

MEDIUM TERM PLANNING

Class: Year 3

Term: Summer 2

Topic: Invaders and Settlers – Vikings

Subject: History

Lesson length: 1 hour	
Differentiation and support	Cross curricular links
<p>SEN: Work in mixed ability group on tasks and support from teacher and teaching assistant.</p> <p>GT: require additional, detailed information, presented in correct tone. Encourage dates to be recalled.</p>	<p>ICT: Use of internet for homework project and simulations of archaeological dig and quest game</p> <p>Literacy: Writing Viking play, finding out definitions of Viking words, newspaper article on Staffordshire hoard and writing Kennings</p> <p>Numeracy: Time – centuries etc.</p> <p>Geography – Mapwork, navigation</p> <p>Science – Materials that would survive</p> <p>PSHCE – Learning about and empathising with other cultures, time periods.</p>

Week	Aims /Objectives/ Learning intentions	Schemes of work Skills/Knowledge/Activities	Success Criteria	Resources
1 + 2	<p>Use pictures, written sources and reconstructions to find out about aspects of the Viking way of life</p> <p>Recall, select and organise historical information about the Vikings in Britain and use terminology appropriate to the period</p> <p>Understand some of the skills and characteristics that enabled the Vikings to be such successful warriors</p>	<p>Intro: Over half term the children had a project of researching an area of Viking life and either making a poster about it or making some pages on Fronter about it. Explain that children will be presenting their poster / Fronter pages to the rest of the class. Explain that those who are listening will be using what they find out to make a mind map. Model how to make a mind map, with the topic in the middle (Vikings) and the sub-topics coming off as branches, with further branches coming off these again. Emphasise the need to put information with other related information and to try not to write the same thing more than once. Remind children of how to present well and how to be a good audience.</p> <p>Main: Children present their poster / Fronter pages to the rest of the class, who use their information to make a mind map. After each presentation give children listening a chance to ask the presenter a couple of questions.</p> <p>Plenary: Share their mind map with their partner and compare what information they recorded and how they organised it.</p>	<p>M: present some information on the Vikings and makes notes on other people's presentations</p> <p>S: organise their mind map so information on similar topics is grouped</p> <p>C: make links between different areas of their mind map</p>	Children's presentations

3	<p>Have a clear understanding of why, how and when the Viking raids began</p> <p>(Also in ICT plan)</p>	<p>Intro: Discuss what we know about the Vikings already. Explain who they were and when they invaded (after the Anglo-Saxons) Explain that they travelled from their homelands in boats to raid. Go through the BBC quest simulation which involves making a choice at each stage of a Viking raid e.g. which crew members to take, which model of boat to build and so on and complete the worksheet. Emphasise the need to closely look at all the options at each stage of the journey before selecting one, and the need to logically justify each selection</p> <p>Main: Children go through each stage of the simulation, recording their choices at each stage and explanations for them on a worksheet. Extension: play the simulation again, seeing if they can improve their score.</p> <p>Plenary: Discuss differences in choices with their partner. Discuss what they would do differently if we played the simulation again.</p>	<p>MUST: understand what a raid is, and that the Vikings went on raids</p> <p>SHOULD: know some of the reasons the Vikings went on raids</p> <p>COULD: improve their score by learning from their mistakes</p>	<p>BBC Viking Quest Game</p> <p>Laptops</p>
4	<p>Ask and answer questions about an archaeological site</p> <p>Know that an event can be interpreted in different ways</p> <p>Understand some of the strengths and limitations of archaeological evidence</p> <p>Use pictures, written sources and reconstructions to find out about aspects of the Viking way of life</p> <p>(Also in ICT plan)</p>	<p>Intro: Explain that we will be playing a game on the BBC website (available at: http://www.bbc.co.uk/schools/primaryhistory/vikings/) to revise what archaeology is and how it is done. Model for children how to use the 'Geophysics' survey to move their diggers to a certain square on the archaeological site.</p> <p>Main: Children play the game and use it to answer questions about the Vikings.</p> <p>Plenary: Revise key terms: archaeology, artefact and reconstruction. Discuss strengths and weaknesses of archaeological evidence – that it tells us about the past, but it has to be interpreted. Explain what interpreted means in the context of the children having to guess what the artefacts that they found in the game were.</p>	<p>MUST: know what archaeology involves</p> <p>SHOULD: understand that artefacts give us clues and evidence about the past</p> <p>COULD: understand the strengths and limitations of archaeological evidence</p>	<p>Laptops</p>
5 + 6	<p>Visit from Viking workshop people for whole day</p>			
7	<p>Write review of what was learnt during the visit from the Viking workshop people (20 mins)</p>			
8	<p>Visit to Greenwich Maritime Museum for talk on Vikings and chance to handle some Viking artefacts</p>			

9	Write review of what was learnt during the visit to Greenwich Maritime Museum (20 mins)			
10	<p>Recognise that some accounts of Viking raids were Anglo-Saxon interpretations</p> <p>Understand why some written sources give a negative view of the Vikings</p>	<p>Intro: Remind children of what happened at Lindisfarne (as part of the Viking Quest game – the Vikings attacked and looted a monastery). Discuss how and why the Vikings and the Anglo-Saxon monks would view this event differently. Read information on ‘Sources and Contemporary Accounts’ and ‘Sagas’ at http://www.bbc.co.uk/history/ancient/vikings/evidence_01.shtml#four, which explains how Anglo-Saxon accounts are biased.</p> <p>Main: Children to write 2 recounts of the Lindisfarne raid: 1) from the point of view of a Viking 2) from the point of view of an Anglo-Saxon monk</p> <p>Plenary: Children to take part in hot seating, pretending to be either a monk or a Viking and answer questions from the class about the raid.</p>	<p>MUST: write a recount of an historical event from 2 different points of view</p> <p>SHOULD: make clear the different feelings that the Anglo-Saxon monk and the Viking would have about the raid</p> <p>COULD: explain the actions of the monk and the Viking by using historical knowledge</p>	Writing frame for LA

Assessment

<p>some children will not have made so much progress and will: (2c/2b)</p> <ul style="list-style-type: none"> recognise that the Viking period was a long time ago; recall one or two reasons for Viking raids; be able to give a simple account of a Viking raid 	<p>most children will: (2a/3c)</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of why people leave their homeland to invade and settle in another country; demonstrate factual knowledge of some of the reasons for the Viking raids; recognise that some accounts of Viking raids were Anglo-Saxon interpretations; use pictures, written sources and reconstructions to find out about aspects of the Viking way of life; recall, select and organise historical information about the Vikings in Britain and use terminology appropriate to the period 	<p>some children will have progressed further and will: (3b/3a)</p> <ul style="list-style-type: none"> use dates relating to Viking raids; have a clear understanding of why, how and when the Viking raids began; understand some of the skills and characteristics that enabled the Vikings to be such successful warriors; understand why some written sources give a negative view of the Vikings
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