

What did the Vikings want and how did Alfred stop them? – Year 4



Prior Knowledge:

- chronology – prehistory, BC/AD and BCE/CE, timelines: Stone Age, Bronze Age, Iron Age, Romans, Anglo Saxons
- Use and understand appropriate historical vocabulary: settlers, settlement, invaders, invasion, resistance, kingdoms etc.
- Understand some methods of historical enquiry, including how evidence is used to draw conclusions about the past (source work)
- Know who the Anglo Saxons were, where they came from, and when and why they came to Britain
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims: artefacts and written accounts

	<u>Key question and NC objective</u>	<u>Knowledge to be taught</u>
<p>L1</p> <p><u>Who were the Vikings?</u> <u>LO: demonstrate an understanding of who the Vikings were.</u></p> <p>NC: know and understand the history of Britain as a coherent, chronological narrative (Chronological Understanding, and Knowledge and Understanding of Events, People and Changes);</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era) and CE (Common Era).</p> <p>a note key changes over a period of time and be able to give reasons for those changes;</p> <p>gain and deploy a historically grounded understanding of abstract terms (POC)</p> <p>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p>	<p>Timeline of existence in Britain – when did they come?</p> <p>Location of origins- where did they come from?</p> <p>Retrieval of key of terminology: raiders, settlers and invaders</p> <p>Mapping of where they travelled – understand that travelled/explored/raided</p>	
<p>L2</p> <p><u>Why did the Vikings come to Britain?</u> <u>LO: identify why the Vikings came to</u></p>	<p>Understand reasons for invading/settling: traders, warriors, explorers, invaders, settlers,</p>	

<p><u>England.</u></p> <p>NC: understand historical concepts such as continuity and change, cause and consequence, similarity, difference (Historical Investigation);</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. <p>how Britain has been influenced by the wider world (KaU)</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>raiders – share vocab and definitions</p> <p>Draw conclusions using sources (can be photos) about why the Vikings came to Britain – to settle? To fight? To trade?</p>
<p><u>What was the Danelaw and why was it important?</u></p> <p><u>LO: explain what the Danelaw was and its significance.</u></p> <p>NC: understand historical concepts such as continuity and change, cause and consequence, similarity, difference (Historical Investigation and POC);</p> <ul style="list-style-type: none"> b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; 	<p>Know what the Danelaw was, key figures and why it was created</p> <p>Opportunity to re-enact the battles between Guthrum and Alfred's armies from 865 for 13 years.</p> <p>Children to be able to explain what the Danelaw was, why it was created, who rule the south-west and who ruled the north-east.</p>

	<p>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p>b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including concept maps, recounts, posters and guides;</p>	
L4	<p><u>Why is Alfred the Great significant? What did he achieve?</u></p> <p><u>LO: explain how Alfred the Great was significant.</u></p> <p>NC: how Britain has been influenced by the wider world (KaU)</p> <p>c explain how people and events in the past have influenced life today;</p> <p>d identify key features, aspects and events of the time studied;</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (Historical Interpretation)</p> <p>c state what an artefact is in basic terms and why we have less evidence for some periods of history.</p>	<p>Recap who Alfred the Great was (met during Anglo Saxon unit)</p> <p>Know his achievements – stopped overall Viking take over</p> <p>Draw conclusions using sources – was he ‘great’ or lucky? Great or Lucky cards available for a sorting activity.</p>
L5	<p><u>What happened after Alfred died? How did England become unified?</u></p> <p><u>LO: demonstrate understanding about the power struggle after Alfred’s death.</u></p> <p>NC: know and understand the history of Britain as a coherent, chronological narrative (CU, KaU);</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>a note key changes over a period of time and be able to give reasons for those changes;</p> <p>e describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>understand historical concepts such as continuity</p>	<p>Know key figures and kings of the later Anglo Saxon and Viking age. Understand there was a power struggle between Anglo Saxon and Viking kings.</p> <p>Lots of background info and names (e.g Ethelred the Unready, Cnut, etc) here so try to keep simple and repeat key info. Children to be able to demonstrate that there was a power struggle after Alfred’s death and identify that England was unified under Athelstan. Task to provide an opportunity to show some knowledge about some of the key people after Alfred.</p>

	<p>and change (Historical Investigation)</p> <p>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>d regularly address and sometimes devise own questions to find answers about the past;</p>	
L6	<p><u>What happened when the Normans came?</u></p> <p><u>LO: explain what happened when the Normans came.</u></p> <p>NC: know and understand the history of Britain as a coherent, chronological narrative (CU, KaU);</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>a note key changes over a period of time and be able to give reasons for those changes;</p> <p>c explain how people and events in the past have influenced life today;</p> <p>e describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference (Historical Investigation)</p> <p>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p>	<p>Chronology of Britain: discover how and when Anglo Saxon and Viking age ended.</p> <p>Learn about Edward the Confessor and the events of the leading up to and including the Norman invasion and the start of a new rule.</p>

	Vocabulary
Tier 1	Village, Britain, England, king, fight, victory, defeat
Tier 2	invasion, invader, settler, settlement, raider, explorer, resistance, trader, warrior, source, evidence, kingdom, Christianity, monastery, pagan
Tier 3	artefact, chronology, chronological, archaeology, archaeologist, historians, Danelaw, Danegeld, retreat, farmstead, succession, unified, unification

