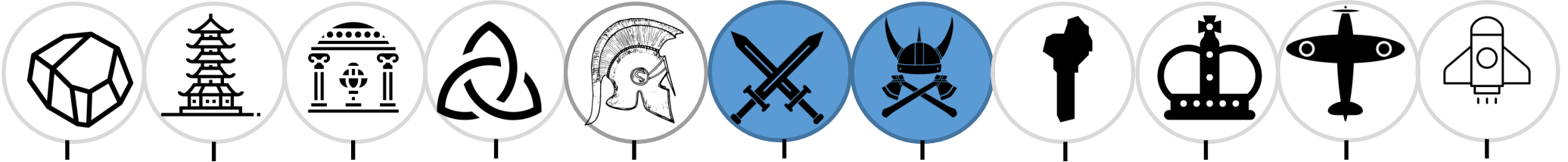


Year 4:

HISTORICAL CONTEXT: Vikings



KEY VOCABULARY:

Danegeld	protection money paid by Saxons to bribe Vikings not to attack their lands
Danelaw	large part of Eastern England where the Danes settled in the late 9th century with their own laws and culture
Heathen	person who does not accept a religion that says there is only one god
Hoard	hidden collection of treasure
Pagan	person who believes in more than one god
Runes	Viking writing
Saga	long story about Viking heroes, spoken at first but later written down

As historians we will..

Pupils should be taught about:

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

What image do we have of the Vikings?

Why have the Vikings gained such a bad reputation?

How did the Vikings try to take over the country and how close did they get?

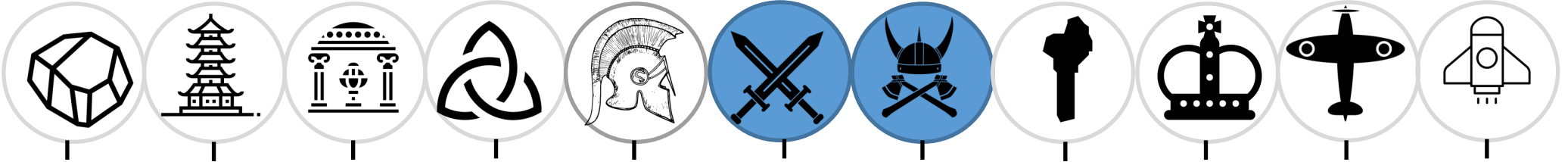
How have recent excavations changed our view of the Vikings?

What can we learn about Viking settlement from a study of placename endings?

Raiders or settlers: how should we remember the Vikings?

Year 4:

HISTORICAL CONTEXT: Vikings



<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/>

Session 1:

Key Questions

What image do we have of the Vikings?

Activities

KWL
Pupils generate a range of adjectives and nouns used to stereotype the Vikings using slides from PPT to stimulate vocabulary. Annotate words around image on IWB. Remind pupils that Saxons were living in Britain at the time of the first Viking raids. Show and explain map of the raids. Reinforce the chronology through Time Team activity. Teams of 4 have to be first to get all 15 true/false statements correct using timeline on slide. Under time pressure

Resources

KQ1 PowerPoint PPT 1 slides 2 and 3 Includes stereotypical images, map of where Vikings came from and simple timeline
Time Team 15 true false statements
Timeline and map on Ppt. PowerPoint 2 Reconstruction relay

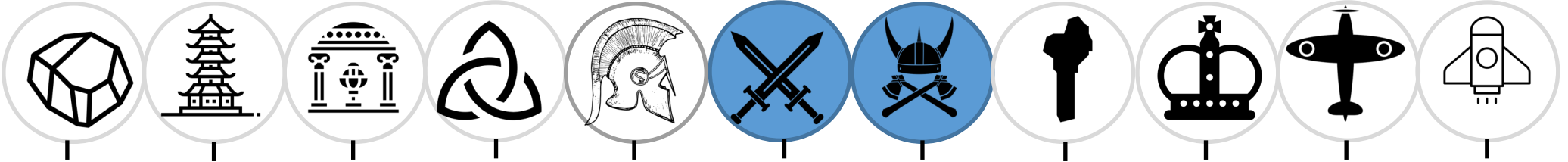
Assessment

Annotations around central image, nouns in one colour adjectives in another and adverbs in a third.

Pupils improve account of Viking longboat based on answers they receive to their questions. They plan carefully the order in which they tackle aspect of longboats and how they will link them.

Year 4:

HISTORICAL CONTEXT: Vikings



<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/>

Session 2:

Key Questions

Why have the Vikings gained such a bad reputation?

Activities

RECAP Dramatically tell story of raid on Lindisfarne Pupils pick out the parts of the account that paint Vikings in bad light. They speculate as to who wrote the account. Print out and the 2 accounts, one Saxon, one Vikings and ask pupils to annotate/underline to find the clues, then discuss: a. how they differ b. why they might differ Slow reveal Ppt 4, 5, and 6 which slide asks pupil to predict likely source of bad press

Resources

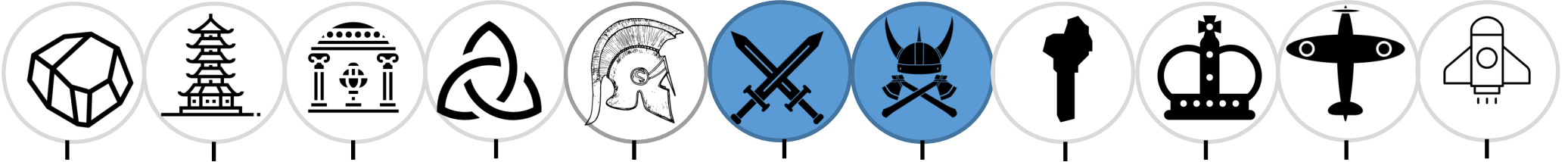
Account of raid on Lindisfarne 2 contrasting accounts of events of year 825 KQ2 PowerPoint slides 2-5 KQ2 PowerPoint animated slides.

Assessment

Pupils highlight key words that give them a clue as to authors' viewpoints They create a 140 character tweet in answer to the key question

Year 4:

HISTORICAL CONTEXT: Vikings



<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/>

Session 3:

Key Questions

How did the Vikings try to take over the country and how close did they get?

Activities

RECAP Living graph. Pupils put event card strips in chronological order left to right but at 90 degrees to the horizontal axis. They then consider if each event in turn was a high or low for the Vikings by moving it up or down the vertical axis of graph. They thereby create a shape which they compare with other groups'. Less able are given fewer event cards to work with Middle ability are given 12 to start with and 6 added later Most able get all 12 cards Most able identify 3 and justify turning points in Viking fortunes e.g. when they conquered most of North and central Britain, when they

Resources

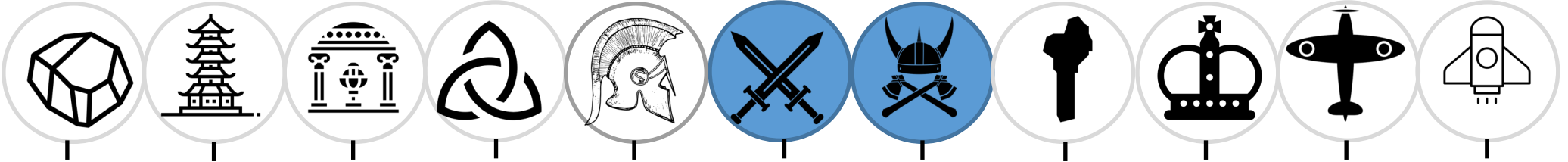
KQ3 PowerPoint. Precut Living graph event cards put in different envelopes depending on ability Living graph blank axes chart (enlarge to A3) See Outstanding Lesson for this resource.

Assessment

Annotated living graph showing at least 2 turning points. More able annotate explanations as well as identifying events

Year 4:

HISTORICAL CONTEXT: Vikings



<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/>

Session 4:

Key Questions

How have recent excavations changed our view of the Vikings?

Activities

RECAP Which source tells me? Prove it! How can we tell? Pupils have a range of images posted around the room as if an art gallery with easier images at one end and harder at other. Working in pairs pupils visit each working out what the clues tells us about the Vikings Lower-attainers have some prefilled in and start at 'simpler' end of the gallery where images have been placed in ascending order of difficulty. Most able asked to start start 'in the deep end!' with harder images, and middle attainers in centre. More able also challenged to find more than one source and to work out which is the more compelling.

Resources

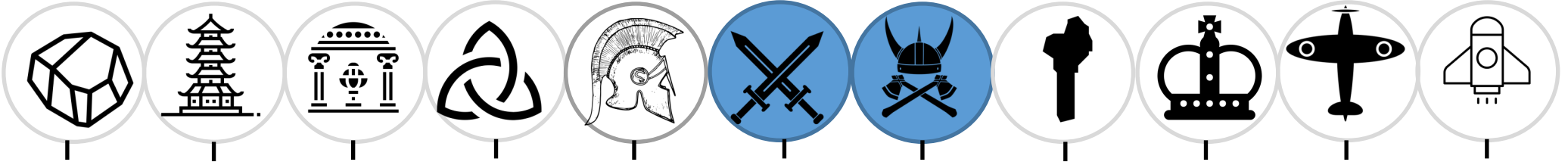
KQ4 PowerPoint presentation contains a range of images/sources which contradict the Viking stereotype. Prove it sheet for pupils to fill in National Museum Scotland <http://images.scran.ac.uk/RB/images/thumb/0098/00988677.jpg>

Assessment

Pupils select 3 images and write a strong caption for them drawing out what the source tells us and how it makes us adjust our views of the Vikings Pupils complete paragraph explaining why descriptions of the Vikings in textbooks have changed overtime.

Year 4:

HISTORICAL CONTEXT: Vikings



<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/>

Session 5:

Key Questions

What can we learn about Viking settlement from a study of placename endings?

Activities

RECAP Pupils, working in small friendship groups, are given list of place name endings and 2 maps to investigate. Which is the first team to find 10 (of the 13)? They must explain what the suffix means in each case when they feedback... to get the prize! They then look for broader patterns of settlement. Where in Britain, when, what sorts of places?

Resources

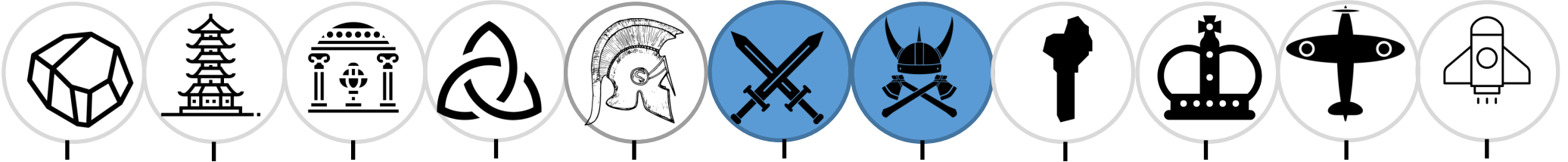
Slides on KQ5 PPT Where did the Vikings settle and how do we know? contains the maps with examples of places in Lincolnshire/Yorkshire. You will want to supplement these with more local material if your school lies within area of Viking occupation. There is a simple writing frame to help model get pupils started.

Assessment

Pupils write 3-5 sentences on Viking settlement for themselves based solely on place name evidence. Slide 8 of the PowerPoint shows some easy and harder examples

Year 4:

HISTORICAL CONTEXT: Vikings



<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/>

Session 6:

Key Questions

Raiders or settlers: how should we remember the Vikings?

Activities

RECAP Start by asking pupils to jot down ideas they can already think of. Deepen the quality of the discussion by giving each group some ideas to discuss and process. Pupils create their own graphic organiser to help them plan their work Lower attaining pupils have a set of prompt cards to sort into 2 categories using chart provided Middle attainers have more cards and sort into Venn diagram showing some overlap. Most able have to prioritise the key ideas and then find compelling evidence to support their judgement. It is important with the more able to stress how the Vikings started as raiders and became settlers by the time of the Danelaw. Stress also how historians' opinions have changed over time with the discovery of new evidence e.g. Yorvik

Resources

Show slides from raiders or settlers KQ6 PowerPoint contains slides which show how historians' opinions have changed in light of new evidence with an activity you might want to give to more able pupils See Outstanding lesson 'Has history been fair to the Vikings?' for many of these resources. Cards offering just 10 ideas for pupils to sort on grid (provided) or 15 ideas on separate file for more able who have to use a Venn diagram provided.

Assessment

Assessment Mantle of the Expert: Zig-Zag book. Front cover, under heading Vikings in Britain: Raiders or Settlers? shows a traditional view as might page 1 and 2. Each subsequent 'page' shows how new evidence changes our minds. Last page show how we should view them!