



## Yrs 3+4 History – Unit 6c

### The Vikings (based on QCA Unit 6c)

#### Learning Intentions

In this unit, pupils will learn that people from other societies have been settling in Britain for a long time. Pupils will learn where the Vikings came from, how the Viking influence spread through different parts of the world and how the Vikings eventually settled in Britain.

Pupils will be expected to:

- demonstrate their knowledge and understanding of why people might leave their homelands and settle in another country;
- demonstrate their knowledge of some of the reasons for the Viking raids;
- use various sources to find out about the Viking way of life;
- recall, select and organise historical information about the Vikings in Britain;
- recognise that some accounts of the Vikings were Anglo-Saxon interpretations.

#### Resources for further work

Reference books, dictionaries, atlases, photographs of Viking artefacts, sticky notes to annotate the whiteboard.

#### Glossary / Vocabulary

<b>Anglo-Saxons</b>	The people from Jutland, Angeln and Saxony who settled in Britain from AD 449.
<b>Britons</b>	The ancient people of Britain.
<b>conquer</b>	To take control of a place by force.
<b>Danes</b>	Another name for the Vikings.
<b>Danelaw</b>	The name given to part of England that was controlled by the Vikings.
<b>emigrate</b>	To move to a new country.
<b>era</b>	A certain time period in history.
<b>invade</b>	To enter another country by force.
<b>longboat</b>	A ship that the Vikings built and sailed in.
<b>Northmen</b>	Another name for the Vikings.
<b>raider</b>	Someone who takes things from another country but does not live there.
<b>Scandinavia</b>	The region of Europe made up of Sweden, Norway and Denmark.
<b>settler</b>	Someone who makes their home in a new country.



## Yrs 3+4 History – Unit 6c

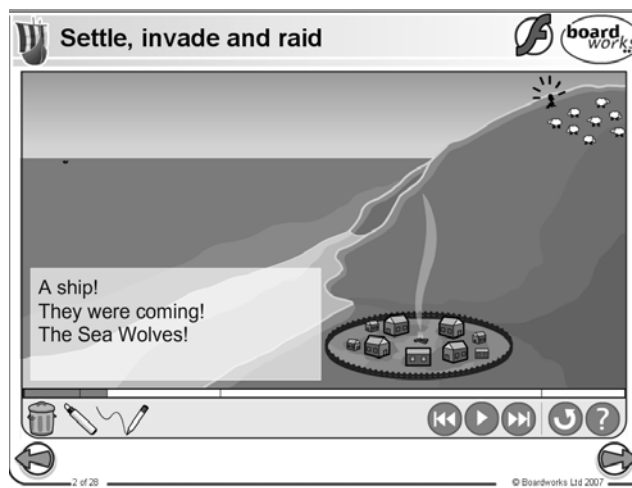
### Lesson notes (sections 1– 5)

#### 1. Settle, invade and raid

##### Learning Objectives

Pupils will learn:

- to relate their own experiences to the concept of settlement;
  - to understand that people have been moving between different countries for many years, and that some reasons for moving in the past were the same reasons as some people today;
  - to use the terms “invade” and “settle”;
  - to place the Anglo-Saxon and Viking periods in a chronological framework.
- Show pupils the animated story about Edric and his village. Ask pupils to look at the village and make a list of the reasons why the Vikings were successful raiders. Responses might include: *the village is close to the sea so it's easy for the Vikings to reach and then to escape before help comes; it was a surprise attack; the village is made of wood and thatch/straw, so it burns easily; the villagers are farmers and not heavily armed warriors like the Vikings; the sheep are in the fields outside the village and so they're hard to protect.* Ask: “How could the Saxons make their village safer?”
  - Ask pupils to complete the sentences to help them learn more about settling, invading and raiding. Pupils may find it helpful to have a dictionary available to help with any new words. The correct text is shown in the speaker notes on slide 4.
  - Ensure pupils are clear that raiding is different to invading or conquering. Ask pupils how the Anglo-Saxons might have felt when the raids began, and what it must have been like to know that the Vikings could raid Britain at any time.



Notes



## Yrs 3+4 History – Unit 6c

### 2. People of the past

#### Learning Objectives

Pupils will learn:

- to place the Anglo-Saxon and Viking periods in a chronological framework;
  - to recognise characteristics that place Anglo-Saxons and Vikings a long time ago in the past;
  - that the Vikings invaded Britain and that the period of conquest was followed by a period of settlement.
- 
- Pupils can complete the quiz about historical dates to help them understand the terms BC and AD, and also to help place the Anglo-Saxons and Vikings in their chronological place in the past. If there is a class timeline, the Anglo-Saxon and Viking periods should be marked on it.
  - Show pupils the pictures of Anglo-Saxon and Viking people. Ask pupils to spend some time thinking about one of the different characters, or to choose another character they may have learnt about. Ask them to look for clues that could help them work out which time period the person comes from.
  - Pupils could compile short profiles of one or more characters, thinking about the points made on the slide. The last point could be interpreted to fit around an Anglo-Saxon response or a Viking raider response. Pupils' work could be written in the first or third person.

**People of the past**

Here are some more pictures of people from the past. Could you write some sentences about them? Think about:

- are they an Anglo Saxon or a Viking?
- are they an invader or a settler?
- where have they come from?
- why have they come to Britain?

11 of 28 © Boardworks Ltd 2007

Notes



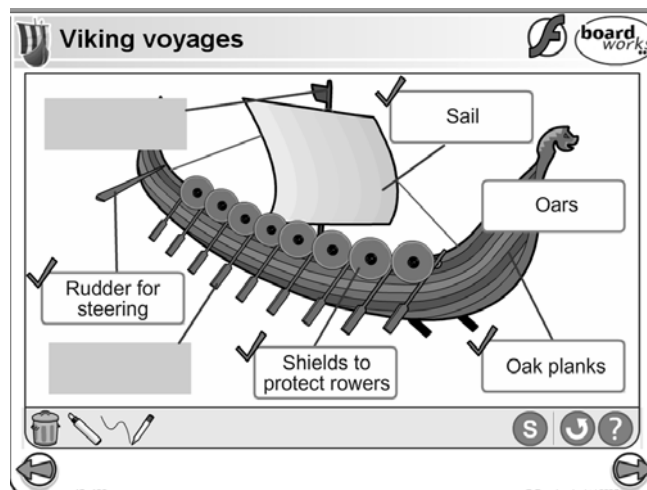
## Yrs 3+4 History – Unit 6c

### 3. Viking voyages

#### Learning Objectives

Pupils will learn:

- to locate on a timeline the period when the Vikings made raids and then settled in Britain;
  - why the Vikings explored many parts of the world;
  - to use a range of sources to find out about Viking longboats;
  - to make inferences about the Viking way of life.
- 
- Ask pupils to complete the drag and drop timeline. Tell pupils that the Viking raids happened all over Britain and it could sometimes be years in between raids. Pupils could work out the number of years between the first-ever Viking raid and the raid on Lindisfarne ( $793 - 787 = 6$ ) and the number of years between the first-ever Viking raid and the invasion of York ( $866 - 787 = 79$ ).
  - To gain a sense of the size of a Viking longboat, pupils could measure out a distance of 18-24 metres in the playground and mark out the length with chalk. Ask pupils to list all the differences between this boat and other ships they have seen (*e.g. there are no cabins, there isn't a hold or an area below decks, it's open to the skies, there's no space to walk about...*) The design of the boat helps explain why the Vikings preferred to limit their raiding parties to the summer months.
  - Tell pupils that Viking warriors were skilled in other crafts and they did not raid all year round. Pupils could work in groups to list all the different jobs they can see evidence of in the two pictures (*e.g. keeping and shearing sheep to make wool, weaving wool to make a cloak, cutting down trees for wood, carving the wood to make a boat*).



Notes



## Yrs 3+4 History – Unit 6c

### 4. Edmund the 'edless

#### Learning Objectives


Pupils will learn:

- that accounts of Viking raids are Anglo-Saxon interpretations of the events.
- Show pupils the animation detailing two versions of the same story about King Edmund. Ensure pupils pay attention to the amount of time between the battle (AD 869) and the first account being written (20 years), and the second account (over 100 years). Ask: *Can we be sure that all the details are correct? How did the second story get the extra details?*
- Ask pupils to discuss the questions: *“Why are the two stories so different? Do you think the second story was written by an Anglo-Saxon or a Viking?”* Collect the pupils' responses. Ask pupils why they think the Anglo-Saxons might have added to the story. Responses could include: *“To make the Vikings seem even worse, to make King Edmund seem like a man with amazing powers and a great king.”*
- This section could be linked to the presentation *The Vikings move in!* which is also based on QCA Unit 6c. Discuss how there are sometimes numerous versions of the same story, and how in some cases such as the Anglo-Saxons and the Vikings, we only have one group's version of events. Ask: *“Can we always know exactly what happened in the past?”*

**Edmund the 'edless**

King Edmund was taken by the Danes and tortured. They tied him to a tree and fired arrows at him until he bristled all over with them like a hedgehog or a thistle.

The Danes cut off his head and threw it into a wood before running away...



board works

© Boardworks Ltd 2007

Notes



## Yrs 3+4 History – Unit 6c

### 5. Review

- Pupils complete the quiz to recap what they have learnt during the presentation.

### Extension task/homework

- Pupils could write a version of the battle seen in the previous chapter from a Viking point of view, emphasising their reasons for attacking Edmund. They might point out that the Anglo-Saxons were thought to have invaded Britain, fought against the inhabitants and settled there in the past.

**Review**

**Who steals things from other countries but does not stay there?**

That's right! Raiders return to their homelands after stealing goods from another country.

Raiders     Invaders     Settlers

next

© Boardworks Ltd 2007

Notes