

Vikings mad, bad or just misunderstood!



6 weeks

Rationale

The children are taken back in time to 800AD where they are challenged to discover about the life and times of the Vikings and Anglo Saxons, how and where they lived, dressed and worked. Using a variety of sources they set their own goals to research and learn how the Anglo Saxons and Vikings came to live in Britain. They will challenge the common perception of a Viking as they justify why deserve and need to settle in Britain. Using their understanding of this time they write an educational guide to teach others the truth about the Anglo Saxons and Vikings, their beliefs and their legacy on Britain.

Hook-

Visit to Hook Court. How did the Vikings live?
Mini hook: a Viking is seeking asylum.

Outcome

Each child to produce an educational guide on the Anglo Saxons and Vikings.
Drama Reenactment for parents.

Independence

- Set their own challenging goals and have an ambition to achieve these, keeping themselves focused and on track.
- Organise their work space, plan aspects of their own learning and work to deadlines.
- Select, evaluate and use appropriate resources in carrying out their tasks and undertaking research.

Thinking

- Explain and justify their ideas and opinions using precise language and communicate effectively.
- Pose and follow lines of enquiry, raising relevant questions and planning actions to undertake research and find solutions.

Focus Subject - History

Chronology - create parallel time lines for the Anglo Saxons/Vikings and Normans showing the overlap during 410AD to 1100AD, to understand when the Anglo Saxons and Vikings occupation and invasions took place.

Anglo Saxons 410 to 1066

Vikings 700 to 1100

Normans 1066 to 1154

Explore the motivation of the Vikings to travel, recognize the limitations of their own lands

(Denmark/Sweden/Iceland - Scandinavia) and therefore the need for new productive farm land to settle with their families.

Using secondary resources answer the following questions. Who were the Anglo Saxons? Where did they come from and why? (Germany/Netherlands/Denmark) Why did they come to Britain? Where did they settle and why?

Identify similarities between ways of life of Anglo Saxon and Vikings and investigate differences in clothing, housing, transport, farming and how kingdoms were ruled.

Investigate: who was Alfred the Great and why he was important in Anglo Saxon and Viking times?

Focus Subject - English**Main writing tasks**

Write a report on the recent Viking raid of Lindsfarne detailing how the attack took place, the villages' response, what happened and the outcome.

Using their historical knowledge gathered through research create a speech for Alfred the Great rallying the people of Wessex to stand fast and together to defend their kind.

To write a balanced argument linked to the enquiry question.

Other writing tasks

Create their own mythical creature story based on the text Beowulf.

Root words - Many words that we use today are based on Saxon original words, including the days of the week.

Writing skills to cover

Use of :- to avoid ambiguity

Verb form variation

Conjunctions, adverbials of time and place, pronouns, synonyms to build cohesion

Spelling, Punctuation and Grammar

Homophones

Suffixes

Use a range of verb forms

Noun modification

Speech Conventions

Talk 4 Writing strategies

Boxing up

Focus Subject - Geography

On a map of the UK identify kingdoms ruled by the Anglo Saxons. On the same map show those kingdoms taken over by the Vikings (Danelaw) and those retained by the Anglo Saxons (Essex, Middlesex, Wessex and Sussex).

On a map of Europe identify where the Vikings originated (Sweden/Denmark/Faroe Islands/Iceland) and where they travelled to (Greenland/Ireland) understand their thirst for exploration and trade.

Application: RE

- How did Anglo Saxons and Vikings who were not Christians practice their beliefs about life and death? How is this different to Christian practice today?
- Write an article on religious practice and beliefs in Anglo Saxon times for inclusion in the educational guide.

Application: Art

- Create a detailed, close observational drawing; using a range of shading techniques to produce an illustration of an artifact for inclusion in the educational guide.

Home Learning

Norse God research and choose how to present it.