

Hook:
Vikings Trading Game (insight into why the Vikings invaded Britain)



Topic Name: Traders and Raiders

Focus: **History/DT**



Knowledge:

- Who were the Vikings?
- Who were the Anglo Saxons?
- What was the struggle for the Kingdom of Britain?
- Who was Edward the Confessor and when did he die?
- What were the Vikings raids and invasions?
- What was the resistance by Alfred the Great?
- What were the Anglo-Saxon laws and justice?
- What did Viking boats look like and what were they used for?
- What materials were they made from?
- What features/ characteristics did they have?
- What is a design brief?
- What is an annotated sketch?

Learning Journey:

Children will be introduced to the Vikings—where they came from, when they invaded Britain and why they invaded Britain. Children will research key events and create a timeline of key events—annotated.

Children to research and find out about Viking Boats including what they were made of, what were they used for and what features the boats had.

Learning Journey:

Children will learn about Anglo-Saxon Kings—focus will be on Alfred the Great and King Athelstan. Children will create a biography for Alfred the Great with key events from his life.

Children to start designing their own boat—thinking about the characteristics it would need to have, and drawing their initial sketches—sharing ideas with other groups.

Learning Journey:

Children will learn about Danelaw and Danegeld, including when and why this was introduced and who by. Children will learn and research about life in Viking times and produce a poster showing the key information.

Children will complete their final designs—annotated sketches and think about the sequence of their creating, choosing appropriate tools, equipment, materials and components.

Vocabulary:

| | | |
|----------------------|------------|---------------------------|
| Alfred the Great | Evaluate | |
| Vikings | Resistance | Research |
| Anglo-Saxons | Laws | Design brief |
| Kingdom | Justice | Materials |
| Britain | Vikings | Features/ Characteristics |
| Edward the Confessor | Boats | Annotated Sketch |
| Raids | Design | |
| Invasion | Make | |

Skills:

- Locating places on a map of Britain
- Use terms related to the period and understand what they mean
- Asking relevant questions
- Use of iPads for research into the time period
- Identify key features of the period and key events
- Develop a broad understanding of specific civilisations - Vikings and Anglo-Saxons
- Research and collect information about Viking Boats using the iPads and internet safely
- Recognise designs need to meet a range of different needs/expectations
- Articulate my ideas to others and discuss ideas
- Create a labelled sketch
- Choose appropriate tools, materials and equipment
- Evaluate finished piece

Learning Journey:

Children will learn about Anglo-Saxon laws and justice, including punishments and the justice system they had. They will be able to compare Anglo-Saxon laws with British laws and punishment today.

Children will start making their boats in groups—following their sequence and choosing the most appropriate materials.

Characteristic foci:
Articulatory/Creativity

Curriculum Coverage:

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Viking raids and invasion

Resistance by Alfred the Great and Athelstan

Edward the Confessor and his death in 1066

Generate, model and communicate their ideas through discussion and annotated sketches

Select from and use a wider range of materials and components

Understand how key events and individuals in DT have helped shape the world

Understand and use mechanical systems in their products

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Learning Journey:

Children will learn about Edward the Confessor and the Battle of Hastings, amongst other last kings of the Anglo-Saxon period, including Harold II.

Children will continue to make their boats. They will evaluate them after they have finished—thinking about strengths and weaknesses.

Display Plan:

Designs and pictures of Boats
Biography Alfred the Great
Timeline for Anglo-Saxon/Viking Period

Trip:

York Residential

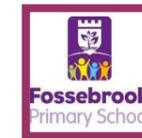
Outcome:

Create Viking Long Boats



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What do they already know?

What do the terms 'stone age', 'bronze age' and 'iron age' mean?

What tools did people use and develop throughout each time period?

How did lifestyles change and develop through each time period?

When were the stone age, bronze age and iron ages?

What does AD mean and BC mean?

Who was Julius Caesar?

What was the Roman Empire?

Who was Emperor Hadrian and what was Hadrian's Wall?

What was the romanisation of Britain?

What was the British Resistance?

What happened when the Roman's withdrew from Britain?

What was Britain's settlement by Anglo-Saxons and Scots?

What happened when the Scots invaded North Brit-

ain?

What human and physical features do I need to include?

What materials could I use to represent the different features?

How can I join different materials together?

What is a sketch?

What is a model?

What is an evaluation?

What materials could I use to represent the different features?

What is an existing product?

What do these products have in common?

What is an advert/what is it for?

How do you design a product?

How will they remember it?

- Recap previous learning from previous years by questions and answers.
- Using century AI to consolidate learning
- Mini quizzes at the end of lessons to retrieve learning from this and previous lessons
- Mini plenaries to bring learning altogether.
- Key vocabulary and learning displayed in classroom
- Recap previous lessons at the start of every lesson
- Make the links clear to the children so they understand how the knowledge connects and how they have built upon it
- When topic is finished—continue retrieval by using quizzes and linking (where possible) to next topic.

Which resources will I need?

iPads (for safe research)

Paper (for poster creation)

Design booklets for the boats (1 per group)

Materials for boats (children to choose most appropriate) could include:

Felt tips/paint

Paper

Cardboard

String

Glue