

Subject: History

Year 5 Who were the Vikings and where did they come from?.

NC/PoS: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: ☐ Viking raids and invasion ☐ resistance by Alfred the Great and Athelstan, first king of England ☐ further Viking invasions and Danegeld ☐ Anglo-Saxon laws and justice ☐ Edward the Confessor and his death in 1066.

developing chronological understanding, exploring significant people and societies, using historical sources, and making connections between past and present.

Prior Learning (what pupils already know and can do)

- What are Invaders and how did they change Britain
- How did Britain change during the Roman occupation?
- Who were the Romans and what did they bring to the world?

End Points (what pupils MUST know and remember)

- **Chronology & Context**
- Place the Viking period on a timeline, knowing it began around AD 793 and ended around AD 1066.
- Recognise that the Vikings lived after the Romans and Anglo-Saxons.
- **Geography & Origins**
- Identify Scandinavia (Norway, Sweden, Denmark) as the Viking homelands.
- Explain why Vikings left their homelands (farming challenges, trade, exploration).
- **Society & Power**
- Describe how Viking society was structured (jarls, karls, thralls).
- Understand that Viking kings and chieftains ruled communities and made decisions at Things (assemblies).
- **Transport & Exploration**
- Recognise the importance of longships in travel, trade, and exploration.
- Explain how shipbuilding helped Vikings connect with other parts of the world.
- **Inventions & Daily Life**
- Identify some Viking inventions and skills (farming tools, jewellery, weaving, metalwork).
- Describe aspects of daily life for Viking men, women, and children.
- **Culture, Entertainment & Beliefs**
- Retell at least one Viking myth and name some Norse gods.
- Explain how storytelling, games, and music were part of Viking life.

Key Vocabulary

Chronology & Place

- **Viking Age** – the period between AD 793–1066.
- **Scandinavia** – the homelands of the Vikings (Norway, Sweden, Denmark).
- **Timeline** – a way of showing events in order.

Society & Power

- **Jarl** – a Viking noble or chief.
- **Karl** – a free farmer or craftsman.
- **Thrall** – a slave in Viking society.
- **Thing** – a Viking meeting where decisions were made.
- **Chieftain** – a local leader of a Viking community.

Transport & Exploration

- **Longship** – a fast, narrow Viking ship used for travel and raids.
- **Navigation** – finding your way at sea.
- **Settlement** – a place where people live and build communities.

Daily Life & Inventions

- **Craftsman** – a skilled worker who makes things by hand.
- **Blacksmith** – someone who works with metal.
- **Weaving** – making cloth from wool or thread.
- **Farming** – growing crops and keeping animals for food.

Culture & Beliefs

- **Saga** – a story about Viking heroes or adventures.
- **Myth** – a traditional story explaining beliefs or gods.
- **Norse gods** – Viking gods such as Odin, Thor, Freyja, and Loki.
- **Hnefatafl** – a Viking board game.

Component 1: To understand who the Vikings were and when they lived.

Prior Knowledge Evaluation:

- Recall the Romans and Anglo-Saxons: When did they live? What do we know about them?
- Discuss what pupils think “Vikings” means (capture misconceptions).

Teacher Input / Key Content:

- Introduce the Viking Age (AD 793–1066).
- Explain that Vikings were more than just raiders: farmers, traders, explorers, settlers.
- Show artefacts (helmets, jewellery, tools) and discuss what they reveal.

Activities:

- **Timeline task:** Pupils place Viking Age on a class/individual timeline alongside Romans, Anglo-Saxons, modern day.
- **Map task:** Pupils label Scandinavia and surrounding seas.
- **Source analysis:** Small groups analyse Viking artefact images, discuss what they think they were for.

Adaptations:

- **Less confident:** Timeline with gaps already marked; map with countries outlined and colour-coded.
- **More confident:** Challenge to add other world events (e.g., Mayans, Ancient Greece) to timeline.

Assessment:

- Pupils explain in writing or orally: *The Vikings were people from Scandinavia who lived between AD 793–1066.*

Component 2: LO: To locate Viking homelands and understand why they travelled

Prior Knowledge Evaluation:

- Discuss: What does “homeland” mean? Why might people leave their homes?
- Recall Anglo-Saxon migrations (from Germany/Denmark).

Teacher Input / Key Content:

- Introduce Scandinavia: mountains, forests, long winters, short farming season.
- Discuss push factors (poor farmland, limited resources) and pull factors (better land, trade opportunities).

Activities:

- **Map work:** Pupils label Scandinavia, seas, and Britain.
- **Geography link:** Compare photos of Scandinavian landscapes and British landscapes.
- **Discussion/Sorting task:** Cards showing reasons for leaving (e.g., poor soil, desire for wealth, curiosity). Pupils sort into “push” and “pull” factors.

Adaptations:

- **Less confident:** Provide scaffolded map with features labelled. Sentence starters ("The Vikings left because...").
- **More confident:** Write a paragraph explaining why Scandinavia made farming difficult.

Assessment:

- Pupils answer: *The Vikings left Scandinavia because...* using at least two reasons.

Component 3: LO: To understand Viking society and leadership.

Prior Knowledge Evaluation:

- Who was in charge during Anglo-Saxon times? What is a leader's job?

Teacher Input / Key Content:

- Explain Viking hierarchy:
 - Jarls (nobles), Karls (farmers/craftsmen), Thralls (slaves).
- Explain Viking kings and chieftains, and how decisions were made at Things (assemblies).

Activities:

- **Class discussion:** Compare Viking society with modern society – who has power today?
- **Role-play:** Recreate a Thing, with pupils acting as jarls, karls, thralls debating a village issue (e.g., new trade deal).
- **Comparison task:** Compare Viking leaders to Anglo-Saxon kings.

Adaptations:

- **Less confident:** Use illustrated role cards for hierarchy. Provide prompts for speaking in role-play.
- **More confident:** Write a diary entry as a Viking leader or thrall, describing their daily life.
- **Assessment:**
- Pupils can describe Viking society structure and name one leader role.

Component 4 LO: To investigate Viking transport and why ships were important.

Prior Knowledge Evaluation:

- How did the Romans and Anglo-Saxons travel? Why might people near the sea rely on boats?

Teacher Input / Key Content:

- Introduce Viking longships (fast, shallow, for raiding) and knarrs (bigger, for trade/settling).
- Explain how design features (oars, sails, shallow keels) made them effective.
- Show evidence from ship burials.

Activities:

- **Diagram task:** Pupils label parts of a longship.
- **Practical task:** Create a Viking voyage map showing possible trade routes and settlements.
- **Source analysis:** Examine images of ship carvings and burials.

Adaptations:

- **Less confident:** Partially labelled diagrams, pre-drawn routes on map.
- **More confident:** Explain why longships were different to knarrs; write a short explanation of their importance.

Assessment:

- Pupils can explain why Viking ships were important and describe at least one feature.

Component 5 LO: To learn about Viking skills, inventions, and daily life.

Prior Knowledge Evaluation:

- What tools and jobs did the Anglo-Saxons have?
- What jobs do people do today?

Teacher Input / Key Content:

- Explore farming tools, blacksmithing, weaving, and jewellery making.
- Discuss daily life for Viking men, women, and children.

Activities:

- **Artefact carousel:** Pupils rotate around stations with images of tools, jewellery, weapons.
- **Writing task:** Diary entry as a Viking child describing daily chores and inventions.
- **Discussion:** Which invention or skill made the biggest difference?

Adaptations:

- **Less confident:** Sentence starters for diary entry; glossary of terms with pictures.
- **More confident:** Write diary from two perspectives (child and adult). Evaluate how Vikings compared to Anglo-Saxons.

Assessment:

- Pupils can name and describe at least two Viking inventions or aspects of daily life.

Component 6 LO: To explore Viking culture through myths, games, and storytelling.

Prior Knowledge Evaluation:

- What myths do we know from the Greeks or Romans? Why do people tell stories?

Teacher Input / Key Content:

- Introduce Norse gods (Odin, Thor, Freyja, Loki).
- Explain importance of sagas, myths, and oral storytelling.
- Discuss entertainment: games (Hnefatafl), music, festivals.

Activities:

- **Myth retelling:** In groups, pupils retell a simplified Norse myth.
- **Game task:** Play Hnefatafl (or a simplified version).
- **Creative task:** Create a mini Viking festival with songs, stories, and artwork.

Adaptations:

- **Less confident:** Picture sequencing to retell myths. Use simplified rules for game.
- **More confident:** Write their own Viking-inspired myth. Invent a new Viking game with rules.

Assessment:

- Pupils can retell a Norse myth and describe at least one form of Viking entertainment.