

## LENT TERM 2

### History – Year 3/4 - Medium Term Planning – Local History: Viking Lincolnshire

LESSON 1	LESSON 2	LESSON 3
<b>Recap &amp; retrieval</b> Recap order of British History on timeline (Y3 and Y4) - Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons.	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>The Viking age in Britain was from AD793 to 1066.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>The Viking age in Britain was from AD793 to 1066.</li> <li>Viking longships (also called longboats) were long, narrow, and fast.</li> </ul>
<b>Chronological Understanding</b>  <b>LEARNING INTENTION:</b> To know that the Vikings were traders and warriors from Northern Europe/Scandinavia.  <b>Disciplinary Knowledge:</b> <b>Y3:</b> <ul style="list-style-type: none"> <li>Place <b>significant</b> events, artefacts and historical figures on a timeline and link with previous learning.</li> </ul> <b>Y4:</b> <ul style="list-style-type: none"> <li>Place dates, <b>significant</b> events and historical terms from a particular time period on a timeline.</li> </ul> <b>Aim:</b> Understand methods of historical enquiry. Understand historical concepts such as continuity and change, cause and consequence.	<b>Historical Enquiry</b>  <b>LEARNING INTENTION:</b> To know the Vikings travelled in longships.  <b>Disciplinary Knowledge:</b> <b>Y3:</b> <ul style="list-style-type: none"> <li>Begin to consider '<i>What is a suitable source of evidence?</i>'</li> </ul> <b>Y4:</b> <ul style="list-style-type: none"> <li>Begin to understand that historians make informed choices about <b>relevant sources to tell us</b> about the past.</li> </ul> <b>Aim:</b> 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.	<b>Knowledge and Interpretation of History</b>  <b>LEARNING INTENTION:</b> To know that the Vikings invaded Britain for many reasons.  <b>Disciplinary Knowledge:</b> <b>Y3:</b> <ul style="list-style-type: none"> <li>Provide reasons why certain <b>significant</b> events happened in history.</li> </ul> <b>Y4:</b> <ul style="list-style-type: none"> <li>Give reasons why certain <b>significant</b> historical events happened and begin to link to evidence.</li> </ul> <b>Aim:</b> Understand historical concepts such as cause and consequence.
<b>Key Vocabulary:</b> trader, warrior, Viking	<b>Key Vocabulary</b> longships, exploring, trading, longboat, sailor	<b>Key Vocabulary:</b> invasion, raid, land, settlement
•		
<b>Key Knowledge:</b>	<b>Key Knowledge:</b>	<b>Key Knowledge:</b>

<p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The Vikings came from Norway, Sweden and Denmark.</li> <li>The Viking age in Britain was from AD793 to 1066.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Vikings sailed the seas trading goods.</li> <li>They bought silver, silks, spices, wine, jewellery, glass and pottery to bring back home.</li> <li>The people of Britain called the invaders 'Danes'.</li> <li>The name 'Viking' comes from a language called 'Old Norse'. It means 'a pirate raid'.</li> <li>People who went off raiding in ships were said to be 'going Viking', but not all the Vikings were bloodthirsty warriors.</li> <li>Some went to fight, but others travelled peacefully, to settle.</li> <li>They were farmers, and kept animals and grew crops.</li> <li>They were skilful at crafting, and made beautiful metalwork and wooden carvings.</li> </ul>	<p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The Vikings were great sailors and adventurers who travelled thousands of miles.</li> <li>Viking longships (also called longboats) were long, narrow, and fast.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Many Vikings left their homes in Scandinavia and travelled by longboat to other countries, like Britain and Ireland.</li> <li>The Vikings used longships for trading, exploring and raiding.</li> <li>Longships were narrow and light making them quick to manoeuvre through water.</li> <li>They could even be carried by Vikings over land, allowing them to sneak up on an enemy by approaching from a different direction.</li> <li>Some Viking longboats were large enough to have 50 or 60 oarsmen, but most longships were smaller than that.</li> <li>There were no cabins for the sailors. They slept and ate on deck. They each had one chest for their belongings. They sat on their chest when rowing.</li> <li>Warships were called drakkars (dragons). Drakkars were very fast and narrow with lots of oarsmen.</li> <li>They also had wider ships called knorrs that carried goods for trading. Knorrs had fewer oars to make room for more goods.</li> <li>Viking boats had figureheads, carvings attached to the front of their boats. These were used to identify the boat, like a name. They were also used to scare away evil spirits. Dragon heads and other monsters were common on Viking ships, although sometimes it was a carving of a person.</li> <li><a href="https://www.imagininghistory.co.uk/post/viking-longships-quick-facts">https://www.imagininghistory.co.uk/post/viking-longships-quick-facts</a></li> </ul>	<p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787.</li> <li>Most Vikings were simply searching for better land for their farms when they invaded.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>It was the start of a fierce struggle between the Anglo-Saxons and the Vikings.</li> <li>The Vikings raided to steal gold from monasteries and also to take people as slaves.</li> <li>The things they stole they often sold so they could buy the things they wanted.</li> <li>The Vikings were pagans, not Christians like most people living in Britain at the time.</li> <li>Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, and clothes too.</li> <li>Later on, instead of raiding and returning home, the Vikings set up home in the lands they raided.</li> <li>Many of Scotland's islands and coastal regions became home to Vikings from across the sea.</li> <li>Their land was not very good for growing crops or rearing animals: Norway was very hilly, Sweden was covered in forests, and Denmark had a lot of sandy soil.</li> <li>Some historians believe the Vikings left their homes because of overcrowding.</li> <li>In a Viking family only the eldest son inherited the family farm so younger brothers had to make their living elsewhere.</li> </ul>
---	---	--

## LENT TERM 2

### History – Year 3/4 - Medium Term Planning – Local History: Viking Lincolnshire

LESSON 4	LESSON 5	LESSON 6
<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>The Viking age in Britain was from AD793 to 1066.</li> <li>Viking longships (also called longboats) were long, narrow, and fast.</li> <li>Most Vikings were simply searching for better land for their farms when they invaded.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>The Viking age in Britain was from AD793 to 1066.</li> <li>Viking longships (also called longboats) were long, narrow, and fast.</li> <li>Most Vikings were simply searching for better land for their farms when they invaded.</li> <li>Vikings lived in longhouses, with a central fire and thatched roof.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>The Viking age in Britain was from AD793 to 1066.</li> <li>Viking longships (also called longboats) were long, narrow, and fast.</li> <li>Most Vikings were simply searching for better land for their farms when they invaded.</li> <li>Vikings lived in longhouses, with a central fire and thatched roof.</li> <li>The place names of northern and eastern England show the impact of the Vikings' language (Old Norse) and the people who put who settled there.</li> </ul>
<p><b>Knowledge and Interpretation of History</b></p> <p><b>LEARNING INTENTION:</b> To know that Grimsby was a Viking settlement.</p> <p><b>Disciplinary Knowledge:</b></p> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>Begin to describe social, cultural or religious beliefs of societies in the past.</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>Use retrieval to <b>compare</b> between social, cultural and religious beliefs of a society in the past.</li> </ul> <p><b>Aim:</b> To understand the methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p><b>Historical Enquiry</b></p> <p><b>LEARNING INTENTION:</b> To know that Viking rule has left a legacy in England today.</p> <p><b>Disciplinary Knowledge:</b></p> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>Begin to use <b>evidence</b> to ask questions and find out more about the past.</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>Reflect upon <b>varied evidence sources</b> to ask varied questions and build a more detailed picture about the past.</li> </ul> <p><b>Aim:</b> To know and understand the history of these islands as a coherent narrative and how people's lives have shaped this nation.</p>	<p><b>Knowledge and Interpretation of History</b> <b>EXHIBITION WEEK</b></p> <p><b>LEARNING INTENTION:</b> To know that I can demonstrate my historical enquiry skills by presenting an exhibition.</p> <p><b>Disciplinary Knowledge:</b></p> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>Recall historical facts about our local area.</li> <li>Identify <b>causes</b> and <b>consequences</b> of some <b>significant</b> historical events.</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>Recall historical facts about our local area. (Y3)</li> <li>Explain <b>causes</b> and <b>consequences</b> of some events in history.</li> </ul> <p><b>Aim:</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and</p>

		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.
<p><b>Key Vocabulary:</b> <b>settlement, farmers, craftspeople, longhouse, legend</b></p> <p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Most Vikings were farmers or craftspeople, but they were also warriors who carried out frequent raids.</li> <li><b>Vikings lived in longhouses, with a central fire and thatched roof.</b></li> <li>There is a legend about Grim that explains the origin of Grimsby.</li> <li>'By' means 'small village'.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Men and boys trained in boat building, weapon making, crafts and combat.</li> <li>Other jobs were: craft workers who made plates, cups, belts and shoes, jewellers who made rings and brooches from precious metals, blacksmiths who hammered red-hot iron into tools, knives and swords, potters who baked clay pots in a wood fire oven.</li> <li>People sold these goods at markets.</li> <li>Legend of Grim and Havelok: Athelwold, king of England dies, appointing Goodrich, Earl of Cornwall, regent. The treacherous Earl imprisons the young princess Goldborou and assumes total rule of England. The king of Denmark also dies, entrusting his three children and his kingdom to Earl Godard. Godard breaks his oath, murdering the two</li> </ul>	<p><b>Key Vocabulary:</b> <b>legacy, language, place names, settlement, economy</b></p> <p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The place names of northern and eastern England show the impact of the Vikings' language (Old Norse) and the people who put who settled there.</li> <li>A number of northern dialectal words – e.g. 'by' (small village), 'dale' (valley), 'beck' (stream) and 'fell' (mountain) 'thorpe' (hamlet) – have Old Norse origins.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>A great many common English words have Viking origin (e.g. window, husband, egg, skull).</li> <li>Viking settlement led to the development of urban economies.</li> <li>Towns that had seen only modest trade, manufacture and settlement prior to the Viking arrival boomed in the century that followed.</li> <li>Places like Lincoln, Stamford and Nottingham became important centres.</li> </ul>	<p><b>Key Vocabulary:</b></p> <p><b>Key Knowledge:</b></p>

daughters and ordering a fisherman, Grim, to drown the son, Havelok. Grim takes Havelok to his home, where he sees a heavenly light shining from the sleeping child's mouth and discovers a royal birthmark on his shoulder. He realises that the child is the heir of Denmark and resolves to save him. His family flee the country, sailing his fishing boat to Lincolnshire.

**Assessment**

Cumulative quiz. Retrieval Quiz.