

Learning journey	History	Vikings	Year 4 (Spr 1st)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary																
<p>Previously in year 4, the pupils will have covered the Anglo-Saxons and Scots.</p> <p><b>They learn about:</b>            where they came from and why they invaded            Understand why they settled            Know the importance of King Alfred            Know the similarities and differences between Gods            Know who King Cnut was and the impact he had on Britain</p> <p><b>Before the start of the unit they will be able to:</b>            Describe main features associated with a period / civilisation            - Describe causes and / or consequences of an historical event</p>	<p><b>The pupils will know</b> the Norse Gods</p> <p><b>They will study</b> why the Vikings invaded Britain</p> <p><b>They will learn</b> about what happened at Lindisfarne</p> <p><b>The pupils will investigate</b> why Alfred signed a treaty with Guthrum</p> <p><b>They will study</b> whether Vikings were the first to invade the America</p> <p><b>Using an artefact box the pupils will look</b> at objects from the time.</p>	<p><b>In the Summer 2nd term</b> the pupils will go onto study the <b>Shang dynasty</b>.</p> <p><b>They will learn about</b>            Know how we know about the Shang dynasty            How it began            What was life like for people            What did they believe in            Who General Fu Hao was            How it ended</p>	<table border="1"> <tr> <td>Vikings</td> <td>Monotheist</td> </tr> <tr> <td></td> <td>Polytheist</td> </tr> <tr> <td>Danelaw</td> <td>Saga</td> </tr> <tr> <td></td> <td>Valhalla</td> </tr> <tr> <td>Raid</td> <td>Asgard</td> </tr> <tr> <td>Danegeld</td> <td></td> </tr> <tr> <td>Longship</td> <td></td> </tr> <tr> <td>Pagan</td> <td></td> </tr> </table>	Vikings	Monotheist		Polytheist	Danelaw	Saga		Valhalla	Raid	Asgard	Danegeld		Longship		Pagan	
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## NC coverage and HWJS skills development

### National curriculum coverage for history

Develop a chronologically secure knowledge of British and world history

Develop the appropriate use of historical terms

Address and devise historically valid questions about change, cause, similarity, difference and significance

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Understand how our knowledge of the past is constructed from a range of sources

**Through the study of Vikings, the pupils will:** contribute to discussions on the significance of different aspects of the Viking impact.

### HWJS skills development

**Chronology:** by exploring duration/timing (timelines) and locations (World maps)

**Change and continuity:** The similarities between Norse and Anglo-Saxon gods

**Characteristic features:** Investigating a Viking life artefacts

**Cause and consequence:** Why Vikings came to Britain, conflict with Saxons

**Historical enquiry:** Comparison of Lindisfarne evidence

## Knowledge organiser

Vocabulary		Timeline	
Vikings	People from Scandinavia (Denmark, Sweden and Norway). They were also referred to as 'Danes' or 'Jutes'.	799 CE	First Scandinavian raids
Danelaw	The land which King Alfred agreed to give to the Vikings, where they followed their own laws - not the Anglo-Saxon ones. The most important city in the Danelaw was York (or Jorvik as the Vikings knew it).	866 CE	Viking attacks on Lindisfarne
Raid	A sudden attack with the goal of stealing things. Vikings would raid homes and even monasteries to steal as much as they could. However, not all Vikings were raiders.	878 CE	Great Heathen Army invades (a large Viking army)
Danelaw	Money paid to Vikings to try and stop them invading and raiding. The Saxons gave them silver to leave.	879 CE	King Alfred defeats Guthrum, Guthrum is then baptised
Longship	Long, narrow boats which the Vikings used for sailing. They could travel up rivers as well as across the sea and were used for trade, piracy.	885 CE	Alfred the Great unites the English kingdoms
Pagan	During the Viking time, people who believed in multiple gods.	985 CE	Spain: Christopher Columbus discovers America (is discovered)
Monothelism	Someone who believes in only one god.	981 CE	Battle of Malden leads to the first Danelaw. Payments had previously been made but they were not Danelaw.
Polytheism	Someone who believes in multiple gods.	1013 CE	King Leif Godolfson of Sweden invades and becomes King of England
Widals	A great hall where dead heroes feasted with the gods.	1014 CE	King Canute becomes King of England
Asgard	A city or realm, especially about early Viking writings.	1016 CE	Canute the Confessor dies, leading to several contenders, including the Norse Harold Godwinson, who lost. Becomes King. Defeats the Viking invader Harald, but is then killed by William the Conqueror. The battle of Hastings, the last one over Vikings, ends, and the era of historical rule in Britain begins.
		Important People	
		King Alfred	King of Wessex from 871 to 889. Defended Wessex from the Viking conquest. Called himself the King of the English.
		Guthrum	King of the Vikings in Danelaw at the time of the treaty with the Saxons.
		Alfred the Great	First King to unite all of the English kingdoms, 871. Became King at 7 years old. He introduced an official agreement known as Danelaw with the Vikings.
		King Canute	King of England, Denmark and Norway. He ruled England from 1016 to 1035.
		Leif Erikson	Norse explorer who sighted the Americas in 985.
		William the Conqueror	Norman explorer who was the first European to set foot in North America. First Norman King of England. His victory marks the end of the Viking Age. He invaded England from Normandy. "The deed was called Normandy because it was originally a stronghold of the Vikings (Normans). In the Normans were actually Vikings."
Norse Gods			
Odin	Chief god		
Thor	God of thunder, fertility, the sky and the sea		
Loki	God of mischief and chaos		
Freyr	God of love, beauty, fertility and war		
Frey	God of fertility (Freyr's brother)		

## Connections / deepening understanding

**English:** Viking poetry / How to train a dragon

**Enrichment:** Portals from the Past workshop

## RADE

**Promoting social development:**

Group working/collaboration

**Promoting cultural**

**development:**

Developing an understanding of how our country has been shaped by incomers in the past.

## Assessment

**The pupils will be assessed** through ongoing assessment using the retrieval practice activities at the start of each session.

**By the end of the unit** interpret sources from what happened at Lindisfarne and know what happened at Lindisfarne.