

## Year 4- Here Come the Vikings



<b>Term:</b>	Spring 2
<b>Subject focus:</b>	History and Art
<b>Non-Fiction:</b>	Report
<b>Fiction:</b>	Historical Narrative

Concepts	
History	Art
Leadership/Legacy/Perspective	Inspiration/Creativity/Critique
<p>After learning about the Romans, children go on to find out about the Vikings- a civilisation that followed the Roman occupancy in the UK. They will be able to make comparisons between the two civilisations, identifying if society developed after the Romans, and if so, how.</p> <p>Like the Romans, the Vikings also came from different lands and settled in the UK, adding to their knowledge of migration and the reason for it. Based on their previous learning, children are able to see how London developed under the rule of the Vikings and what it is like today.</p> <p>Children are able to see what impact the Vikings have had on our lives today, looking at the language we use today as well as the names of cities and towns across UK which are based on Viking terms. This develops their knowledge of place from the topics <i>United Kingdom</i> and <i>Journeys around London</i>. Children will use this place knowledge to identify the seven kingdoms of the UK that were established during the Viking reign.</p> <p>Linking to their knowledge of monarchy, children are taught about the Anglo-Saxon and Viking Kings, including identifying who was the first king of England.</p> <p>After studying Viking patterns and learning about their symbolism and usage, the children will design a pattern that will then use to create a clay tile. Using this tile, the children will create a repeated printed pattern. Prior to this, children have looked at African patterns and used more basic printing techniques, and when they learn about the Mayan Civilisation in Year 5, they will extend these skills further by creating a lino cutting tile for printing.</p>	

<b>History</b>	
<b>National Curriculum</b>	
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• I can place some historical periods in a chronological framework</li> <li>• I can use historic terms related to the period of study</li> <li>• I can use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• I can use a variety of resources to find out about aspects of life in the past</li> <li>• I can explain what I have learned in an organised and structured way, using appropriate terminology</li> <li>• Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• I can use a sketch book for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• I can use skills I have been taught to adapt and improve my work</li> <li>• I can say how I would improve my work using technical terms and giving reasons</li> <li>• I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied</li> <li>• I can create different affects by using a variety of tools and techniques</li> </ul>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• I can use more complicated input devices</li> <li>• I understand that some computers on a network serve particular functions, such as controlling printers or sharing files</li> <li>• I can use different software programs and different types of hardware</li> <li>• I can use a range of programs to complete a task</li> <li>• I understand that what I say or post on the internet might be copied, shared and stored by others</li> <li>• I know what to do if I see anything worrying online</li> <li>• I understand how search engines order their search results</li> </ul>	
<b>Year 4 History Vikings</b>	
<b>Foundation subject Knowledge and skills</b>	
<p><b>When did this happen?</b></p>	<ul style="list-style-type: none"> <li>• Know that Vikings came from the area of modern Scandinavian countries (Denmark, Norway and Sweden)</li> <li>• Know key events in the Viking timeline:</li> <li>• Know that the Vikings first invaded Britain around AD787 when they attacked the Monastery of Lindisfarn in Northumbria. The following year they attacked northern Britain, in what we now call Scotland; AD866 the Vikings captured the city of York; by AD870 Wessex is the last Anglo-Saxon kingdom; in AD871 Alfred the Great becomes King of Wessex. He drove the invading Vikings from the south by they stayed in the north and the east; in AD 878 the Vikings had settled permanently in England, they had overran Wessex and forced King Alfred into hiding; AD 886 King Alfred agreed to a treaty with the Vikings and keeps the west-the Vikings are given the east which is later known as ‘Danelaw’; in AD900 the Vikings establish rule over Scotland; in AD 954 the last Viking King of Jorvick (York), Erick Bloodaxe, was forced out of York; in AD 1013 King Sven of Demark and his son Cnut sailed up the rivers Humber and Trent to claim the throne in Danelaw and Ethelred, the Saxon King, flees abroad; in AD 1014 King Sven died and Ethelred returned to rule England; AD 1016 King Ethelred dies-his son, Edmund Ironside, becomes king for a few months until he also dies; Cnut becomes King of the Danes and King of England; AD 1035 King Cnut dies. His sons Harold Harefoot and Hardicanute share the ruling of England. Harold dies in 1040 and Hardicanute becomes the dole ruler of England; AD 1042 Ethelred’s second son, Edward III is invaded to return from Normandy to become the King of England. Edward III was better known as</li> </ul>

	<p>‘Edward the Confessor’ due to his extreme piety; AD 1066 The last Anglo-Saxon king, King Harold is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins)</p> <ul style="list-style-type: none"> <li>• Know the Vikings invaded Britain for the final time in 1066</li> <li>• Know what Britain was like before the first Viking invasions (Anglo-Saxons)</li> <li>• Know what happened in the period after the departure of the Romans</li> <li>• Know about the seven Anglo-Saxon kingdoms</li> <li>• Know how and when England became a unified country</li> <li>• Know about the end of the Anglo-Saxon and Viking era in Britain</li> </ul>
<b>What was life like then?</b>	<ul style="list-style-type: none"> <li>• Know what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions</li> <li>• Know that there was a constant struggle for power between the Anglo-Saxons and the Vikings for the Kingdom of England</li> <li>• Know about the first Viking invasions, establishing who the Vikings were and that they came from Scandinavia (Norway, Sweden and Denmark)</li> <li>• Know the events surrounding the attack on Lindisfarne in 793</li> <li>• Know why King Alfred was dubbed ‘Alfred the Great’</li> <li>• Know what life was like for Vikings living in Britain</li> </ul>
<b>Who were significant people at this time?</b>	<ul style="list-style-type: none"> <li>• Know about the Viking settlement of Britain and how this affected the Anglo-Saxons</li> <li>• Know about subsequent Viking invasions after Lindisfarne</li> <li>• Know that there were tensions and battles between Anglo-Saxons and Vikings</li> <li>• Know how a peace treaty was eventually signed between the Anglo-Saxons and the Vikings to give control of the northeast of England to the Vikings</li> <li>• Know about the reign of Alfred the Great and how he helped create a unified England</li> <li>• Know some of the other achievements of Alfred the Great</li> <li>• Know how everyday life may have been similar to and different from the lives of their Anglo-Saxon counterparts</li> <li>• Know about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016</li> <li>• Know the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest</li> <li>• Know how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country</li> <li>• Know that Geirmund Heljarskinn was the son of a Viking king. He was born in Rogaland (Norway) between the years of 850 and 950 AD and is known as the Black Viking. <a href="https://www.youtube.com/watch?v=4Rp4Q-6tkaE">https://www.youtube.com/watch?v=4Rp4Q-6tkaE</a></li> </ul>
<b>How did this effect the world today?</b>	<ul style="list-style-type: none"> <li>• Know the Viking legacy that is still seen in Britain today</li> <li>• Most towns ending in-by were Viking settlements e.g. Derby</li> <li>• Many words in English go back to the Viking period</li> <li>• Vikings are given credit for inventing the comb and skis</li> <li>• Consider how Britain might be different today if the Battle of Hastings had had a different outcome.</li> </ul>
<b>Art</b>	
<b>Year 4</b>	
<b>Art</b>	
<b>Printing</b>	

<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Research Viking patterns and designs (6 styles: Oseberg, Borre, Jelling, Mammem, Rigerike, Urnes)</li> <li>• Know that Vikings used art to create elaborate designs on many things they used: weapons, jewellery, rune stones, ship woodwork and common everyday items</li> <li>• Know that Vikings used symbolism</li> <li>• Know what some of the more common symbols were</li> <li>• Look at a range of Celtic patterns and identify symbols on them</li> <li>• Use pen and ink to make a study of a Viking design</li> <li>• Draw a design which could be used on a tile to be printed, considering symbolism</li> <li>• Use clay to make a relief tile of a design inspired by Viking design</li> <li>• Create a repeated pattern</li> <li>• Discuss their work-likes and dislikes</li> </ul>
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<b>Writing Outcomes</b>	
<b>Non-Fiction</b>	<b>Fiction</b>
Recount the invasion of Lindisfarne	Text: Viking Boy Write alternative ending/chapter referring to historical facts, including the use of dialogue to move the story on