



Topic:	Why did the Vikings invade Anglo-Saxon Britain?	
Resources:	1. http://www.primaryhomeworkhelp.co.uk/viking/timeline.html 2. https://schoolshistory.org.uk/topics/primary-history/source-material-the-vikings/viking-raid-on-lindisfarne-source/ 3. https://www.bbc.co.uk/bitesize/clips/zirpr82 4. https://www.nationalgeographic.co.uk/history-and-civilisation/2022/06/in-793ad-vikings-attacked-lindisfarne-heres-why-it-was-so-shocking (first 4 paragraphs) 5. https://www.history.org.uk/primary/resource/3867/the-vikings-in-britain-a-brief-history 6. https://www.bbc.co.uk/bitesize/topics/ztyr9j6 7. https://www.everyschool.co.uk/history-key-stage-2-vikings.html 8. http://www.primaryhomeworkhelp.co.uk/vikings.html Vikings	
Introduction:	Children will have learnt about the arrival and changes to Britain by the Anglo-Saxons in the previous unit. Here they will be continuing the historical journey by examining the Vikings in Britain, and investigating why their invasions were so successful. Using knowledge of topography and Chronology to make links with features of society and identify differences and similarities with other civilisations studied with reference to key concepts such as 'invasion' and 'empire.'	
Prior Learning:	Yr 4: Who were the Greeks/Romans? Building on knowledge of chronology and discussing value of sources to describe Empire in relation to Greeks (Y4) and Egyptians (Y3) . Using knowledge of topography and chronology to make links with features of society. Yr 5: What was in it for the Anglo-Saxons? Using knowledge of topography and Chronology to continue developing skills in making links with features of society and identify differences and similarities with other civilisations studied.	
Next Learning:	Yr 5: after learning about the rainforest: What happened to the Maya? Using chronological and geographical knowledge to determine key values, beliefs and features of society from a range of sources and make comparisons with other civilisations previously studied .	
Vocabulary:	conflict, Anglo Saxon, Angles, Saxon, Vikings, invasion, settlement, navigation, longship, seaborne, Scandinavia	
Lesson 1	What was it like before they came? Locate 793 on a timeline and use sources/images to prompt the recall of some features of the Anglo-Saxon society at the time previously studied (last unit) relating to key conceptual categories (diet, wealth, crime/punishment/monarchy and the Anglo-Saxon settlement/kingdoms, plus religious beliefs e.g. the Sutton Hoo burial site).	
Outcomes	Pupils can recall and describe key features in society relating to wider conceptual references using correct terms/names.	
	i. Identify links between causes and consequences to describe differences in detail of specific features within wider conceptual references such as 'culture' or 'wealth' ii. Recognise alternative effects/consequences of these on specific features (groups of people, aspects of environment) within same location/period	i. Describe with accuracy the varying effect/consequences of specific features within the same location/period. ii. Explain why there are differences between features within more specific location/period, using correct terminology, including conceptual references such as 'culture' or 'wealth'
	Choose appropriate information from suitable sources	Choose appropriate and accurate information from suitable sources
Lesson 2	When did they first find us? • Use sources to locate and describe the first recorded Viking invasion of 793 at Lindisfarne in detail. <i>Why was this so 'terrifying' for the Anglo Saxon Christians?</i> See resources 2-4, above.	
Outcomes	•	
	Choose appropriate information from suitable sources	Choose appropriate and accurate information from suitable sources
	i. Identify links between causes and consequences of events/specific features to describe processes/patterns in detail	i. Describe how events/actions and causes/consequence are interlinked to accurately describe processes/patterns or a specific outcome
Lesson 3-4	When did they invade? • Locate key dates/events on a timeline, including first arrival of Vikings, capture of York (Jorvik), 886 King Alfred, 901 conquering of East England, up to 1066 invasion. Place these events on a map of the UK	
Outcomes	•	
	i. Consistently add correct detail/labels onto a map of UK using 4-6 grid referencing/key ii. Locate variety of places/features using correct contextual framework (8 point compass points, accurate distancing)	i. All features located and labelled correctly, using 4-6 grid referencing/key ii. Locate variety of places/features using accurate contextual framework (distancing, 8 point compass and grid referencing)
	Identify links between causes and consequences of events/specific features to describe processes/patterns in detail.	Describe how events/actions and causes/consequence are interlinked to accurately describe processes/patterns or a specific outcome
	i. Choose appropriate information from suitable sources ii. Identify the strengths and weaknesses of reliability of sources	i. Choose appropriate and accurate information from suitable sources ii. Describe the strengths and weaknesses and reliability of sources
Lesson 5	How did they get here? • Identify origins and describe journeys and transport of the Vikings arriving in Britain on a map of Europe.	
Outcomes	Drawn accurate maps of invasion routes and identifying key Viking sites/places in UK. Give reasons why the longboats were helpful in their invasions.	
	i. Choose appropriate information from suitable sources ii. Identify the strengths and weaknesses of reliability of sources	i. Choose appropriate and accurate information from suitable sources ii. Describe the strengths and weaknesses and reliability of sources
	i. Identify links between causes and consequences of events/specific features to describe processes/patterns in detail.	i. Describe how events/actions and causes/consequence are interlinked to accurately describe processes/patterns.
	i. Consistently add correct detail/labels onto a map of Europe (countries, journeys, cities/places) using 4-6 grid referencing/key ii. Locate variety of places/features using correct contextual framework (8 point compass points, accurate distancing)	i. All features located and labelled correctly, using 4-6 grid referencing/key ii. Locate variety of places/features using accurate contextual framework (distancing, 8 point compass and grid referencing)

Lesson 5-6	How did they change the way we lived? Identify and describe some features of society from a range of sources and describe differences to Roman (session 1) and Anglo-Saxon life (session 4). See resources 1-5	
Outcomes	Description of key aspect of society, identify differences to Roman/Anglo Saxon/modern other civilisations and suggest reasons for these, showing how information is supported by a source (artefacts/other evidence), with a judgement about how useful source is. <i>What is the source? What can we see? What can we infer? How useful is this source?</i> This could be completed by groups looking at one conceptual aspect, and each using different sources. Could devise a 'class museum.'	
	i. Choose appropriate information from suitable sources ii. Identify the strengths and weaknesses of reliability of sources	i. Choose appropriate and accurate information from suitable sources ii. Describe the strengths and weaknesses and reliability of sources
	i. Describe differences/diversity within more specific location/period using correct terminology ii. Identify links between causes and consequences of events/specific features to describe processes/patterns in detail	i. Explain why there are differences/diversity within more specific location/period, using correct terminology, including conceptual references ii. Describe how events/actions and causes/consequence are interlinked to accurately describe processes/patterns.

Pupils	
<ul style="list-style-type: none"> • I can draw my own maps to scale with correct detail and people can find where things are using a 6 grid reference • I can always add the correct detail/labels/symbols to my map in the right places on my own, using a key • I can find or describe where places are using 8 pnt compass points and accurate distances and 6 grid references • I can describe why a source is less or more reliable/useful than another • I can independently choose the right information from a range of maps/sources that support my idea and suggest my own resources that would help me • I can describe features with correct detail and vocabulary and describe why they look different within the same location or period • I can explain how features are different and have changed/been affected • I can recognise that some changes will have a bigger or longer-term impact 	<ul style="list-style-type: none"> • I can draw my own maps to scale with accurate detail • I can find or describe exactly where places are using 8 pnt compass points, accurate distances and 6 grid references • I can give several reasons for why a source is less or more reliable/useful than another for a specific purpose/idea • I can independently find accurate and detailed information from a range of maps/sources which support an idea • I can give a judgement about how well sources help support a specific purpose/idea • I can explain why features may affect people or places differently within the same location or period using the right vocabulary • I can describe how changes or effects are linked as part of a process • I can explain in detail why features may be different, or how they have changed/been affected