



Medium-term plan

Year group: 4	Term:
Topic/unit: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. May follow a study of Alfred the Great.	
Children make progress in	Evidence for knowledge/understanding developed
Substantive knowledge (what we want children to know and remember)	
<ul style="list-style-type: none"> Where the Vikings were from (Denmark, Norway, Sweden), each raided and/or settled in different places (including Russia, Iceland, Greenland etc), not just England. That the 793 Lindisfarne and other church/monastery raids are an important source of negative interpretations. Knowledge of Viking settling and trading – legacy in place names/ other words; goods bought into England from across Europe and Asia (archaeological evidence). 	<ul style="list-style-type: none"> Can see that images such as the hook picture stem from early writings about the Lindisfarne and other raids. Will explain that surviving place names and words show that Vikings lived settled lives here and aspects of their culture remains (may compare this to the Romans). Similarly, will talk about archaeological finds which offer evidence of trade/settlement, eg glass beads, weighing scales, Buddha statuette.
Disciplinary knowledge (use HIAS AREs)	
<p>Historical interpretation</p> <ul style="list-style-type: none"> Can describe how different interpretations arise. Understands that historical understanding is continuously being revised; if we find new evidence, we have to rewrite the past. <p>Historical enquiry</p> <ul style="list-style-type: none"> Can describe and question the origins and purposes of sources using knowledge of periods and civilisations. Asks perceptive questions. Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis. 	<ul style="list-style-type: none"> Will understand that written sources about attacks on Lindisfarne and other ecclesiastical premises are the source of negative interpretations. Understands that archaeological evidence opens up a picture of Vikings as traders and/or settlers and that combining Viking and Saxon sources probably paints a more accurate picture, although contemporary sources from both sides need treating with caution. At Step 5 children select three appropriate pieces of evidence that portray Vikings as primarily traders.
Key question to drive the enquiry to promote children's progress: were Vikings just raiders?	
<p>Knowledge specific vocabulary</p> <ul style="list-style-type: none"> Barbarian. Berserker. Christianity. Conquest. Dane. Danelaw. Heathen. Hoard. Invader. Knorr (or knarr). Longboat. Navigate. Norseman. Pagan. Pillage. Plunder. Raid/raider. Rune. Saga. Scandinavia. Trade/trader. 	<p>Promoting SMSC</p> <ul style="list-style-type: none"> Spiritual: Moral: liken Viking conquests to current conflicts, eg Ukraine/Russia, is either morally acceptable? Social: collaboration/group working. Cultural: awareness of the development of England/UK. <p>Cross-curricular links</p>
Resources: Viking life loan box from the History Curriculum Centre.	