

Year: 5

Subject: History

Unit of Study: The Vikings

Linked Literature: *Viking Voyagers* by Jack Tite and *How to Train your Dragon* by Cressida Cowell

The Ancient Greeks
776BC—146BC

The Romans
509BC—476AD

The Anglo-Saxons
c. 450AD—1066AD

The Maya
250AD-950AD (1670AD)

The Vikings
793AD-1066AD

The Tudors
1485AD-1603AD

Vocabulary

Viking	'pirate raid' in Old Norse language
invade	To enter and occupy land
longship/drakkar	A long, wooden, narrow boat
outlawed	Having all property taken away and no longer being able to live in the community
pagans	A religion where many gods and goddesses are worshipped
pillaged	To violently steal something
raid	A surprise attack
Valhalla	The great hall of gods in Norse mythology where heroes slain in battle go after death
pit house (grubehus)	A house that was dug into the ground (pit), using the earth to help insulation and structure, with a wooden roof.
rune	Means mystery or secret and symbols/letters used to communicate but can have

I need to know:

Around AD 790, the Vikings came to Britain from Denmark, Norway and Sweden—known collectively as Scandinavia. They travelled long distances in boats called **longboats** that they developed from the narrow boats used previously. Longboats (also known as **drak-kars**) were good for invading coastal towns because they could sail right up to the sand, meaning they could sneak up and attack their targets. Leif Eriksson is the first known European to set foot in America, 500 years before Columbus' discovery.

The Vikings came to England for many reasons. They raided places and **pillaged** expensive items to trade like gold and jewels, as well as imported foods and other useful materials. One of the first recorded Viking raid was of **Lindisfarne** monastery, one of the most sacred Christian monasteries, on Holy Island off the coast of north-east England in AD 793.

On arrival, the Vikings were Pagans who believed in lots of gods, who lived in a world in the sky called Asgard, but eventually converted to Christianity.

I need to know (continued):

The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. Wealthy Vikings earned their living from renting out their land., as well as from the produce of the land.

Most Vikings were **self-sufficient** farmers who lived on farms and kept cows, pigs and sheep for milk, wool and meat. Many lived in houses with walls made of stone or wood and a straw or thatch roof. **Wattle and daub** (sticks and mud/dung) were used on the inside of the walls. The **'pit house'** was also a popular design. Richer families lived in a large house that was a similar shape to a Viking ship. It was the job of Viking women to look after the home: cooking, cleaning, milking the cows and other household chores. Children did not go to school because there weren't any schools, but they helped their parents with jobs at home. Some boys, however, were taught to read and write the **rune** characters of the Viking alphabet.

As well as living off the land, lots of Vikings were also merchants and traders who sold their produce and traded their wares, such as jewellery. Some were skilled craftsmen who built boats or crafted weapons. At the very bottom of society were the slaves who worked the fields and houses doing hard manual labour.

The Vikings dressed for warmth and comfort rather than fashion but clothes would also depend on what you did and how rich you were. Most clothes were made from wool and linen by Viking women using weaving looms, and were dyed using vegetable dyes to make them colourful. Both men and women wore jewellery to indicate wealth but also to fasten clothes.

Viking societies had a hierarchy system so countries were ruled by a king, and chieftains and earls were also important. Viking laws were not written down but passed on by word of mouth. Honour was a crucial part of Viking life and disobeying any of the laws brought disgrace to the whole family. Punishments could include fines, being **outlawed**, fighting to the death, or revenge on someone who has killed a family member.

Battles were very important to the Vikings, who believed that to be able to enter **Valhalla**,—the Hall of the Gods—then they must die fighting. Vikings were often laid to rest on boats. Some warriors known as **berserkers** who went into battle without armour and howling like wolves! Vikings used rhyme to tell stories (**sagas**) about adventures and battles against monsters.

Harald Hardrada was the last Viking King, who was killed by Harold Godwinson, the last Anglo-Saxon King of England at the Battle of Stamford Bridge in September 1066. William I defeated Harold Godwinson at the Battle of Hastings in October 1066, ending the Viking age and beginning Norman Britain.

I need to do:

Continue to develop understanding of chronology, placing events and dates on timelines.

Begin to describe changes across time.

Ask and answer questions about the past. Use a range of sources to find out about the past.

Begin to identify which sources are reliable.

Understand that different versions of the past may exist and give reasons for this, beginning to consider bias.

Begin to develop own historical enquiries.



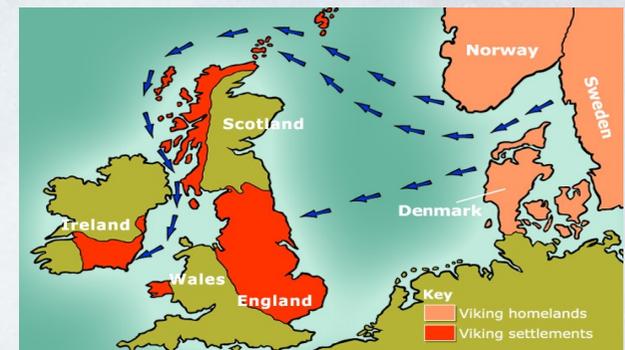
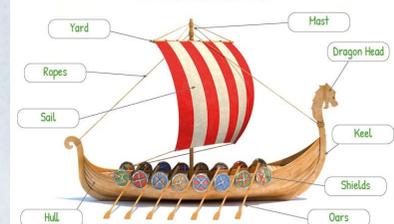
Prior knowledge:

Anglo-Saxons (from Denmark, Germany and the Netherlands) had been living in Britain since the beginning of the 5th century, after the Romans left. The Anglo-Saxons and Vikings **both lived in Britain** until 1066 but they spent most of nearly 300 years fighting each other.

Anglo-Saxon laws were very similar to some we have today but the punishments were very different—often brutal and were carried out in public to discourage others from committing crimes. Stoning, whipping and exile were common sanctions; as well as paying a fine (**wergild**), or receiving reparations in the form of hot or cold water ordeals.

Originally they were Pagans, who worshipped gods, but converted to Christiani-

Viking Longship



What was a day like for a Viking?

What rules/laws and punishments did the Vikings have?

Which people/places/events were significant to the Vikings?

What was important to the Vikings?

How have the Vikings impacted on our lives?

What have we learnt about the Vikings?

Lesson content and skills	Learning in books	Evaluation
<p>USE A WHOLE AFTERNOON SESSION FOR THIS LESSON DUE TO CATCH UP INFO NEEDED</p> <p>Prior knowledge: Brief overview of the Anglo-Saxons—missed learning from Y4. Ensure children are aware of the crossover and conflict between them.</p> <p>LO: Can I use my knowledge of chronology to place events and dates on timelines?</p> <p>Chronology and context: Introduce the class timeline (display) and zoom in on the Viking period. Provide small ‘overview’ timeline of ‘Vikings’ key events for children to discuss</p> <p>LO: Can I use sources to find out about the past?</p> <p>What was a day like for a Viking?</p> <p>Explore homes through picture sources – what can we find out? Watch Viking home life and add notes.</p> <p>Look at the interactive resource here: Meet a Viking Family and make notes on the role of each family member (pictures given). (Write a short description of a chosen family member OR Would you prefer to be a Viking child or a child today? Explain.)</p> <p>LO: Can I compare some changes across time?</p> <p>Watch Viking children and complete similarities and differences table. Discuss and add to as appropriate.</p>	<p>Timeline - order and stick events (add some that are provided on the board)</p> <p>Notes</p> <p>Comparison table—similarities and differences between childhoods.</p>	<p>READ ALOUD/STORYTIME https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f (Sagas)</p>
<p>What rule/laws and punishments did the Vikings have?</p> <p>Talk about lack of written records and discuss the impact of this on our understanding. Discuss reliable and bias sources. Is this evidence source reliable? Explain.</p> <p>LO: Can I use sources to find out about the past?</p> <p>LO: Can I describe some changes across time?</p> <p>Use the information page to annotate and make notes about the Viking society with respect to law and order. Is it a fair system? Look at some common crimes and the punishments – can they match them. Compare with how they would be punished today. POSTER Watch (or use as recap) https://www.bbc.co.uk/bitesize/topics/zr46nrd/articles/zr7kxyc</p>	<p>Review of an historical written source from the Anglo-Saxon Chronicles.</p> <p>Create a poster to show how 4 people would be punished for their crimes today and in Viking times.</p>	
<p>VIPERS—Ivar the Boneless</p> <p>What people/places/events were significant to the Vikings?</p> <p>LO: Can I use sources to answer questions about the past?</p> <p>Lindisfarne monastery raid – <i>Why did Vikings attack monasteries?</i> Lindisfarne Monastery Raid</p> <p><i>What do these sources tell us? Are they reliable?</i> Write a diary entry of the raid.</p> <p>The Great Heathen Army – key facts.</p> <p>The Battle of Stamford Bridge – <i>Who is Harald Hardrada?</i> Key facts with picture. Battle of Stamford Bridge - shorter version Battle of Stamford Bridge - longer version (Viking Quest Game: http://www.bbc.co.uk/history/interactive/games/viking_quest/index_embed.shtml)</p>	<p>Write a diary entry for the Lindisfarne monastery raid in the role of a Viking warrior or Anglo-Saxon monk.</p>	
<p>What is important to the Vikings?</p> <p>LO: Can I begin to develop our own historical enquiries?</p> <p>Look at the artefacts and discuss. (Photo for books – to annotate).</p> <p>LO: Can I use sources to find out about the past?</p> <p>Use the information sheets to find out about one of the Viking Gods/goddesses. Create fact sheet. <i>What did the Vikings believe about the afterlife?</i> Make notes. <i>Do you think it would've been easy for the Vikings to become Christians?</i> Discuss.</p>	<p>God/goddess fact file (information sheet)</p>	
<p>How have the Viking impacted on our lives?</p> <p>Recap quiz – general and gods/goddesses.</p> <p>LO: Can I begin to develop my own historical enquiries?</p> <p>History detective – picture artefact of drinking horn. (Print for chn to annotate)</p> <p>Watch from 5 mins 30 https://www.youtube.com/watch?v=UpxlGTVKwOE for 2 mins to find out and make notes about Viking boats/longships. Complete comprehension: What can we find out about Viking ships? Comprehension – Twinkl: Viking boats and Newspaper ‘Viking Ship discovered’. Briefly explore ‘Trade’. Focus on Viking influence on language and place names. Use map to highlight possible Viking locations. <i>What might this tell us about Viking settlements?</i> (LO: Can I begin to solve my own historical enquiries?) Did you know facts. Chn add information to their plan.</p>	<p>Comprehension about Viking longships</p> <p>Map—place names</p>	
<p>https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhyrgwx (Summary of Vikings—animation)</p>	<p>Double page spread— Information page</p>	<p>Class quiz</p>