

Vikings to Edward the Confessor	History	Years 3 & 4, Term 5	Year B
Key vocabulary: Saga, Scandinavia, settlement, Skalds, stoic, warrior, Valhalla			
Knowledge and skills: Use a variety of resources to find out about aspects of life in the past. (B2) Use sources of information in ways that go beyond simple observations to answer questions about the past. (B3) Understand that sources can contradict each other. (B4) Describe the Viking and Anglo-Saxon struggle of the Kingdom of England to the time of Edward the Confessor. (B9) Undertake a local history study. (B11) Know the historical vocabulary chronological, age, ancient, civilisation, reign, pre-history, invader, settler, empire, democracy. (B12) <i>To understand where the Vikings came from.</i> <i>To understand how and why the Vikings invaded Britain.</i> <i>Viking life.</i> <i>Viking Gods.</i> <i>Viking longships.</i> <i>When, where and how the Vikings lived in Britain.</i> <i>What a Viking long house was like.</i> <i>Know the characteristic features of Viking society, including the ideas, beliefs, attitudes and experiences of men, women and children.</i> <i>Who Edward the Confessor was and why he is an important figure in Islip.</i> <i>That Edward the Confessor was the last of the Anglo-Saxon kings and his death triggered the Battle of Hastings.</i> <i>Why Islip was important during the Civil War.</i> <i>What the Civil War was caused by.</i> <i>Recognise that the past is represented and interpreted in different ways, and to give reasons for this.</i>		Possible activities: Map work. Consider trade routes and learn where the Vikings came from. Climate and weather. Trade and farming research. Design a Viking longship. Role play. Design a Viking brooch. Design a Viking Axe/Shield/Sword. Sell a Viking house. Artefact research. God research. Designing and interpreting runes.	
Spiritual, Moral, Social and Cultural Education and Promotion of British Values: Spiritual: Children can reflect on Norse myths and consider what we can learn from them. Consider why the Vikings had different burial rituals and different belief symbols. Moral: Children will think about the morality of invading/settling. Social: Many people worked well in teams, for example when rowing a long boat. Cultural: Children will consider the cultural differences between the Vikings and modern Britons. Consider how Viking names have impacted on British place names.			

British values: