

HISTORY

YEAR 5/6: Spring 1

Were the Vikings raiders, traders or something else?

COVERAGE: Were the Vikings raiders, traders or something else?

We will explore why the Vikings came to England and whether they were traders or raiders. They will go on to investigate how they got to England, traditional Viking sagas and how the raids impacted the communities in England. Finally, they will look at significant achievements of the Vikings that have impacted the world today.

Pupils who are secure will be able to:

- Explain where the Vikings came from and why they invaded Britain.
- Sequence events according to their significance for groups of people.
- Find evidence and make inferences from sources.
- Name Viking trade routes.
- Explain why trade routes were important to the Vikings.
- Identify the differences between Viking sagas.
- Evaluate the impact of Viking achievements.

KEY LANGUAGE AND VOCABULARY:

exchange

trade route

KNOWLEDGE AND FACT SHEET

What the Vikings raiders, traders or something else?

Settlement Settling down and growing crops.

balanced Considering all views in a fair way.

impact The effect that a person, event, or situation has on someone or something.

legend An oral story, often about something that happened a long time ago.

oral tradition The passing of stories and poems by word of mouth from one generation to another.

saga A long story of heroic achievement found in Norse literature.

seaweed A plant that grows in the sea.

village A group of Scandinavian people who lived from the eighth to the eleventh century.

Traders

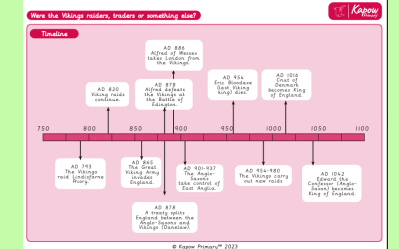
Using longships, the Vikings established trading routes throughout Europe and as far as the Middle East. They sold furs, honey, wax, and other goods. They also brought back silver, gold, and other valuable items.

Raiders

In Britain, the Vikings started to raid the coastal towns in the eighth century. They moved inland and attacked monasteries and villages. They took slaves and treasure. In AD 878, the Vikings won the Battle of Edington and became the rulers of the Danelaw.

Settlers

In Britain, the Vikings started to settle in the ninth century. They moved inland and built villages. They worked the land and raised livestock. They also traded with the Anglo-Saxons.



KEY SKILLS AND KNOWLEDGE

Skills

- Putting dates in the correct century.
- Using the terms AD and BC in their work.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Placing the time, period of history and context on a timeline.
- Relating current study on timeline to other periods of history studied.
- Making links between events and changes within and across different time periods / societies.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Comparing significant people and events across different time periods. Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Suggesting explanations for different versions of events.
- Identifying how conclusions have been arrived at by linking sources.
- Understanding that different evidence creates different conclusions.
- Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry.
- Creating a hypothesis to base an enquiry on.
- Asking questions about the interpretations, viewpoints and perspectives held by others.
- Using different sources to make and substantiate historical claims. Recognising 'gaps' in evidence.

KEY QUESTIONS:

1. When did the Vikings come to Britain?
2. Why did the Vikings come to Britain?
3. Can you explain if the Vikings were traders or raiders?
4. Can you tell me a Viking Saga and why are they important?
5. What impacts did the Vikings have on the communities they visited?
6. What achievements did the Vikings give the world?

- Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.
- Interpreting evidence in different ways using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Challenging existing interpretations of the past using interpretations of evidence.
- Making connections, drawing contrasts and analysing within a period and across time.
- Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.

Knowledge

- To understand that historical periods have characteristics that distinguish them.
- To understand how to represent a scale on a timeline.
- To understand how to create their own timeline selecting significant events. To know that change can be brought about by conflict.
- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that different empires have different reasons for their expansion.
- To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.
- To understand there are increasingly complex reasons for migrants coming to Britain.
- To understand that migrants come from different parts of the world.
- To know about the diverse experiences of the different groups coming to Britain over time.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To be aware of how different societies practise and demonstrate their beliefs.
- To be able to identify the impact of beliefs on society.
- To understand the changes and reasons for the organisation of society in Britain.
- To know that trade routes from Britain expanded across the world.
- To understand that the expansion of trade routes increased the variety of goods available.

- To understand that the methods of trading developed from in person to boats, trains and planes. - To understand the development of global trade. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. - To understand that people in the past were as inventive and sophisticated in thinking as people today. - To understand the impact of war on local communities. To know some of the impacts of war on daily lives. - To be able to identify the achievements of civilisations and explain why these achievements were so important.	
ENRICHMENT: The children will have a visit from the History Man to explore the role Vikings had in the UK. They will be able to explore artefacts and understand stories from the time!	Previous Learning: In Year 4 the children will have looked at invaders and settlers in Britain. In Cycle A the children will have examined World War 2 in the Autumn Term. Future Learning: The children will be examining famous people from History who deserve to go on the countries money!
School Drivers to Examine Children will look at: - <u>Culture and Diversity</u> = how different cultures from abroad have changed our country and the world? - <u>Power and Economy</u> = who had the power at the time and how did the arrival of the Vikings alter the power balance in the UK? - <u>Creativity and Innovation</u> = what innovations did the Vikings bring to the UK and the world?	