



## DOWN AMPNEY PRIMARY SCHOOL

### Term 3

#### Unit Overview: UKS2 Vikings

#### Enquiry Question: Is it accurate to call the Vikings vicious raiders?

<p><b>Curriculum Aims:</b> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"><li>❖ Describe the sequence of periods on a timeline.</li><li>❖ Use language such as interval, duration, concurrent and interacted with a growing accuracy.</li><li>❖ Use the timeline in conjunction with other source material to explain answers in detail.</li></ul> <p><b>Source analysis and Interpretation</b></p> <ul style="list-style-type: none"><li>❖ Extract information from various types of source (artefact, pictorial, written, historian’s account) and interpret information from multiple sources into one conclusion.</li><li>❖ Identify limitations of different types of sources and compare them to form a more in-depth understanding.</li></ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"><li>❖ Pursue a line of enquiry, generate further questions that can deepen their understanding for various aspects of study.</li></ul>	<p><b>Key Knowledge Outcomes:</b></p> <ul style="list-style-type: none"><li>❖ The word Viking means raider but they were also traders and settlers, especially later in the period.</li><li>❖ The Vikings attacked England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much.</li><li>❖ For many years they fought hard against the Saxons for control of England but were stopped by Alfred. They then settled in the East with some becoming kings of England at the end of the Saxon period.</li><li>❖ The Vikings were highly skilled shipbuilders, taking them vast distances across dangerous seas.</li><li>❖ They did not worship a single god but made offerings to a large number such as Odin (Wednesday) Thor (Thursday) and Freya (Friday)</li></ul> <p><b>Substantive knowledge: Concepts</b></p> <p>Trade Governance / monarchy Settlement</p> <ul style="list-style-type: none"><li>❖ Know where the Vikings came from and why they attacked and that that the Vikings were a real threat from the sea.</li><li>❖ Relate the Vikings in time to the Roman and Anglo-Saxons.</li><li>❖ Understand how the Vikings gained their reputation and that it was exaggerated by the accounts written by monks; the most negative accounts come from the period when they were raiding.</li><li>❖ Know that the Vikings could be construed as traders as well as raiders.</li><li>❖ Understand that the term raiders describes an early part of their contact with Britain whereas ‘traders’ relates to a later stage.</li><li>❖ Explore how archaeological discoveries have forced us to change our views more recently.</li></ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"><li>❖ Understand the significance of archaeological evidence, especially finds at Yorvik.</li><li>❖ Select appropriate evidence to support their judgements.</li></ul>	<p><b>Key Topic Vocabulary</b></p> <p>Danegeld, Danelaw, heathen, hoard, Pagan, runes, saga, longboat, raid, chronology, timeline, evidence, settlement, Jorvik, archaeological, trade route, contrasting, account</p> <p><b>Phonics / polysyllabic words</b></p> <p>stereotypical depiction reputation conqueror</p>
	<p><b>Key People</b></p> <p>Alfred Cnut Guthrum Sweyn Forkbeard</p>	<p><b>Extended writing opportunities</b></p> <p>Balanced argument: Raiders or Settlers?</p>



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<ul style="list-style-type: none"> <li>❖ Make decisions over which available evidence provides the best support to an answer they are providing.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Detect patterns of occupation using place name suffixes and map evidence.</li> <li>❖ Distinguish between a Saxon and a Viking account of the same event and explain how and why it is possible to have different interpretations of the same event or person.</li> <li>❖ Learn how to extract evidence from sources and begin to identify limitations of different types.</li> <li>❖ Raise high quality historical questions of their own.</li> <li>❖ Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</li> <li>❖ Place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).</li> <li>❖ Explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).</li> </ul>		
<p><u>Learning Journey Questions</u></p> <p>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?</p>	<p><u>Prior learning:</u></p> <p>EYFS: Develop an understanding of the past and present, present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>KS1: Brunel and the Victorian Period: Understand the significance of key people in the past. First Flight: How does evidence tell us about these events?</p> <p>LKS2: Pre-History and the Romans: What was the significance of these periods of History and how did life in Britain change. Expansion and Invasion during the Roman Empire, Ancient Egyptian achievements and what did they accomplish? Differing forms of governance.</p> <p>UKS2: Some: The impact of the Islamic Empire and Ancient Greeks and the impact of migration.          Understand the impact of the Anglo Saxons on life in Britain at the time.</p>	<p><u>Future learning</u></p> <ul style="list-style-type: none"> <li>• Canals and Railways: The significance of the Great Western Railway during World War 2.</li> <li>• Some: The impact of the Islamic Empire and Ancient Greeks and the impact of migration.</li> </ul>	



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	<p><u>British Values</u></p> <ul style="list-style-type: none"><li>• <b>Rule of law:</b> In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.</li><li>• <b>Tolerance:</b> When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.</li><li>• <b>Democracy:</b> Exploring the different forms of governance between the Anglo Saxons and Romans / Neolithic period / iron Age period.</li></ul>
<p><u>Reading opportunities</u></p> <p>Live like a Viking : discovering the secrets of the Vikings Saunders, Claire</p> <p>Did Vikings have horns on their helmets? : and other questions about the Vikings, Cooke, Tim</p> <p>The Vikings, Hibbert, Clare</p> <p>Viking sites, Dickmann, Nancy</p>	<p><u>Christian Values</u></p> <ul style="list-style-type: none"><li>• <b>Courage:</b> Children will understand that migration and the leaving of one's homeland takes courage and will make comparisons to modern-day migration.</li><li>• <b>Respect:</b> Children will understand that ancient cultures and peoples have shaped the way we live today..</li><li>• <b>Trust:</b> Children will have a sense of enjoyment and fascination when learning about their ancestors and feel a connection with those who shaped our country.</li></ul>