

## Termly Planning Sheet

Class: *Hanham, Frenchay, Fishponds*

Area: *History – The Vikings*

Term: *Autumn*

Unit	POS	Learning Outcome	Activities	Resources	End of Unit Evaluation
1		<p><b>Introduction</b></p> <p>a) To know that we find out about the past from the evidence left behind. To be able to use evidence to draw conclusions. (Historical Enquiry)</p>	<p>Bin Activity - at the end of the day save the waste paper bin from another class. Go to it together and use the contents to answer these questions:</p> <p>Which room did it come from?</p> <p>What activities went on in that room yesterday?</p> <p>Are there any clues about the people who use that room?</p> <p>Are there any clues about what day of the week it was?</p> <p>Which things will survive the passing of time?</p> <p>What things are you sure of from these clues?</p> <p>What can you guess at from these clues?</p> <p>What else could you try to find out? How could you do this?</p> <p>An alternative activity involves giving a group of children a bag which the children have to investigate for clues to the identity of the owner.</p>	Bin!	

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		<p>b) To be able to use a timeline. (Chronology)</p> <p>c) To understand the concepts of invasion and settlement (Historical Understanding)</p>	<p>Relate all this to finding history clues. What has survived depends on its durability and the chemical composition of the soil it is in. What we have is only a small part of what once existed. The clues we can look for include artefacts, buildings, writings and verbal sources eg place names.</p> <p>Model using a timeline. Introduce terms AD, BC and CE. Discuss the language of time – decade, century etc. Arrange a set of dates in chronological order, and put onto a time line.</p> <p>Discuss why people move from one place to another ie holiday, business, trade, war, famine, drought, family reasons. Are there any places in the world where large movements of people are taking place at the moment?</p> <p>Carry out a role play on the theme of invasion: “You are at home with your family watching TV when the programme is interrupted by an announcement from the Prime Minister saying that aliens are invading from the south.” Divide the children into ‘family’ groups, to decide</p>	<p>Class timeline – events studied during the course of the topic can be added to it.</p>	

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			<p>what they would do, listing reasons for staying and fighting, or reasons for moving North to a safer place.</p> <p>Later, another broadcast announces that an evacuation will take place tomorrow. You can take one small bag only. Draw and label what you were take.</p> <p>'Hotseat' aliens to find out: What have they come for? Will they go back or stay? Do they behave differently when settled? Do people's lives change because they have come? Do people get on with the aliens and adopt their way of life? What improvements / disadvantages do the aliens bring?</p>		

The Invaders and Settlers topic needs to deal with all three periods covered by the topic – the Romans, Anglo Saxons and Vikings. However only one needs to be studied in depth – in our case this will be the Vikings. I have planned a number of activities for each unit of work, so that you can follow your own interests and those of your class. You don't need to do all the items in a unit of work, but you must cover at least one learning objective from each unit.

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2	The	<p><b>Romans</b></p> <p>a) To be able to identify Rome on a map, and also some of the countries of the Roman Empire (Historical knowledge).</p> <p>b) To be able to offer suggestions as to why the Romans wanted to invade Britain. (Historical Knowledge; Historical Enquiry)</p> <p>c) To be able to describe differences and similarities between Celtic and Roman soldiers. (Historical knowledge and understanding)</p> <p>d) To know the facts of the Iceni rebellion. To understand that the evidence we have may be biased, and that different protagonists will have had different opinions about what occurred. (Historical Knowledge; Interpretations of History; Historical Enquiry)</p>	<p>Use atlases to help children mark Rome on a map. Label the map to show the countries the Empire included, and some of the major cities.</p> <p>Use an annotated map of Britain's resources, plus a selection of quotes from the writings of the Romans to draw up a list of the reasons that the Romans may have wanted to invade.</p> <p>Compare pictures of Celtic and Roman soldiers. Which has the best weapons? Which were the best protected?</p> <p>Tell the story of Boudicca's rebellion. To help the children see that different versions of a story may exist, hotseat the protagonists of the rebellion. This could be recorded by pictures of the protagonists with think bubbles. Investigate what Boudicca would have looked like using a range of sources. Once complete, discuss the fact that all written sources we have concerning the rebellion were produced by</p>	<p>atlases maps</p> <p>Annotated maps Extracts from Roman writers.</p> <p>pictures of Celtic and Roman soldiers.</p>	

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3	Departure	e) To be able to use a variety of sources to find out about everyday life in the past. (Historical knowledge; Historical enquiry)	Roman historians. How might they have distorted the truth? Why might they do this? How might Boudicca have been described by British historians?  When looking at pictures of Roman life, try these types of activities: Write 5 sentences about what is happening in the picture; complete a Then and Now table; draw and label 10 things the Romans had, and 5 things we have that they did not; look at pictures of artefacts and evaluate against their modern equivalents.	pictures of everyday life; video clips	
		f) To be able to use Roman numerals. (Historical Knowledge)	Make a chart of mathematical information about the children eg birthdates, using Roman numerals.		
		g) To be familiar with mosaic design. (Historical Knowledge; Historical Enquiry)	Take a picture of a partial, unrestored mosaic, and draw what you think it would have looked like when complete.	pictures of mosaics	
		To be able to empathise with the dilemma facing Roman soldiers ordered to return to Rome (Historical knowledge and understanding)	Pretend you are Roman soldiers in Britain around 410 AD. A letter arrives from Rome ordering your legion to return there and defend it against attacking barbarians. Divide into pairs – some of you decide to obey the order and return, list your reasons;		

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4	Roman	<b>Legacy</b>	some of you decide to hide away in Britain as you do not want to return, list your reasons. Feedback to the rest of the class.		
		<p>a) To know that many modern place names have their roots in Roman names. (Historical Knowledge and Understanding)</p> <p>b) To know that many words we use today have Latin roots (Historical Knowledge and Understanding)</p>	<p>Look for evidence of Roman settlements in modern place names. Display a map of the UK on the wall, and put coloured flags / dots on the places with their roots in a Roman name. Where are most of them? This activity will be repeated later for Anglo Saxons and Vikings and a comparison can be made.</p> <p>Give children a selection of Latin suffixes and prefixes and ask them to think of words they know that have these in them. If you are familiar with using a wild card when using a spell checker, you could try this when searching for words.</p>	<p>Maps showing place names; names to look for include those ending in –caster, -cester, and –chester, all developed from the Latin for camp</p> <p>Suffixes and prefixes to look for: ab, ad, ante, ex, inter, per, pro, sub, super, uni, bi, tri</p>	
5	Anglo	<b>Saxons</b>			
		a) To be able to empathise with both the Saxons and the Roman Britons over the Saxon settlement. (Historical Understanding; Chronology)	Read “Invasions” together and discuss why the Saxons came to Britain. Draw a picture of a Saxon boat arriving off the coast of East Anglia. Use think bubbles to show what the Saxons and Britons thought.	“Invasions” from A Sense Of History Pack.	

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<b>5</b>	<b>Anglo</b>	b) To understand the role of a Saxon king (Historical Understanding)	Use page 6 of Anglo Saxon Activity book to list all the things Anglo Saxon kings did.	Anglo Saxon Activity book	
		c) To be familiar with Saxon decoration of illuminated manuscripts, and be able to work in a similar atyle. (Historical Knowledge)	Look at a selection of pictures of illuminated manuscripts, and reproduce a detail from one using pencil crayons or watercolours. Go on to design a whole page and illuminate it, or simply an initial letter.	pictures of illuminated manuscripts art materials.	
		d) To be able to compare texts written in modern English and Anglo Saxon English. To understand that written evidence may be biased. To know the story of the battle of Maldon. (Historical Knowledge and Understanding; Historical Enquiry)	Use text describing the Battle of Maldon. Compare the Anglo Saxon text with the modern one. How many Saxon words can you recognise? Make up a glossary. Storyboard the events of the battle. What can you learn about the Saxons from the text? Was the poem written by a Viking or a Saxon? How can you tell?	Text of Battle of Maldon from “Bringing History To Life” by John Fines published by The Historical Association	
		a) To know that many modern place names have their roots in Saxon names. (Historical Knowledge and Understanding)	Look for evidence of Saxon settlements in modern place names. Display a map of the UK on the wall, and put coloured flags / dots on the places with their roots in a Saxon name. Where are most of them?	Look for: -borough (fort), -burgh (fort) –den (valley) –dene (valley) –feld (field) –folk (people) –ford, -ham (farm) –wick (farm) –ley, -lea, -leigh, -worth	

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<b>6</b>	<b>The</b>	<b>Vikings - Invasion</b>	<b>and Settlement</b>		
		a) To be able to empathise with the feelings of both Saxons and Vikings during the period of Viking invasions and settlements. (Historical Understanding; Chronology)	Read the Viking section of “Invasions” and discuss why the Vikings came to Britain. Draw a picture of the Vikings arriving, using think bubbles to show what they might be thinking. Mark up the events of the Viking period on a timeline.	“Invasions” book from A Sense Of History timeline	
		b) To know that the Vikings travelled widely (Historical Knowledge)	Use a picture map to list the reasons why the Vikings wanted to invade Britain.	Picture map	
		c) To be familiar with the events and chronology of the Viking invasions (Historical Knowledge, Chronology)	Mapwork based on research or information supplied by teacher. Show Scandinavian movements – where else did the Vikings go apart from Britain?	blank maps atlases	
		To be able to evaluate the reliability of evidence (Historical Understanding)	Explain to the children the events of the Viking invasions. Give children a timeline of the period to complete. They could also show the places mentioned on a map of the British Isles.	Blank timelines. Blank map of British Isles.	
			Read an extract from the Anglo Saxon Chronicles which describes the Vikings. Why might this be biased?	Anglo Saxon Chronicle	



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7	The	<p><b>Vikings - Everyday</b></p> <p>a) To be able to compare scenes of everyday life in Viking times with life today.</p>	<p><b>Life</b></p> <p>Collect together pictures of everyday life. Complete a Then / Now table. Compare with similar scenes of life in Saxon and Roman times.</p> <p>Use a variety of information books to research the foods the Vikings ate. Which of these foods do the children eat regularly, occasionally, never? The information could be shown as a Venn diagram with sets of Viking food, and our food, with food common to both ages in the middle.</p> <p>Collect pictures of everyday objects excavated from Viking sites. Choose an object. Make a detailed drawing. What is it made of? Find evidence that tells you what it would have been used for. Do we use anything like it today? If we do, has the object changed at all? Does the object tell us anything about the person who used it?</p>	<p>pictures of everyday life in Roman, Saxon and Viking times.</p> <p>Information books</p> <p>Pictures from books. I have a nice set of cards from Jorvik</p>	

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		<p>a) To be able to compare scenes of everyday life in Viking times with life today.</p>	<p>Sort the pictures of objects in various ways eg objects connected with food; jewellery; objects used by children; objects used by rich people; made from the same material.</p> <p>Devise statements like ‘All jewellery was made from silver.’ Ask children to find evidence for and against the statement.</p> <p>Find pictures of reconstructions of Viking homes. Describe what it would have been like inside one in the winter when a meal was being prepared.</p> <p>Using a teacher prepared writing frame, describe what Viking homes were like. This could be based on IT programs.</p> <p>Using illustrations in information books draw and label the clothing Vikings wore. Can they find any evidence for a helmet with horns?</p> <p>Play “Hnefatafl” on the Interact disk.</p>	<p>Reconstruction of a Viking home.</p> <p>Teacher prepared writing frame. Interact; Ancient Lands; Internet</p> <p>illustrations</p> <p>Interact disk</p>	

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<b>8</b>	<b>The</b>	<p><b>Vikings - Science,</b></p> <p>a) To be familiar with the Viking sagas. (Historical Knowledge)</p> <p>b) To be familiar with Viking forms of surface decoration. (Historical Understanding)</p> <p>c) To know how the Vikings communicated in writing; be able to write in Viking runes. (Historical Understanding)</p>	<p><b>Art, Architecture</b></p> <p>Discuss why the Vikings created sagas. Can they find any excerpts in the class information books. The sagas were an oral tradition, and so were learned by heart. How much poetry can the children learn in a given amount of time.</p> <p>Collect pictures of decorated Viking artefacts. Copy and enlarge the design. (these drawings could be used in the topic related planning for DT)</p> <p>Write your name or a message in Viking runes. Interact disk can be used here both to write messages and to find out more about runes.</p>	<p>Information books Poetry books</p> <p>pictures of decorated artefacts</p> <p>See attached sheet for info on Viking runes. Also Interact disk.</p>	

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<b>9</b>	<b>The</b>	<b>Vikings - Religion</b>  To be able to describe some of the principle Viking gods. (Historical knowledge)	Use information books to research the principal Viking gods. Use this knowledge to correctly label drawings of them.  Complete the Personality Profile in the Heavens Above section of the Interact disk.  Create a factfile on the principal Viking gods.	Information books Illustrations of gods (photocopy attached)  Interact disk.	

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<b>10</b>	<b>The</b>	<p><b>Vikings - Economy</b></p> <p>a) To know that Vikings travelled extensively; to be able to use a saga as a source of evidence. (Historical Enquiry)</p> <p>b) To know that the Vikings traded extensively (Historical knowledge)</p> <p>c) To be able to explain the different levels in Viking Society (Historical Knowledge and Understanding)</p> <p>d) To be able to describe the construction of a longship.</p>	<p><b>And Social Structure</b></p> <p>Discuss with the children what kind of people they think the Vikings were eg fierce, cruel etc. Read the saga of Authen to the children. They could retell it through drama or storyboard it. Compare their view of the Vikings with the image portrayed in the saga. Is this image likely to be true? Why / why not? Chart on a map the places Authen travelled to.</p> <p>Use information books to help write a list of goods that Vikings traded in. Mark on a map the different places where they traded.</p> <p>Draw and label people in the different levels of Viking society – King or chieftain, jarls, karls and thralls. Write a caption for each picture explaining the role they played in society.</p> <p>Draw a longship, labelling the different parts eg keel, prow, rudder, mast, sail. Draw a storyboard showing the different stages of construction.</p>	<p>Saga of Authen – attached map</p> <p>Map</p>	

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<b>11</b>	<b>The</b>	<p><b>Viking Legacy</b></p> <p>a) To know that many modern place names have their roots in Viking names. (Historical Knowledge and Understanding)</p> <p>b) To be able to interpret evidence to show how traces of Viking settlements can be found today, in particular York. (Historical Enquiry)</p> <p>To know that the language we use today has been influenced by the Vikings (Historical Knowledge and Understanding)</p>	<p>Look for evidence of Viking settlements in modern place names. Display a map of the UK on the wall, and put coloured flags / dots on the places with their roots in a Viking name. Where are most of them?</p> <p>Look at a picture of a reconstruction of Jorvik. Compare it with a picture of York today.</p> <p>Give children a list of Viking words. Can they find any words that we use today that are similar?</p>	<p>Look for: -bar (gate) –beck (stream) –by (farmhouse) –dale (valley) –force (waterfall) –kirk (church) –thorpe (small village) –gate (road) –toft (homestead) –thwaite (clearing in a forest)</p>	