Day 2 – How were the Vikings invaded?

The Vikings were invaded. Give reasons for both arguments as to why they were pushed and pulled. Include evidence from Locational knowledge choices with class. Go through which are true and Chn to write an explanation as to why the Vikings

Investigate visual/written clues Human and physical geography different ideas and discuss Place Knowledge what they have

decide whether the Vikings were ‘pushed’ from Scandinavia or ‘pulled’ to Britain. Chn to s

I can investigate the Viking and Anglo Saxon struggles for the Kingdom of England to the time of Edward the Confessor.

What made Alfred the great so great? I can research Alfred the Great. I can understand why he is deemed to be so great. I can write an informative web page entry. In 2002 BBC had a poll of the best Britons. King Alfred the great was the only king to make the top 20. Why do people think he is so great? Can we beat the BBC website? Show ch BBC website webpage. Read the first part. What do they think? How much in formation? Chn to improve this section of writing by the end. Chn to research what others have said about Alfred the Great and then make up their own mind as to whether he is so great. Chn to have information about Alfred to direct chn research of his achievements. Pictures of different achievements to help with the research. Can they say which are the most significant? Chn to have cards with different achievements/ideas on (all positive) Can they sort into plus Great? Not so great? Chn should think about Alfred was great. (Hand out some more cards (all positive) What do the chn think now? How have their opinions changed? Explain how different generations of historians rewrite history. people can give a too positive/negative a view on someone. Chn to choose to only use some opinions. For example, the Victorians wanted a heroic figure to look up to. As Alfred was made out to be a great person. Most of what is written about Alfred comes from after, the monk, who left out so many bad things.

Look back at Bitzaza webpage. How could we improve this? Can we beat what they wrote? Chn to re write the section on Alfred the Great. Making improvements to what has been said on the webpage. Chn to include the achievements they have researched and reasons why these are significant. Chn to include however, although, on the other hand, to give a reason why at all times, he was not so great. (Possibly just HA chn)

Vikings and their jazzy jewellery

I can develop my use of materials. I can research jewellery and sketch my observations. I can review ad adapt my ideas and explain my choice. I can make a replica piece of Viking jewellery. Viking man and woman loved to wear jewellery. Research all the different jewellery they wore. Look at materials they were made out of. The patterns they had. The shapes. Children to experiment sketching patterns and shapes. Design their own piece of jewellery. Then make them. Showcase the jewellery at the end. Chn to explain what they made, how and why. What materials/colours and design they chose and why.

Comparing historical accounts

We can understand a lack of evidence can distort views of the past. I can distinguish between a Viking account and a Saxan account of the same event. I can understand how Vikings get their reputation. Why have the Vikings got such a bad reputation? Tell story of the raid on Lindisfarne. Chn to look at passage from the Anglo Saxon chronicle. Spot ways in which the writer shows they do not like the Viking actions. How/why might others view the same situation differently? Chn to look at two passages written from the same time. Chn to look at the passage from the year of the Viking and Saxan from a Saxan Mark. Chn to spot how the Vikings are shown in a bad way and a good way. How do they differ? Why is it so? Which view. Were they right? Discuss the lack of evidence from this time. Most writing was done by the monks, who suffered. It is all about the facts and not much about a after this time. Or the positives.

How does this affect the view of what happened?

Change of opinion. Traders not raiders.

I can explore artifacts and pictures and make historical inferences. Look at more recent finds from excavations from Yorvik. Children to explore the pictures (numbered). What do they show? How do these pictures help restore the Viking’s reputation? Prove it. Chn to have statements about the Vikings. Can they find the resource that proves this to be true? eg The Vikings didn’t have horned helmets. The Vikings didn’t steal, they paid for what they wanted. Chn to have pictures of the finds stuck in books. Next to each picture write high quality captions, which explains what the picture shows and how this means Vikings can be considered as traders.

Should we judge people by what others say about them? What a fact does this have on people?

Fear, Conflict, Morality, Belief
Year 3 – Spring 2 – ‘Savage Saxons and Vicious Vikings’