

Raiders, Traders and Settlers

Rationale:

Vikings: Were they raiders, traders or settlers?

Pupils develop deeper historical understanding by considering different views of the past and using evidence to support their judgements.

Hook: Listen to an audio-visual soundscape of Lindesfarne to transport us back to the time of the Vikings.

Outcome: Create a recount as though the children are bystanders at the events of Lindesfarne.

CLA (Core Learning Area)

Literacy

Pupils will find out about the key events at Lindesfarne. They will use the different lenses from The Write Stuff, to describe what it would have been like to be present during these events. They will write a recount using description to ensure that the reader understands exactly what the scene would have been like.

During reading lessons, we will continue to read 'Odd and The Frost Giants' and learn about the Viking mythological creatures and Gods.

History

Building on the pupils' understanding of invasion from when they studied the Romans, we learn about the why and how of Viking invasion.

We develop pupils' understanding of bias in evidence when we read letters about the Viking invaders from religious figures. The stereotypical view of Vikings as simply violent invaders is challenged; this links to our work on diversity in all year groups.

We compare Anglo Saxon and Viking houses, stories and writing, entertainment, and religion. The children are shown archaeological evidence (the Birka skeleton) that some Viking women had the same status as their male counterparts.

Geography

We will re-visit the concepts of settlement and invasion through our learning about the Vikings. We look at Northern Europe on the world map and talk about climate and how that influenced migration and invasion. We will find out about place names and use them as clues to discuss where the Vikings settled.

DT

Through our Forest School sessions, we will look at some of our DT objectives. We will be selecting and using a variety of tools, discussing their effectiveness and revising the safety aspect of using them.

| Learning Value Focus | |
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| Value: Belonging (cultural heritage and understanding of the world, Diversity) | Skill: Recognising bias and opinion, using evidence and questioning the opinion of others. |
| How Long? 4 weeks | When? Term 3 – weeks 5 and 6 Term 4 – weeks 1 and 2 |
| Continuous Learning: SPAG, Maths, Music, PSHE, French, PE. | |
| Visit: n/a | Visitor: n/a |
| Parental Involvement: Parents should continue to read at home with their children, and support them with using TT Rockstars and completing homework activities. | |