

Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.

Inspiring and enabling our school community to live life to the full



HISTORY YEAR 4

Subject: The Vikings

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

Prior Learning:

KS1- understanding of basic timelines and how they can be used to show events; understanding of how to compare different time periods. Year 2- begin to debate and justify ideas about historical events and use secondary sources to find out information.

Year 3 - children have learned about how tools were made and became more sophisticated through the use of metal.

- children have begun to learn about the Celts during the Iron Age
- children created a timescale and learned about BC and AD- this will be built on and added to during this unit.
- Children have studied the Romans and Anglo Saxons

Key Vocabulary taught in this unit:

Viking, invasion, raid, monk, monastery, Lindisfarne, Long-ship/dragon-ship, oar, shield, chieftain, pagan, burial traditions.

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Continue to develop a chronologically secure knowledge of British, local and world history. Children continue to study historical periods in chronological order with having studied the Anglo-Saxons and in year 3 having studied the Stone age to the Iron age and the Romans. They place eras of History onto timelines in their books.

Establish clear narratives within and across the periods studied. Children learn why and how the Vikings came from Scandinavia to Britain. They find out about key events such as the invasion and raid of Lindisfarne. Children create a diary entry detailing the events of the raid and compare the Vikings' pagan beliefs with the monks' Christian beliefs. Misconceptions such as 'Vikings wore horns on their helmets' and 'all Vikings were violent' are addressed.

Note connections, contrasts and trends over time. Children compare the lives of Vikings, Anglo-Saxons and Romans; including their home life, beliefs, weapons and armour.

Develop the appropriate use of historical terms. Children are introduced to topic specific vocabulary accurately in their spoken and written work (see key vocabulary box above).

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children are encouraged to ask and answer questions about Viking life. For example, Why did the Vikings come to Britain? Why was Lindisfarne an easy target for the Vikings to invade? How did the Vikings travel to Britain? What did the women and children do? What were their religious beliefs?

Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children are provided with opportunities to read about the Vikings; their home life, life at sea, raiding and trading. Children create a non-chronological report about the Vikings in response to the information they have been given. They look at images of artefacts found from the Viking era including Viking clothing borrowed from Reading museum. Children write a diary entry from the perspective of either a Viking or monk during the raid on Lindisfarne using appropriate and topic vocabulary.

Understand how our knowledge of the past is constructed from a range of sources. Children study artefacts. *Artefact box from Chertsey Museum containing a Viking helmet, an axe and male and female clothes. Children look at images of artefacts and decide what they are and what they would have been used for. They refer to non-

fiction books and video clips throughout the unit.

Impact / Outcome:

What will the final product / result be?

Children will be able to explain why the Vikings came to Britain and what Viking life was like using topic specific vocabulary. They will write a diary entry about the events that happened at Lindisfarne.

P4C Inquiry

Is it ever OK to invade a country?