

Subject: Humanities- History

Unit Title: The Vikings

Learning Objectives and Aims:

- To support the development of personalised MAPP learning skills within the context of this unit.
- To develop an emerging understanding of the past and differentiate using living history reference points.
- To develop an understanding of who the Vikings were and where they came from and originated. Explore and begin to identify key: Viking historical characters; Viking myths; Viking commerce and trade; Warfare and Invaders; Viking settlements and homelife.
- To identify and know where the Vikings settled in our locality and the impact on our region.

Suggested Lesson Activities & Unit Coverage:

- ❖ To use a simplified timeline to support a developing understanding of the past in relation to living memory and significant people in the pupils' lives- family tree with photos and symbols, timeline with photos and symbols with pupil as starting point to work backwards. Use a piece of string around the classroom or a washing line to order and sequence timeline events and people. Add in the Vikings on the timeline, where would they be – take a guesstimate and game with peers, who is the closest?
- ❖ Who were the Vikings? Exploration time, introduce a discovery box as a conversation starter. The box can contain symbols, pictures, maps, key vocabulary, miniature object that support the pupils in building a picture of The Vikings. Use the vocabulary captured in discussions to make a display of who the Viking were- arrange in the form of a Viking longship or add to a speech bubble from a Viking warrior. Independent or supported internet searches or library search- Viking hunt- set a challenge to find out what pupils can discover about the Vikings.
- ❖ Where did the Vikings live and what were their homes like- what did they eat and wear? Explore Viking longhouses, weaving, fishing and farming. Design a Viking menu and role play a Viking meal. Make and bake a Viking dish e.g., root vegetable soup, rye bread and honey cakes. Link to design technology- weaving to make a basic textile hanging. Create a class Viking recipe book. Make Viking sensory bags to link to key symbols/words e.g., wool, charcoal/burnt wood, dried fish, grain.
- ❖ Raiders- Longships, investigate how and where the Vikings navigated and sailed to. Map of UK, identify and pinpoint where Vikings settled in our area- York and East Coast. Trip to York and Jorvik Museum to experience and immerse pupils in Viking life and culture. Links to design technology create a 3D Longship and adorn with mythical creatures.
- ❖ Norse Myths- Links to literacy/English. Listen to a key story from Norse mythology and identify characters and main events. Introduce a prop box for pupils to act out the stories or retell events around the 'campfire' in the oral tradition [symbol and sign supported]. Viking runes and letters, write and create Viking rune letters and match to the alphabet- write a rune sign or letter to a Viking. Rune snap game, create rune symbol cards to make a snap or matching game, make rune dice to roll and match to cards- paired and group activity games. Look for Viking books both non-fiction and fiction to share together.
- ❖ Create an archaeology site and dig in school- outside or in [raised beds in grounds or trays in class]. Bury 'artefacts' to dig and discover. Links to Maths- sort, count, number, label and bag up artefacts, part pieces of pottery to jigsaw together and reassemble to create whole pots [laminated pieces with matching whole item].

Formal Creative Curriculum
Secondary KS3-4

Schemes of Work
[Adapted from National Curriculum
KS2 Guidance]

