

Year 3 – Spring 2 – ‘Savage Saxons and Vicious Vikings’

NC Geography

Place Knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.

Human and physical geography – human geography, including: types of settlement and land use, economic activity including trade links

Locational knowledge – name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Geography skills – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Research

Living graph/timeline

The ups and downs of Viking invasions.

I can investigate the Viking and Anglo Saxon struggle for the Kingdom of England.

I can use and draw a timeline and living graph.

I can identify significant changes in control and explain the cause and consequences of this.

Chn given event cards (in long strips) with the date and fact of attack/threat.

Arrange in chronological order.

Chn to read each statement in turn and discuss what impact that would have on the fortune of the Vikings. Plot these on a living graph, bottom-no control, top- complete control.

As they work through the strips encourage them to adjust the strips further up or down. Towards the end a clear arching shape should be showing. Put the graph on the board.

Individuals to come and draw what their graph looked like. Invite others to come and do the same over the top, discuss any differences, getting chn to justify their thinking. Discuss Why do you think it was so high then? Who can explain to me why it went down so suddenly? Did it start to rise later? When? Why was this?

Graph axis to be provided to the children. Chn to draw their own version of the graph but as a line graph. Clearly showing the arching pattern their living graph made. Chn to label 3-5 major turning points where the graph goes up or down significantly. Write the dates this happened and give a reason why this change in control happened. What were the consequences.

Research

Pulled or Pushed? Private investigators.

I can infer from visual clues.

I can analyse a range of influence cards.

I can write an explanation on why the Vikings invaded.

Chn hired as private investigators. We need you to investigate why the Vikings are coming here and decide whether the Vikings were ‘pushed’ from Scandinavia or ‘pulled’ to Britain.

Investigate visual/written clues- **chn to infer what the clues tell us** and come up with possible reasons as to why the Vikings invaded. Collect in all the different ideas and discuss as a class. Reinforce learning by giving chn influence cards with possible reasons for the Viking invasions and sort into categories eg, likely to be true, unlikely, and definitely not true. Chn to verbally reason their choices with class. Go through which are true and keep for next task.

Explain and discuss the concept Pushed or Pulled out of a country. Give examples of why people leave nowadays. Chn to sort the true influence cards into pushed or pulled. Act this out (invisible tug of war).

Chn to write an explanation as to why the Vikings invaded. Give reasons for both arguments as to why they were pushed and pulled. Include evidence from what they have explored in the lesson, what the images suggest and the influence cards. Include at the end their own opinion as to whether they think the Vikings were pushed or pulled and why.

Why do people leave their country? Fear? Conflict? Is this right?

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 chn BBC bitesize webpage. Read the first part. What do they think? Is their much information? 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 on whether he was so great.

Chn to have information about Alfred to direct chns 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 piles ‘Great’ ‘Not so great’ Chn should think Alfred was great. Hand out some more cards (less 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 if they choose to only use some information. For example, the Victorians wanted a heroic figure to look up to, so King Alfred was made out to be a great person. Most of what is written about Alfred comes from Asser, the monk, who left out many bad things.

Look back at Bitesize 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. Children 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 for why, at times, he was not so great. (Possibly just HA chn).

Fear, Conflict, Morality, Belief

Art

Vein Vikings and their jazzy jewellery.

I can develop my use of materials.

I can research jewellery and sketch my observations.

I can revise and revisit my ideas and explain my choices.

I can make a replica piece of Viking jewellery.

Viking men and women loved to wear jewellery. Research all the different jewellery they wore. Look at materials they were made out of. The patterns they had. The colours. 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.



Fear, Conflict, Morality, Belief

Comparing historical accounts

Bad reputation of the ruthless raiders.

I can understand a lack of evidence can distort views of the past.

I can distinguish between a Viking account and a Saxon account of the same event.

I can understand how Vikings got 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 Vikings actions. How/why might others view the same thing differently? Chn to look at two passages written from the same time. One from the view of a Viking and one from a Saxon Monk. Chn to spot how the Vikings are shown in a bad way and a good way. How do they differ? Why is this? Reveal why. 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 raids and not much about after this time. Or the positives. How does this affect the view of what happened?

Change of opinion. Traders not raiders.

I can explore artefacts and pictures and make historical inferences.

I can understand the significance of the Yorkik finds. I can explain what each find shows and how the Vikings were traders.

Look at more recent finds from excavations from Yorkik. Children to explore the pictures (numbered). What do they show? How do these pictures help restore the Viking’s reputations? Prove it! Chn 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 construed as traders.

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

Fear, Conflict, Morality, Belief

ORACY OUTCOME

Exhibition presentation.

The curator at the museum needs our help! They are doing an exhibition all about the Vikings. They have just heard there are people visiting from Scandinavia. These visitors don’t want to see their ancestors being shown in such a bad light.

The curator has asked if you would help contribute to the exhibition

Chn to set up an exhibition.

Use the pictures and captions from previous lesson. Chn to present information about the Vikings that they have learnt over this term as a broadcaster/ presenter.

Children to show an understanding of how the Vikings began as raiders. Give evidence as to why they came – pushed or pulled. Can they explain why they have been shown in a bad light for so long – the lack of evidence? Explain how the Yorkik archaeological finds played a part in changing our views. How the Vikings become traders and how each picture shows this to be true.

Record and showcase.

Fear, Conflict, Morality, Belief

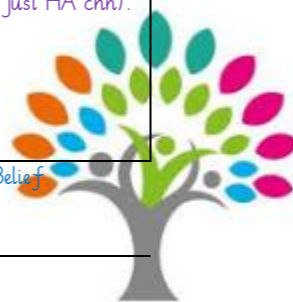
NC History

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

Britain’s settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



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