport was ideal.</p> <p>Plenary: Play Viking quest challenge as a class.</p> <p>http://www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml</p>			
		<p>Compare Northern Europe to UK Compare Romans/Anglo Saxons</p> <p>Geography-rivers and coasts</p>			
Exploration		<p>Viking settlements How are Viking settlements different? Settlements-Where they come from?</p> <p>RECAP PRIMARY,SECONDARY AND TERTIARY SOURCES - what do these different words mean?</p> <p>Remind children about stone Age, Romans, Anglo Saxons.</p> <p>compare settlements</p>			

		<p>The children are going to help a confused museum curator organise artefacts/sources for a Viking exhibition. Images of artefacts will be displayed around the room and children will match statements to the different sources/artefacts which best support them.</p> <p>As a class we discuss how some of the artefacts show Vikings in a positive light as settlers compared to the raider image we often see.</p> <p>Children will create captions for the artefacts/sources.</p> <p>History KS2 / KS3: Viking invaders and settlers - BBC Teach</p> <p>Why did they settle? What did they look for in a settlement? Compare Northern Europe to UK Compare Romans/Anglo Saxons Geography-rivers and coasts</p>			
	<p>Exploration LF: Research</p>	<p>Beliefs Recap: What have we learnt so far about Vikings.? Fact-dump on Jamboard.</p> <p>Explain that, among many other things, the Vikings were also well known for their beliefs about different Gods and Goddesses.</p> <p>Task: Explain that today the children will be carrying out research on the different gods and goddesses that they worshipped. They will then be creating a fact-file based on their chosen god or goddess and presenting it to the rest of the class.</p> <p><u>Chn can choose from:</u> Odin Frigga Thor Loki Freyja Freyr Sif Tyr Hel Heimdall</p>			

		<p><u>Information to include:</u> What were their key responsibilities? What did they look like? What were they like as a god/goddess? Do they have any brothers or sisters? Did they have any weapons?</p> <p>What did the Romans believe? What did early Christianity look like?</p>			
		<p>Attack on Lindisfarne</p> <p>In table groups children will order the main events of the Viking invasion and settlement in Britain.</p> <p>Follow video links of flip to see key events of the raid. Children to take live notes during the video then sequence the main events of the raid on a timeline.</p> <p>Children use different sources to find out more information about the Vikings and the raid.</p>			
		<p>What is a debate-oracy</p> <p>Debate about something that they know already. film this and feedback.</p>			
		<p>Recap on what people's views on Vikings are. Explain to the chn that people's views are shaped by events. One such event for the Vikings was an attack on Lindisfarne, a monastery, in 793.</p> <p>Show map of Lindisfarne. Why would this have been a good place for the Vikings to attack? What is a monastery? What people live there?</p>			

		<p>What do they do? Were Vikings religious people? Why would they have wanted to attack here?</p> <p>Show video clip</p> <p>Did the Vikings and monks get along? - BBC Bitesize - Bing video</p> <p>Split class up into two halves – Monks and Viking raiders.</p> <p>Monks to discuss their opinions of the Vikings after the attack and why they wished not to be disturbed.</p> <p>Vikings to discuss why they attacked.</p> <p><i>Class debate on the attack on Lindisfarne</i></p>			
	Innovate	<p>Link to settlements:</p> <p>Ports land types, vegetation belts for farming Physical geography means.... Human geography means....</p>			
4	Explore LF: Causation	<p>Viking sagas-link back to beliefs</p> <p>Legacy-words, towns, -compare roman legacy research lesson</p>			
	Explore	try it-coil pot			

	Innovation	Art use it- making something based on the work of the artist			
5	Innovation	lesson on for vikings- in writing books			
		Lesson on against vikings- in writing books			
	Innovation	Art use it- making something based on the work of the artist			
	Ambition	Art Prove it-prow head-should be hollow attaching clay together			

	Ambition	Oracy rehearsal debate			
6	Ambition Celebration	Explain that our end ambition was to hold a debate on whether the Vikings were vicious or victorious. Hold this debate in the hall for parents to come and watch.			
7					
8					
9					

1 0					
1 1					
1 2					