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| <b>Year Group: 4</b>  | <b>Term: Spring</b> | <b>Topic: The Anglo-Saxon &amp; Viking Invasion</b> |
| <b>Historical strands</b>   |                     |   |
| Civilisation and Technology; War and Conquest; Monarchy   |                     |   |
| <b>NC Links</b>   |                     |   |
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  |                     |   |
| <b>Other Curriculum Links</b>   |                     |   |
| Geography - Britain; English - narratives, recounts; RE - Christianity  |                     |   |
| <b>Links to Rights Respecting</b>   |                     |   |
| Article 28 - every child has the right to an education  |                     |   |
| <b>Links to North East Ambition</b>   |                     |   |
| Link a lesson to careers in the heritage industry (museums, visitor centres, Historic England)<br>Gatsby Benchmark 4 - Linking curriculum learning to careers   |                     |   |
| <b>Topic Overview</b>   |                     |   |
| Pupils develop their understanding of life in this time period by learning about the Viking invasion and the resistance they faced. They begin to make contrasts with the way of life of the Anglo-Saxons and Vikings, as they start to piece together the idea that modern Britain has been shaped by a wide range of invading forces, each leaving their own cultural impact.   |                     |   |
| <b>Possible Visits/Visitors</b>   |                     |   |
| Jarrow Hall; That History Bloke; Box of Delights  |                     |   |
| <b>Historical Concepts</b>  |                     |   |
| <p><b>Continuity and Change</b> - in and between time periods</p> <ul style="list-style-type: none"> <li>Describe / make links between events, situations and changes within Britain before and after the Roman withdrawal of Britain and different time periods (e.g. monarchy in 20<sup>th</sup> century)</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for / impact of Viking Invasion</li> </ul> <p><b>Similarity and Difference</b> - within a period / situation (diversity)</p> <ul style="list-style-type: none"> <li>Describe varying experiences of Vikings and Anglo-Saxons</li> </ul> <p><b>Significance</b> - of events / people</p> <ul style="list-style-type: none"> <li>Identify some significant people and events</li> </ul> |                     |   |
| <b>Learning Intentions (for use in self assessment at end of topic)</b>   |                     |   |
| <ul style="list-style-type: none"> <li>Mind-map - What is History? Why study History? How can we study history?</li> <li>Explore chronology to develop understanding of time, e.g. decades and centuries - placing some significant events of the period on a timeline.</li> <li>Explain the events leading up to the Viking invasion of Britain.</li> <li>Explain where the Vikings came from.</li> <li>Label the Viking map of Britain.</li> <li>To use images / artefacts to discuss and describe everyday life in Viking Britain.</li> <li>To understand key stories from Viking mythology.</li> <li>To explain the impact of the Vikings on the life and culture of Britain.</li> </ul>  |                     |   |

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| Year Group: 4   | Term: Summer | Topic: The Anglo-Saxon & Viking Invasion |
| <b>Essential skills to be covered and possible activities</b>   |              |  |
| <p><b>Historical Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Mind map: What is history? How do we know about the past?</li> <li>• What can we remember about the Anglo-Saxons?</li> <li>• Discuss the reasons why the Vikings invaded Britain, with reference to the Anglo-Saxons.</li> <li>• Use maps to discuss and explain who the Vikings were, where they came from.</li> <li>• Research the changing map of Britain after the Vikings.</li> <li>• Make a model of a Viking longboat.</li> <li>• Examine how some of the Anglo-Saxon kings (e.g. Alfred the Great) tried to resist the Viking invasion</li> <li>• Research Viking houses, food, clothing etc.</li> <li>• Look at Viking weapons and why they were so successful as invaders.</li> <li>• Learn about the Viking Gods and/or parts of their mythology.</li> </ul> |              |  |
| <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Explore chronology by using sheets of toilet paper to represent time. Use these to develop understanding of the period (C.AD700-1066)</li> <li>• Use terms related to the period.</li> <li>• Place events of the period studied on a timeline.</li> <li>• Begin to date events.</li> </ul>   |              |  |
| <p><b>Historical vocabulary</b></p> <ul style="list-style-type: none"> <li>• Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, historical, evidence). Use knowledge organiser</li> <li>• Explicitly teach vocabulary relevant to Anglo-Saxons (e.g. invasion, emigration, settlement, pagan, Christianisation)</li> <li>• Develop the appropriate use of these historical vocabulary and terms</li> </ul>   |              |  |
| <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Revisit historical sources - Contemporary accounts, objects, archaeological sites, textbooks</li> <li>• Distinguish the differences between different sources: compare sources and begin to evaluate the usefulness of different sources.</li> </ul>  |              |  |
| <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources to find out more about a period (Box of Delights / Jarrow Hall)</li> <li>• Spend time looking at different historical sources / books / internet / library / own historical knowledge to build up a picture of a past event</li> <li>• Choose relevant material to present a detailed picture of one aspect of the past (e.g. village life, crime and punishment, farming)</li> <li>• Ask a variety of historically valid questions</li> </ul>   |              |  |
| <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Using toilet roll to explore chronology</li> <li>• Sticking / writing / drawing events relating to Vikings on a timeline</li> <li>• Drama / role-play, e.g. hot-seating Viking raiders / Lindisfarne monks / different classes</li> <li>• Reports / recounts / persuasive writing about Viking life</li> <li>• Whole-class discussion: debates for and against Viking invasion.</li> <li>• Create displays about Viking life</li> </ul>   |              |  |

- Using iPads / computers to create PowerPoints / Word presentations

### **Suggested Strategies for Recording Learning**

- Practical activities where possible - drama / role-play (recorded on iPads and linked to QI codes).
- Group work to discuss sources / to debate Viking invasion and presenting findings to rest of class (recorded on iPads and linked to QI codes).
- Sorting activities to compare aspects of Viking and Anglo-Saxon / modern life.
- Stick down images (possibly drawn themselves) or written events (including dates) onto a timeline.
- Writing narratives / reports / recounts / persuasive pieces about aspects of Viking life.
- Annotate maps
- Draw / make Viking longships
- Create displays about Viking life.
- PowerPoint / Word presentations

| Year Group: 4   | Term: Summer   | Topic: The Anglo-Saxon & Viking Invasion (AD900-1066)   |   |
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| Assessment  |  |   |   |
| Ongoing assessment from guided activities, observations, discussions, questioning and work evidence. A suggested activity is: Why did the Vikings invade Britain? |  |   |   |
|   | 3.1  | 3.2   | 3.3   |
| Historical knowledge and understanding  | <p>With support, identify some causes and effects of the Viking invasion.</p> <p>With support, describe some aspects of Viking life.</p> <p>With support, explain in simple terms some aspects of Viking mythology</p> | <p>Identify and explain some of the main causes and effects of the Viking invasion.</p> <p>Describe some aspects of Viking life.</p> <p>Explain in simple terms some aspects of Viking mythology.</p> | <p>Identify and explain the main causes and effects of the Anglo-Saxon invasion.</p> <p>Describe in some detail some aspects of Anglo-Saxon life.</p> <p>Explain in detail the aspects of Viking mythology.</p> |
| Chronological understanding   | <p>With support, place events and dates on a timeline.</p>   | <p>Pupils place several events and dates on a timeline.</p>   | <p>Pupils confidently place events and dates on a timeline.</p>   |
| Historical vocabulary   | <p>With support, use dates and some appropriate historical terms.</p>  | <p>Use dates and appropriate historical terms.</p>  | <p>Confidently use dates and a range of appropriate historical terms.</p>   |
| Interpretations of history  | <p>With support, recognise and identify a range of different sources.</p> <p>With support, begin to evaluate the usefulness of different sources.</p>  | <p>Recognise and identify a range of different sources.</p> <p>Begin to evaluate the usefulness of different sources.</p>   | <p>Distinguish between a range of sources.</p> <p>Confidently evaluate the usefulness of different sources.</p>   |
| Historical enquiry  | <p>With support, choose relevant material to build up a picture of the past.</p>   | <p>Identify and select relevant material from sources to build up a picture of a past event.</p>  | <p>Confidently identify and select relevant material from a range of sources to build up a detailed picture of a past event.</p>  |
| Organisation and communication  | <p>With support, communicate knowledge and understanding through discussion, pictures, drama /role-play, writing and ICT.</p>  | <p>Communicate knowledge and understanding through discussion, pictures, drama/role-play, writing and ICT.</p>  | <p>Confidently and communicate knowledge and understanding through discussion, pictures, drama/role-play, writing and ICT</p>   |