

Year 4 HISTORY Topic 3: Raiders

Key Assessment Questions

Who were the Vikings, wheredid they come from? When and why did they invade? Who was living in Britain at the time of the first **invasions**? What was like in Danelaw? Name sources that tell historians about the Vikings. How have recent excavations changed our view of the Vikings?

SCHOOL VALUES (Autumn 2): Perseverance and Respect

With reference to the value of respect, children should be given the chance to explore and debate the ethics of invasion and occupation, and reflect on complexity of this, since the Vikings left such an important legacy in the end (similar debate at the end of year 3 on Roman occupation).

KNOW

DO

UNDERSTAND

VOCABULARY

Explain what the terms: **emigration, asylum, pagan, historical interpretation** and **invaders** mean from the previous topic in Year 4. (Revisit)

New vocabulary introduced during this unit: **medieval/middle ages, Dark Ages, plunderer, powerstruggle, unjust, danegeld and legacy Danelaw trade**

Chronological Understanding

Know that the Anglo-Saxon age in Britain was from around AD410 to 1066 and the Viking period was from around AD800 to 1066.

Know at least 2 important dates in Viking history:

- AD789 - first Viking raid reported by the Anglo Saxons
- AD991 - major attack on Britain.

Place the period of the Vikings on a timeline, and compare it to other known periods (Greeks, Romans, Stone – Iron Ages, William the Conqueror 1066, Anglo Saxons).

Explain the story of the Viking movement to Britain in the context of an Anglo Saxon Britain on a timeline and a map.

Children should think of this unit as an extension of *Treasure Seekers* since the Vikings arrive just after the Anglo Saxons. Continue to develop chronologically secure knowledge of periods studied.

Geography Link – Develop understanding of a maps of Europe and **DANELAW**.

Enquiry (Sources and interpretation)

- Know that the Vikings were a people group from **Scandinavia** who came to invade Britain.
- Know that an **invader** is someone who comes to another country to steal or attack.
- Know that a **plunderer** is someone who invades another country and steal people’s belongings.
- Know that the **Danegeld** was a tax that the Vikings made the Anglo Saxons pay to them so they would not attack them.
- From evidence (especially in York) historians can argue that Vikings were both raiders and **traders**.

Research and describe aspects of Viking life in Britain (weapons, money, coins, boats, **settlements – Geography link**, food, clothing). Name and describe different kinds of sources historians can use when analyzing how the Vikings lived in Britain weaponry, money/coins, *runic inscriptions, Sagas; Anglo Saxon Chronicle; Chronicles of Adam of Bremen*.

Understand that different versions of the past may exist, giving some reasons for this e.g. *Anglo Saxon Chronicle* is biased against Vikings. Was that the full truth? Were the Vikings only violent plunderers? How have recent excavations changed our view of the Vikings?*

Children to understand the term invader by looking at William the Conqueror (Year 1). They should remember that William and Harold fought over land and power.

They should understand that Viking period overlaps with Anglo Saxons. Literacy Link Viking Sagas

Children should be increasingly confident in understanding how knowledge of the past is constructed from a range of sources.

The idea of historical interpretation should be explored more: writers have their own reasons/motives for writing. Look at York findings and understand how historians use evidence for their arguments.

Enquiry: Cause & consequence, change & continuity, similarity & difference Significance

- Know that the Vikings were pagans with lots of gods and practices.
- Know that everyday life (housing, work, technology, language, art, religion) and culture was different between the Anglo Saxons and the Vikings.
- Know that the word **legacy** means something you leave behind.
- **Historians have influence in deciding who is deemed worthy to study.**

How has historians’ views of Vikings changed over time? How do they decide on who should be remembered in history? (Consider Gareth Williams from British Museum)*

Describe Viking gods and their power. Explain how these may have affected the actions of the Vikings.

Describe historians understand the main differences and similarities between the Vikings and Anglo Saxons (same period in Britain).

Name and describe some of the legacies the Vikings left in Britain that affect our lives today (**trade, money, language, creation of England and Scotland**).

RE Link: How do my beliefs impact the way I live and treat others?

Similar to debate on the ethics of invading another country during the Year 3 and Treasure Seeker units, children should be reflect on the motives of the Vikings and their **legacy**.

By the end of Y 4, children should be able to make note changes within and across overlapping periods (Romans, Anglo Saxons and the Vikings) in Britain’s history.

Year 4 Geography Raiders (Vikings)

Assessment Questions		
<p>- Which countries did the Vikings come from? Show on a map Where did they first land in the UK? What is trade? Where did the Vikings go to trade?</p> <p>- Why did the Vikings emigrate and invade? What were the Vikings looking for in a settlement? Why? How were they different similar to Anglo Saxon/Roman?</p> <p>- What is agriculture and why was it important to the Vikings?</p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> Discover where the Vikings came from and where they settled.</p> <p>Name the countries where the Vikings first came from and find the location of those countries on different maps (world, globe, European)</p> <p>Know some reasons why the Vikings first travelled to England. Know that the Vikings first invaded Lindisfarne in the North East of England</p> <p><u>Human and Physical Geography</u> Know the settlement patterns of the Vikings. Know that Vikings travelled to many other countries for trade purposes.</p> <p><u>Key Vocabulary</u> Settlement - the way people organised how, where and with whom they would live. Emigration Population density/ Agriculture Land use patterns / Vikings – Scandinavia (Norway, Sweden and Denmark)</p> <p><u>Geography Core Concepts:</u> Settlement Population Land-Use Environment</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Use different maps (world and European) globes and atlases to find and label the countries where the Viking came from and the route they took to get to England.</p> <p>Identify parts of the UK where the Vikings first landed (Lindisfarne) and where they settled (Danelaw East Anglia) in the UK. Label other countries on a map of the world to show where else the Vikings travelled to and why. Draw the routes taken by the Vikings to get to France Spain Italy and further afield like Russia, Constantinople (modern day Turkey) and Baghdad.</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: <u>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</u> <p>Explain the types of settlements that the Vikings were looking for and why. Describe features of Viking settlements and compare with Anglo Saxon settlements. Explain where historians think Viking trading routes reached.</p> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Children will have a greater locational knowledge – particularly regarding countries and seas around Europe. They will know where the Vikings came from and the routes they travelled to get to England. They will begin to understand that as an Island, the UK has had many invaders and settlers arrive and stay throughout its history. They will know that historically the Vikings settled after the Anglo Saxons and they will also have a broader knowledge of the traditions and customs that they brought with them to England. They will have a deeper understanding of the reasons why people choose to move locations and emigrate to different lands and what those people require in a settlement. Push and pull factors)</p>

Year 4 ART Topic 3: Raiders

Assessment Questions

What are features of Viking craftsmanship?
How have you incorporated this into your design?

Generosity and thankfulness

KNOW	DO	UNDERSTAND
<p>Can develop sketching technique.</p> <p>Can explain Viking craftsmanship and how they have taken inspiration from it.</p> <p>Know how shape/form/colour impact a design.</p> <p>Key vocabulary: Sketching technique Line Form Shape Shadow Craft Rune Pattern Repetition Design</p>	<p>Children use their understanding and knowledge of how delicate and sophisticated Viking craftsmanship/art could be, to develop their own drawing designs for embossed runes or patterns.</p> <p>They then develop their ideas to design and create a Viking shield.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, design and other art, craft and design techniques (<i>clay</i>) - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing and clay - about great artists, architects and designers in history 	<p>Children are learning about the Viking invasion, with many battles, raids and settlements. Through their artwork, children will explore that, often thought of in contrast with the stereotype of 'barbarians', Viking art was sophisticated and delicate. Viking craftsmanship excelled in woodwork and metalwork, adorning brooches, weapons, helmets and ship timbers with abstracted animal forms and elaborate intertwined patterns.</p> <p>Children are building on their design and drawing skills developed in units in Year 2 and Year 3.</p>