



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



Year Group: 4	Term: Spring #1 2022	Teacher: Hannah Jones	Subject lead: Dionne Sanati	Overview: Vikings: Britain's settlement	Key End Points: By the end of this unit children will be able to: - Place events from period studied on a timeline sequentially using dates and begin to make links between Romans, Anglo-Saxons and Vikings in Britain. - Extract and interpret evidence from primary and secondary sources and begin to consider the reliability of them. - Identify some of the causes and effects of Viking invasion. - Follow a given line of historical enquiry related to the concept of significance. - Compare and contrast some of the characteristics of Roman, Anglo-Saxon and Viking civilizations and identify some aspects of continuity and changes between them.				
Links to other learning: Geography – Map work/ locality Maths – scaling in timelines	Relevant Prior Learning: In Y4 Autumn children studied some of the causes and effects of Anglo-Saxon invasion on Britain. They compared and contrasted some of the characteristics of Anglo-Saxon and Roman Britain civilizations and identified some aspects of continuity and changes between them.		Relevant Future Learning:	High Quality Text: The Saga of Erik the Viking Terry Jones & Michael Foreman Viking Boy By Tony Bradman	Risk Assessment: Complete for Wirral Vikings Visit – use their risk assessment as guidance.	Teacher CPD: Mr T Does Primary History NEW Chronology Clip LKS1 https://www.youtube.com/watch?v=dlqpwioWv1Y&t=3s Read through Anglo-Saxon articles and listen to podcasts on HA website to support subject knowledge prior to teaching. Very useful article related to Year 4 Teacher https://www.history.org.uk/primary/resource/9269/the-vikings-ruthless-killers-or-peaceful-settlers https://www.history.org.uk/primary/resource/3867/the-vikings-in-britain-a-brief-history Comprehensive CPD for the History of the Vikings for subject knowledge https://www.history.org.uk/primary/module/4806/the-vikings-primary-e-cpd Podcast CPD https://www.history.org.uk/primary/module/4663/podcast-series-the-vikings Additional reading if time allows for lesson 5 https://www.history.org.uk/publications/resource/9485/alfred-versus-the-viking-great-army https://www.history.org.uk/publications/resource/9491/aethelflaed-lady-of-the-mercians-918-2018 Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1			
Learning Intention	Lesson Outline (Key Questions in colour)			Resources		Vocabulary	Lowest 20% Adaptations		

1	<p>I can discuss and understand the chronology of British history</p>	<p>Recap from Autumn Unit Words of the week: invade & invasion</p> <ul style="list-style-type: none"> • Invade (verb)- (of an armed force) enter (a country or region) so as to overpower or occupy it. • Invasion (noun) - an instance of invading a country or region with an armed force. <p>Recap previous chronological learning... <i>Which time periods have you studied so far in History?</i> Stone, Bronze and Iron Ages, Romans and Anglo-Saxons. Children may know other time periods from their wider knowledge such as the Victorian periods etc... <i>Which of these periods are part of British History?</i> Stone, Bronze and Iron Ages, Romans and Anglo-Saxons. <i>Can you order them chronologically?</i> Children could do this verbally, also remind them to use previous work in their books if they get stuck. Show ppt with correct order.</p> <p>Continue to recap prior learning...(children could look through their books to help them recall). <i>What do we remember from the Saxon period?</i> <i>How did this impact the lives of people?</i> <i>Children may recap the following key information:</i> <i>The Roman left Britain and it was invaded by the Anglo-Saxons.</i> <i>The Anglo-Saxons invaded from Northern Europe places like Denmark and Germany. Britons, Picts (Scotland) and Scots (Ireland) were living in Britain when they came.</i> <i>They had different classes: Thanies (the Saxon upper class), Churls (some were quite well off but others very poor) and Thralls (a class of slaves).</i> <i>People tended to live in small village groups in wood houses with thatched straw rooves.</i> <i>One of their significant leaders was King Offa of the Mercians. He is best remembered for his Dyke, which he had built to act as a defence against the Welsh.</i> <i>One of their legacies was the first law codes by King Aethredel.</i> <i>Another legacy they left was the spread of Christianity.</i></p> <p><i>Look at the chronological order on our timeline, what period do you think we will be studying next?</i> Introduce new period of study – Vikings in Britain. <i>What do you know about the Vikings already?</i> Common misconceptions – they worn horned helmets and were savage Barbarians. General knowledge may be...they travelled in longboats, they came from Scandinavia, they were warriors, they believed in gods like Thor etc...</p> <p>Hook: Show images, clips and facts on ppt to demonstrate how deep Viking heritage on the Wirral is.</p> <p>Today in History, we are going to explore the chronology (the order of events or dates) of the Viking invasion and settlement of Britain. We will be thinking about... <i>Where in history does this period sit? How does it link to what we already know?</i> In this lesson you will sequence events and explore the duration and intervals on timelines. You will scale the events on your timelines and make links between the timelines. <i>Our enquiry question for today is: What were some of the key events in the Viking settlement of Britain?</i></p> <p>Words of the week: intervals & duration Duration – how long an event or period occurred for. Interval – the chronological length between events.</p> <p>Main Task 1: Children work in groups to collaboratively sequence the key events provided in the timeline pack (use the highlighted version). <i>Can you identify any new language that you need to find out the meaning?</i> Check the order as a class and clarify meanings of new vocabulary.</p>	<p>Lesson 1 ppt</p> <p>Lesson 1 Timeline cards</p> <p>WAGOLL - Reflection Questions</p>	<p>Recap vocab... Chronology Invade Invasion Stone Age Bronze Age Iron Age Romans Anglo-Saxons Britons Picts Scots Thanes Churls Thralls King Offa (Mercians) King Aethredel Legacy Law codes Christianity Significant</p> <p>Duration Interval</p> <p>Chronological order sequence Scaled/ scale</p> <p>Attack Battles Defeated Conquer Conquest Monastery Lindesfarne Baptised</p>	
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	<p>Then deepen discussions with the question <i>Which events do you think were important and why?</i> Modal good examples on WB ready for reflection at the end of lesson.</p> <p>Main Task 2. Then scale the timeline on WW (teacher to produce scaled timeline in advance using border paper) as a class to explore duration and intervals between the events further. Take photos of process and complete timeline for chn's books.</p> <p><i>What does the scaled timeline show that the sequence didn't? It shows us that the Viking conquest of Britain took place over a long period of time and involved a number of battles for power.</i></p> <p><i>Has it altered the way you think about any of them?</i></p> <p><i>Does our timeline include all the events of this period? No, it doesn't tell us information about daily life or individual villages etc.</i></p> <p><i>What kind of interaction did we find between the two groups? Why?</i></p> <p><i>Draw out the cycle of attack/ invasion, battles and eventual conquest by the Vikings. This was because they were battling to gain control of Britain.</i></p> <p><i>What other interactions do you think occurred? The Anglo-Saxons and Vikings may have traded peacefully, they may have married each other and shared other cultural experiences.</i></p> <p>Reflection: Chn to write one sentence to answer one of the questions asked today. MA/ HA could answer all questions.</p> <p><i>Which events do you think were important and why?</i></p> <p><i>What does the scaled timeline show that the sequence didn't?</i></p> <p><i>What kind of interaction did we find between the two groups? Why?</i></p>	<p>I think the attack on Lindisfarne in 793AD was the most important because the Anglo-Saxons then saw the Vikings as vicious raiders who killed innocent people like the monks.</p> <p>I think the battle in 878AD was the most important as the Anglo-Saxons led by King Alfred actually defeated the Vikings and show they wanted to defend their lands.</p> <p>I think 886AD was important because King Alfred set a code of laws and changed coinage which we still use today.</p> <p>The scaled timeline shows us that events didn't just happen one after another and that they were spaced out.</p> <p>The attack on Lindisfarne and the battles between the Vikings and Anglo-Saxons suggests that their interactions were violent.</p> <p>The Vikings and Anglo-Saxons were peaceful in some ways because they agreed to split the country in two and have the Danelaw and Saxon Law.</p>		<p>Teacher to support/ group write of reflection sentences</p>
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2

I can interpret sources of written evidence

Note: In Year 6 the children will study migration to Britain over time in depth so it is important that the chn start to notice that migration has been a recurrent feature in British history over many centuries.

Words of the week: migrated/ migration & raid

Migration - to move from one region or habitat to another (usually according to the seasons).

Raid - a rapid surprise attack on an enemy by troops, aircraft, or other armed forces.

Today, we are going to find out where the Vikings came from and make inferences about why they chose to migrate to Britain. We will then be looking at some sources of evidence that can help us answer the **enquiry question: How did the Saxons view the Vikings after the raid on Lindisfarne?** The sources will help us understanding the events from different points of view and we will also consider the limitations of our sources.

Introduction: Show chn maps opposite to make inferences about Viking origins, migration across the world and possible trade links.

Look at the maps, where did the Vikings originally come from? Norway, Sweden, Denmark also known as Scandinavia.

Where can you see that they migrated to across the world? Draw chn's attending to the map that shows trade routes but stress that they only migrated and settled to some of those countries.

How do you think they travelled to these countries? The longboat on one of the maps should give the chn a clue to this.

Infer - Why do you think they travelled to other countries? Draw out that they may have migrated and settled to gain land, to exploit resources within countries such as fertile land or precious metals, to create trade links etc...

Why do you think the Vikings migrated to Britain?

A useful starting point for thinking about this question could be reflections on why people might want to come to Britain. This could provide opportunities for children to draw on their own experiences, as well as film clips and news items showing contemporary migrations (watching Newsround on children's television could also draw their attention to current political and economic motives for moving). Useful website www.ourmigrationstory.org.uk/

Watch video clip (also reinforces prior knowledge of Anglo-Saxon migration to Britain)

<https://www.ourmigrationstory.org.uk/oms/by-era/AD43%E2%80%931500>

Ask again - Why do you think the Vikings migrated to Britain?

Vikings' desire for more land to farm, places to trade and the lure of treasure to be found in Anglo-Saxon monasteries.

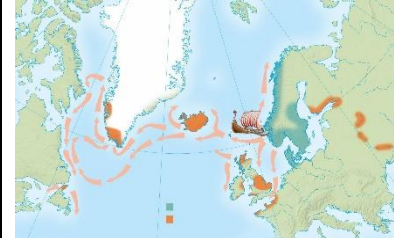
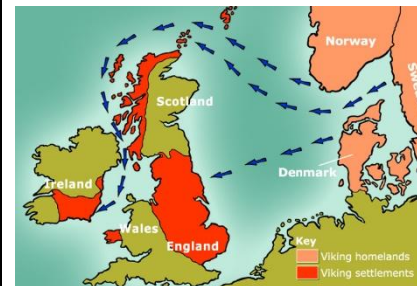
Recap prior learning – what other people have we learnt about in History that have migrated to Britain? Romans in Year 3 and Anglo-Saxons at the start of Year 4.

Main Task 1: Short activity (5-10mins) for chn to label map with countries to show Viking origins, migration and British settlement (template in resources folder can be adapted by teacher). Chn can colour code the map if they have time at a later point.

Draw chn's attention to timeline on WW from lesson 1 and the Viking raid on Lindisfarne. Show location of Lindisfarne on map so chn are aware that it is by the sea so easily accessible to traders and of course Viking raiders! Explain that the attack on the Holy Island of Lindisfarne may have impacted on the Saxons and their religious beliefs as *Alcuin*

of York (an Anglo Saxon scholar) said it was 'God's punishment on the kingdom.' Show images opposite as a visual as well.

Would the Saxons have heard of the Viking raids before it happened? How? They probably knew about the Vikings before the raids, may be they had traded with them before or had heard stories from people who travelled to Britain. But the Saxons were not prepared for the Viking raids!



Might be useful for teacher to label countries on this map to support chn's understanding

Task 2: Written sources sheets and images below.

Additional written account to be included:

Monk Simeon, an Anglo-Saxon monk in Durham, wrote that:

"On the sixth of June, they reached the church of Lindisfarne, where they miserably ravaged and pillaged everything; they trod the holy things under their polluted feet and plundered all the treasures of the church. Some of the monks they killed, some they carried off in chains, most of them they stripped naked, insulted, and cast out of the doors, and some they even drowned in the sea."

migrated/ migration raid

Scandinavia trade longboat/ship exploit resources

Lindisfarne monastery monks primary sources perspective limitations

Watch video clip of the raid from Vikings TV series (content is appropriate) <https://www.kilburnjunior.school/website/2017/03/the-viking-raid-on-lindisfarne-was-a-terrifying-ordeal-for-the-monks-click-on-the-image-to-watch-the-raid-again-how-do-you.html>
 Watch second clip to 1.22min <https://www.bbc.co.uk/programmes/p01189j2>
 How do you think the monks felt as the Viking longship appeared through the mist?

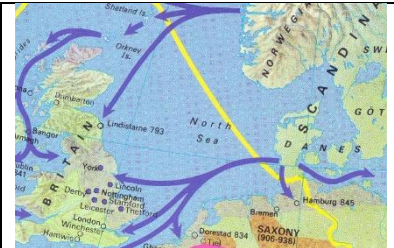
Introduce the idea of different perspectives in History and how they can impact on the way an event is recorded e.g. Saxons writing about the event would have seen the raid on Lindisfarne as brutal. Whereas a Viking writing about the event would have seen it as a victory.

Main Task 2: Whole class or in teacher led groups (as sources are written in an older style of language) read and discuss the written primary sources one at a time about the first raid in Britain on Lindisfarne. Discussions should be led with the following questions:
 What kind of people would live in the monastery? Devote Christian monks, priests etc..
 How would they react to a Viking raid? Initially they might have thought they were peaceful traders as the location of Lindisfarne by the sea was on trading routes so they would have been used to visitors. However, their reaction would have quickly turned to fear as they realised the Vikings real intents!
 What would you have done and what results would that have had?
 Does this new source change your opinion?
 Do you feel this account is trustworthy and why?
 What information would you like to find out to deepen your understanding of this event?

It is **vitaly important** to discuss the findings from the different sources and any problems the children can see with them including limitations, perspectives, **bias** etc.
 What have the sources told us?
 What are the problems with the sources we've explored?
 All of the sources are written from an Anglo-Saxon perspective so we don't know how the Vikings view the raid. We only have one side's view of the events. Clearly the Anglo-Saxons would have been angered by the raids, particularly as they occurred at a sacred Christian where monks and priest were living peacefully. Their view of the Vikings may be bias at this point as the treasures from the monastery had been taken and innocent Christian monks and priests killed!
 What key information do we need to record to ensure we remember the key parts to this event?
 How can we record the events that we think aren't entirely trustworthy?

Written Reflection to answer the enquiry question: **How did the Saxons view the Vikings after the raid on Lindisfarne?** This could be done as a paragraph for HA or using images of the raid with speech bubbles for characters – examples of both in resources folder.

Challenge - Ask chn to choose one/ two sources to write a brief written reflection – see examples opposite.
 Do you feel this account is trustworthy/reliable and why? See example opposite.
 What information would you like to find out to deepen your understanding of this event? It would be helpful if there were some written sources from the Viking's perspectives. However, all written sources from this time are only from the Anglo-Saxon's views.



Lindisfarne location



Lindisfarne today



Modern painting of the raid

Examples of pictorial and written outcomes to answer enquiry question in resources folder.

You could provide HA chn with some modal verbs on the WB to help them think about possibility in their explanations.
 e.g. may be, might have, probably, possible, could have

Example of sources reflection

			<p>HA example:</p> <p>All of the sources we looked at today are from the Anglo-Saxon perspective so we do not know what the Viking's thoughts and opinions of the raid were. The extract from the Anglo-Saxon Chronicle was written by an Anglo-Saxon. It is probably reliable as it was written at the time but we must remember that the Anglo-Saxon's would have been angry because treasures had been taken from Lindisfarne and innocent monks had been killed.</p>	

3 - 4	Viking Day			
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5 - 6	<p>I can extract and interpret evidence from multiple sources</p> <p>I can provide a reasoned response to a historical enquiry question</p>	<p>Words of the week: Primary source & secondary source</p> <p>-A primary source is a work that gives original information. It is something that comes from a time being studied or from a person who was involved in the events being studied.</p> <p>-A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching.</p> <p>In lesson 2, we looked at Anglo-Saxon written primary sources to about the raid on Lindisfarne and used them to find out what the Saxons thought about the Vikings after that first raid. During our Viking Day, we found out... Today we are going to extract and interpret evidence from multiple sources to think deeper about views of the Vikings to answer the enquiry questions: How should we view the Vikings? Is it fair to say describe the Vikings as vicious raiders?</p> <p>Discuss the findings from the previous lesson including the limitations of looking at the Saxon point of view alone. Do you think the Saxons would give a balanced account of the Vikings? Probably not because they were trying to take their Kingdom!</p> <p>How can we enhance our understanding of the Vikings then? Agree that we need to investigate more sources of evidence. What type of sources do you think would be most useful? We could look at archaeological evidence (primary sources)e.g. artefacts, we could read more written primary sources written by Anglo-Saxons Vikings, we could also look at secondary sources such as books from the library, videos or websites.</p> <p>Main Task: Introduce the suggested Viking achievement categories below. Discuss the kind of evidence they may find to help them answer the question. Split the class into groups to research different achievements related to the concepts below:</p>	<p>Teacher to include books from library as additional sources</p> <p>You will also need ipads and headphones</p> <p>Prior to the lesson teacher to set up an account on Mozaweb – free to do with 5 free downloads a month. You will need to check this works on school laptops as you may need to download an external viewer.</p> <p>Suggested sources for research below: <u>Traders and explorers</u> https://www.historyonthenet.com/vikings-as-traders https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3</p> <p><u>Society and culture</u> https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/ztaqr82 https://www.youtube.com/watch?v=UpxlGTvKwOE</p> <p><u>Crafts and culture</u></p>	
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	<ul style="list-style-type: none"> • Traders and explorers • Society and culture • Crafts and culture (easier) <ul style="list-style-type: none"> • Homes (easier) <p>Children extract evidence from the sources for their concepts and relate it back to the key enquiry question. They could make notes in their books of their findings using bullet points. Teacher take photos during process to show the variety of sources that the children are using and display in books as pic collage.</p> <p>What primary sources are you using? What secondary sources are you using? What have you learned from ...? Do any of the other sources support this or say the opposite?</p> <p>Reflection: Children present their findings to the class. Teacher to collate their findings in a table format on IWB to display on WW. Now that you have evidence about a range of topics, does it change your view or answer to our enquiry question?</p> <p>Written conclusion: Then, focusing on using the evidence they've found, write conclusion to answer the enquiry questions: How should we view the Vikings? Is it fair to say describe the Vikings as vicious raiders? Which evidence are you going to use to support your answer? Is your answer a balanced view or one-sided? Why?</p>	<p>https://en.wikipedia.org/wiki/Viking_art - teacher to collate the images onto one sheet https://www.youtube.com/watch?v=UpxlGTvKwOE</p> <p>Homes (teacher led on IWB) Use the Mozaik3D app/Mozaweb.com and load up the 'Viking Settlement' also use Viking Homes ppt to support. What do they notice about the location? What is the predominant material? Why is it protected? Can they remember any other settlements that looked like this? (Iron Age Hillforts) Explore the various tabs at the bottom watch the Animation tab. Focus on the House part (1:10).</p> <p>Teacher to prepare a written model for the conclusion – this could be balanced or one-sided. Example of balanced view below...</p>		
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