



Year 5 Spring 1: Vikings

Year Group: 5

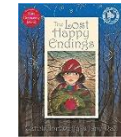
Subject: History

Term: Spring 1

Key Text: Lost Happy Endings

Additional Reading Texts: Grimm tales, Classic Fairy Tales, The Tudors & The Stuarts

Key Enquiry Question: Were the Vikings ruthless invaders or peaceful settlers?



Overview:

Following on from the children studying Anglo Saxon Britain in Year 4, children will learn about the Viking raids and their long struggle to try to take Britain from the Anglo-Saxons (793 – 1066 AD). They will develop their knowledge of the Viking invasion and settlement in Britain exploring where they came from, where they invaded and settled and why they were successful. The children will also learn how to emphasise with the people of Britain who experienced invasion.

'Sticky' Knowledge:

- The Viking age in European history was from about AD700 to 1100.
- During this period many Vikings left their homelands in Scandinavia
- They travelled by longboat to other countries, like Britain and Ireland.
- Viking warriors fought using long swords and axes.
- Some came to fight, but others came peacefully, to settle.
- They were farmers, and kept animals and grew crops.
- They were skilful at crafting, and made beautiful metalwork and wooden carvings.
- Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.
- The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787.
- Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms. By AD874, almost all the kingdoms had fallen to the Vikings.
- Wessex, was different as it was ruled by Alfred the Great.
- King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain.

National Curriculum Objectives: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Objective Sequence:

- Review understanding of the Y4 Anglo-Saxon's; contextualize the Anglo-Saxon period within a timeline of Britain. Assess children's knowledge of 'invaders' and 'settlers' and discuss motivations for emigration before introducing the Vikings.
- Chronology skills: Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. Introduce the key historical enquiry question.
- Understand how knowledge of the past is constructed from a range of sources. Ask historically valid questions.
- To discover when the Vikings began to invade Britain and begin to understand how we know about the Vikings.
- To learn about Viking raids and invasion. Learn about the success of the Viking invasion.
- To discover where the Vikings invaded from and where they settled.
- To discover what made the Viking invasion successful.
- To understand the Viking and Anglo-Saxon struggle to the time of Edward the Confessor
- Gain historical perspective by placing their growing knowledge into different contexts.
- To understand the beliefs and weaponry of the Viking Warriors.
- **Cause and effect lesson:** Examine causes and results of great events and the impact. <https://www.tes.com/teaching-resource/anglo-saxon-and-viking-cause-and-effect-summary-activity-12368154>
- **Key Enquiry Question: Were the Vikings ruthless invaders or peaceful settlers?** To use reliable sources to make a judgement about Vikings as invaders or settlers. Consider the presentation of this task to link with the organization and communication historical skills
- **Independent Historical Enquiry:** Answer and devise own Historically valid questions about change, cause, similarity and difference and significance linked to the Viking invasion.

Vocabulary:

- Invasion, invaders settlers, perspective, weaponry, homelands, longboat, trade, empire, perspective.

Historical Skills:

Chronological understanding: Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.

Range and depth of Historical knowledge: Examine causes and results of great events and the impact.

Interpretations of history: Children to develop empathy for those experiencing invasion by writing from the perspective of someone who lived at the time and comparing this to a different viewpoint..

Enquiry: Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.

A y5 historian should be able to construct their own enquiry questions based on and and effect Why are the sources presented to the children reliable? Children will be able to articulate why some sources are more reliable than others.

Organisation and Communication: Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.

End Points:

Children will be able to recall the differences between two groups of Vikings: invaders and settlers. Children will articulate their answer to the key enquiry question with supporting evidence from the sources they have studied. Children will write from the perspective of a person in Britain at this time. They will have 'walked in the shoes' of a person living in Britain at this time.

Opportunities for Enrichment:

Make contact with Jorvik Viking Centre in York. <https://www.jorvikvikingcentre.co.uk/discover-from-home/>

Key Concept: Cause and Consequence.

Week	National Curriculum Objectives:	Vocabulary skills and knowledge	Teacher Input	Independent Activities
1				
2				
3				
4				