

Medium Term Plan: Vikings - Cycle A

Historical Concept	Previous historical vocabulary	New historical vocabulary
<ul style="list-style-type: none"> Historical enquire Chronological understanding Cultural, ethnic and religious diversity Change and Continuity Cause and Consequence Significance 	Anglo-Saxon; Angles; barbarian; bretwalds; Britons; burh; Celts; ceorl; germot; hoard; hundred court; illuminated text; Jutes; mead; minster; missionary; oath-helper; ordeal; pagan; Picts; Saxons; Scots;	Danegeld; Danelaw; famine; fortify; fyrd; justice system; knar; longship; massacre; navigate; Normans; Norsemen; plunder; priory; raid; rune; runestone; saga; Scandinavia; stalemate; trade; treaty; Valhalla;
Previous Learning End Point Assessment in this concept:	End Point Assessment Statements: Key Skills	End Point Assessment Statements: Key Knowledge
<p>Topics covered in Y1/2: Victorians; Rosa Parks and Nelson Mandela; Seaside; Toys;</p> <p>Topics covered in Y3/4: Stone Age to Iron Age; Romans; Greeks; Ancient Egypt;</p> <p>From Y3/4</p> <ul style="list-style-type: none"> I can use a variety of sources to collect information about the past I understand how knowledge of the past is constructed from a range of sources I can devise historically valid questions about similarity and difference, and significance <p>From Anglo-Saxon Unit:</p> <ul style="list-style-type: none"> I can devise my own questions to make an enquiry into a historical time period I can research the different reasons why Alfred has been deemed to be 'great'. I can identify which of Alfred's achievements were the most significant. I can locate key periods on a timeline, showing how they overlap. I understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. I know that by the end of the 7C Anglo-Saxons were ruling most of Britain I know stories of St Augustine and missionaries from Rome setting up church at Canterbury and converting Aethelbert to Christianity I can give reasons why Britain was invaded 	<ul style="list-style-type: none"> I can understand methods of historical enquiry, including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed I can compare and contrast my knowledge of religious beliefs from previous historical learning 	<ul style="list-style-type: none"> I can explain how the Vikings got a bad reputation and argue whether it is deserved or not I understand how recent excavations (Jorvik) have changed the way we think about the Vikings I understand the chronology of when the Vikings raided and then settled in Britain I understand how the Vikings defeated the Anglo-Saxons and can continue the timeline from my previous learning on the Anglo Saxons I know where the Vikings originated from and why they chose to raid and settle in Britain I know that the Vikings had many gods. I can explain the beliefs the Vikings had of life after death I can describe what life was like in a Viking settlement (Jorvik) I can explain how and where the Vikings travelled to and why they were master sailors I can explain how the Vikings both raided and traded and what this means I know that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors I can identify and explain a period when the Vikings were successful and another when they were not. I understand the importance of the Danelaw as an area of Viking settlement. I know that Alfred made peace with the Vikings but later fought against Guthrum and managed to keep part of Britain under Anglo-Saxon control I know what happened after the last Viking king was defeated and what happened when Aethelred was king

	Revisit of knowledge short AfL lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Question		Who were the Vikings?	What did the Vikings believe?	Viking Voyages Raiding and Trading	Vikings visit Britain	What was life like in Viking Britain?	What happened to the Vikings?
Conceptual Knowledge	<p>Recap knowledge of the Anglo saxon invasion and how Saxons were ruling most of Britain by end of the 7th century</p> <p>Recap what they learned about King Alfred.</p> <p>Saxons had started off as invaders and were now being threatened by oversea raiders – the Vikings</p>	<ul style="list-style-type: none"> I know where the Vikings originated from and why they chose to raid and settle in Britain I explain how the Vikings got a bad reputation and argue whether it is deserved or not 	<ul style="list-style-type: none"> I know that the Vikings had many gods. I can explain the beliefs the Vikings had of life after death 	<ul style="list-style-type: none"> I can explain how and where the Vikings travelled to and why they were master sailors I can explain how the Vikings both raided and traded and what this means 	<ul style="list-style-type: none"> I understand the chronology of when the Vikings raided and then settled in Britain I know that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors I can identify and explain a period when the Vikings were successful and another when they were not I know that Alfred made peace with the Vikings but later fought against Guthrum and managed to keep part of Britain under Anglo-Saxon control 	<ul style="list-style-type: none"> I can describe what life was like in a Viking settlement (Jorvik) I understand how recent excavations (Jorvik) have changed the way we think about the Vikings I understand the importance of the Danelaw as an area of Viking settlement. 	I know what happened after the last Viking king was defeated and what happened when Aethelred was king
Review/ Revisit	Time line the Anglo-Saxon period to King Alfred building burhs.	Recap – what life was like in Anglo-Saxons times	Recap – Anglo-Saxon pagan beliefs and how they converted to Christianity	What did the Anglo-Saxons think about the Vikings? Why were the Vikings coming to Britain?	Recap Alfred the Great – what do they remember about him? He's coming up in this lesson!	Recap where Vikings targeted and why. If we know that, where are they likely to settle down?	Recap Alfred and the formation of Danelaw
Read		CPG Vikings p2-3 Who were the Vikings?	CGP p 6-7	CGP p 10-12	CGP p 12-13 and p16-17	CGPp26-27	

Teach		<p>Teach - Vikings came from Scandinavia. Vikings were Norsemen. Norsemen that travelled by sea to raid were called Vikings.</p> <p>Vikings came to Britain from 790 – 850CE for short raiding trips. Then they tried to invade and settled.</p> <p>Why did they settle? What made Britain attractive to them?</p> <p>What image do we have when we say Vikings? Collect adjectives to describe Vikings. See flip for ideas of images and writings (Lindisfarne) that give an image of the Vikings. The monks who were treated very badly wrote the accounts. Did everyone see them the same way?</p>	<p>Teach - Anglo-Saxons had originally come from similar areas to the Vikings so they shared the same Pagan religions. However, remember that the Anglo-Saxons converted to Christianity.</p> <p>Go through Norse Gods and beliefs.</p> <p>Video “Viking Beliefs” halfway down the page https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/ztqbr82</p>	<p>Teach - The Vikings were master sailors and travelled extensively.</p> <p>We know that they went to Syria, Iraq and Canada.</p> <p>They had 2 types of ship – one for moving cargo (knarr) and one for raiding (longship). They navigated by the sun and stars.</p> <p>They traded goods from Scandinavia overseas, but also raided to steal. The Vikings raided monasteries as they had valuables and they were seen as an easy target as they had no defences. They also captured and traded slaves.</p> <p>BBC traders and explorers https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3</p>	<p>Teach the following information:</p> <p>First known Viking visit to Britain was 787CE – landed at Portland and they killed the local tax collector when he mistook them for traders.</p> <p>First raid was Lindisfarne 793CE – (refer back to text from Lesson 1). After this the Viking continued to raid monasteries on the British Coast.</p> <p>The first place Vikings settled in Britain was Orkney. (around 790CE) There was free land and it was close to Norway, so a great place to raid the rest of Britain. They focused on coastal areas to raid over the next thirty years.</p> <p>Between 833-851CE Vikings attacks but were beaten back by the Anglo-Saxons. In 865CE they camped in East Anglia and from there raided North England. Whilst this was happening the Anglo-Saxon kingdoms were busy fighting each other and weren't organised enough to beat the Vikings. The Vikings took over all the kingdoms except Wessex. They took over the city of Eoforwic – renamed it Jorvik (now known as York)</p> <p>871CE Alfred became king of Wessex and kept peace with the Vikings for 5 years but new leader Guthrum attacked and Alfred hid out in Somerset. Alffred beat Vikings at Battle of Eddington and made Guthrum convert. Guthrum attacked again and Mercia was split – Vikings took the East and North of England.</p>	<p>Teach – By 866CE the Vikings had Danelaw. The Vikings became more settled, some Norse women came to Danelaw and many would have married Anglo-Saxon women.</p> <p>Discuss daily life in Viking settlements.</p> <p>What do the archaeological finds tell us about the daily life in Viking settlements?</p> <p>Life in a Viking village - https://www.bbc.co.uk/bitesize/topics/z939mp3/articles/zj67qp3</p> <p>York - https://www.youtube.com/watch?v=i1P4Y016qOw</p> <p>Jorvik artefact gallery – https://www.jorvikvikingcentre.co.uk/about/jorvik-artefact-gallery/</p> <p>Can also look at place names that have stuck from Viking times.</p>	<p>Teach – Alfred the Great's grandson Athelstan became king of the Anglo-Saxons in 925CE. As he battled with Constantine in Scotland the Vikings became trapped between the two and pushed out of Danelaw.</p> <p>954CE The last Viking king was defeated and Danelaw was finished. The Vikings had settled in Briton and became part of society. The Vikings of Scandinavia were still out raiding though and they started more raids on Britain from 980CE</p> <p>Summary - https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z8q487h#zrj66g84</p>
Practice		<p>Debate – what do we think about the Vikings? Are they all bad?</p>	<p>Read a Norse myth as a class and discuss – what does this tell you about the Vikings beliefs and values</p>	<p>What did Vikings trade? Why did they have to travel so far?</p>	<p>Add these dates to a time line – so can see the progression from raids to victories over Anglo-Saxon Kingdoms</p>	<p>Photographs of artefacts – what is it? What does it tell us about everyday life? Prove it sheet to match with evidence</p>	<p>Timeline of events</p> <p>Why did the Scandinavian Vikings try to raid Britain again?</p>

Apply		Write explanation of who the Vikings were and where they came from. Explain how they got their reputation.	Double page spread – “Meet the Norse Gods” picture/ description of at least 4 Norse Gods Explanation of what they thought the afterlife was	Why were the Vikings so good at raiding and trading? Need to include where Vikings travelled to and why. Features of a longship What them so good for purpose? Identify features and explain why they are so effective Determination and resilience of Vikings	Timeline of Viking invasions and when Danelaw began Write explanation of a time when Vikings were successful at invading and a time when the Anglo-Saxons defeated the Vikings Invasions - https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-viking-invaders-and-settlers/zj9jxyc	Double page spread of daily life in a Viking settlement Homes; food; clothing; jewellery;	
Reflect		Is what we think we know about the Vikings all true? https://www.youtube.com/watch?v=pKE2SFR6Vos	Does knowing their beliefs explain why the Vikings were warriors in battle?	What was happening back at home whilst Vikings were on trading/ raiding voyages? Who kept things going? Will find more about everyday life in lesson 5	Why did Alfred give up so much of the kingdom? Does this change your opinion on Alfred? Do you think this changed how the Vikings behaved after owning Danelaw?	How do we know that the Vikings didn't stop travelling once they had Danelaw? What evidence do we have from Jorvik?	Write a summary – What happened to the Vikings in Britain?

End of Unit Assessment:

How should we remember the Vikings?

Should they be remembered for their violence and raiding or what we have learnt through excavation at Jorvik.

Possibly do as zig-zag book with each side showing differing view and final page as a conclusion by the author.

Medium Term Plan: Maya - Cycle A

Historical Concept	Previous historical vocabulary	New historical vocabulary
<ul style="list-style-type: none"> Historical enquire Chronological understanding Cultural, ethnic and religious diversity Change and Continuity Cause and Consequence Significance 	Y5/6 – Anglo-Saxon unit Anglo-Saxon; Angles; barbarian; bretwalds; Britons; burh; Celts; ceorl; germot; hoard; hundred court; illuminated text; Jutes; mead; minster; missionary; oath-helper; ordeal; pagan; Picts; Saxons; Scots;	Astronomy; bloodletting ritual; cacao; city state; climate; codex; eclipse; equinox; flint; incense; jade; maize; mural; observatory; obsidian; quetzal; scribe; solstice; territory; Xibalba; Pok-A-Pok; Pitza;
Previous Learning End Point Assessment in this concept:	End Point Assessment Statements: Key Skills	End Point Assessment Statements: Key Knowledge
Topics covered in Y1/2: Victorians; Rosa Parks and Nelson Mandela; Seaside; Toys; Topics covered in Y3/4: Stone Age to Iron Age; Romans; Greeks; Ancient Egypt; From Anglo-Saxon Unit: <ul style="list-style-type: none"> I can devise my own questions to make an enquiry into a historical time period I can research the different reasons why Alfred has been deemed to be 'great'. I can identify which of Alfred's achievements were the most significant. I can locate key periods on a timeline, showing how they overlap. I understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. I know that by the end of the 7C Anglo-Saxons were ruling most of Britain I know stories of St Augustine and missionaries from Rome setting up church at Canterbury and converting Aethelbert to Christianity I can give reasons why Britain was invaded 	I can use evidence to compare and reflect on how advanced the Maya were to other civilisations at the same time	<ul style="list-style-type: none"> I understand the chronology of the Maya and that it runs parallel to Anglo-Saxon times I understand that the Mayan territory was split into city states and each had its own ruler I can describe the royal responsibilities and why they were important I can describe the Mayan religious beliefs and explain why it is still a mystery to historians now I can compare and contrast the Mayan beliefs of life after death with my previous historical knowledge of religion I can explain how the Maya made a success of living in a varied and often difficult landscape I can describe the methods of farming the Maya used I can describe daily life for the Maya I can explain why many city states were abandoned around 900CE I can explain the consequences of the Spanish arriving in the Mayan territory I understand there are many Mayan communities who keep their identity and traditions alive now I understand that the Maya built large cities and stone stepped pyramids without metal tools or the cartwheel I understand the Maya were accomplished scientists as they tracked the solar year, built observatories and knew about eclipses I know that the Maya developed their own system of mathematics including the concept of zero and they had their own system of writing

	Revisit of knowledge short AfL lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Question		Meet the Maya	Who ruled the Maya?	What was daily life like for the Maya?	What did the Maya believe?	How smart were the Maya?	What happened to the Maya?
Conceptual Knowledge		<ul style="list-style-type: none"> I understand the chronology of the Maya and that it runs parallel to Anglo-Saxon times 	<ul style="list-style-type: none"> I understand that the Mayan territory was split into city states and each had its own ruler I can describe the royal responsibilities and why they were important 	<ul style="list-style-type: none"> I can describe daily life for the Maya 	<ul style="list-style-type: none"> I can describe the Mayan religious beliefs and explain why it is still a mystery to historians now I can compare and contrast the Mayan beliefs of life after death with my previous historical knowledge of religion 	<ul style="list-style-type: none"> I understand that the Maya built large cities and stone stepped pyramids without metal tools or the cartwheel I understand the Maya were accomplished scientists as they tracked the solar year, built observatories and knew about eclipses I know that the Maya developed their own system of mathematics including the concept of zero and they had their own system of writing 	<ul style="list-style-type: none"> I can explain why many city states were abandoned around 900CE I can explain the consequences of the Spanish arriving in the Mayan territory I understand there are many Mayan communities who keep their identity and traditions alive now
Review/ Revisit	Revisit Anglo-Saxon time line and what life was like in Britain in that period	What do we know about civilisations? Ancient Egyptians? Anglo-Saxon hierarchy?	Go over timeline from last week	What are the geographical features of South America? What is it like living in that area?	What do we know about other civilisations religious beliefs?		Recap what we know about Mayan civilisation so far.
Read		CGP Mayan Civilization – p2-3 P6-7	CGP p10-11	CGP p16-17	Chose from CGP p20 - 27	Choose from CGP p 28-33	Read after task and teach CGPp34-35

Teach		<p>Identify on map where Mayan territory is (and the size of it) and how it links with geography work on South America. Features of the area.</p> <p>Discuss the buildings at Mayan sites – settlements are large cities built in stone. Built without cartwheel or metal tools. (Compare to what they know about buildings in Anglo-Saxon times and what they know about buildings in Ancient Egypt which were build before Maya)</p> <p>Have a timeline running parallel to the Anglo-Saxons – so can see that it runs at the same time of previous history work.</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg#zxgyydm4</p> <p>https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-cities-architecture/</p>	<p>Teach – Mayan territory was split into city states each with their own ruler.</p> <p>The states were independent and distant from each other – but they still traded and sometimes fought.</p> <p>The Maya believed their rulers were given power by the gods and they could contact the gods by letting blood. Rulers were mostly men but some states had female rulers.</p> <p>Pakal - https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zv4x6yc</p> <p>Discuss the hierarchy in Mayan society.</p> <p>They had a lot of power and wealth but had to keep the gods happy for their people.</p> <p>The rulers had palaces in the city centre. The rich had houses in the city and the poor lived in small houses outside the city.</p>	<p>Teach – challenges to food and farming in the Mayan territories and how they overcome this.</p> <p>What life was like.</p> <p>Food – chocolate https://www.mayaarchaeologist.co.uk/school-resources/maya-world/chocolate/</p> <p>Clothes – CGP book p14-15</p> <p>Markets/ trading</p> <p>Homes</p> <p>What was life like https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4</p> <p>Farming - https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2ytttd</p> <p>Homes https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zkm496f</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-maya-houses-and-buildings-look-like/zbjvrj6</p> <p>Food https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zgqgr2p https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-the-maya-eat/zkxc8xs</p> <p>https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-maize-and-farming/</p> <p>Clothes https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2njqfr</p>	<p>Teach - Mayan religion still a mystery as complicated and varied. Look at creation story - Maya creation story and other info: https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-gods-and-goddesses/</p> <p>What does this tell us?</p> <p>Their view of life after death – compare with Ancient Egyptians and Christianity.</p> <p>Many different gods</p> <p>Beliefs https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p</p> <p>How they appeased the gods – Pitz (Pok-A-Pok) https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zr3nn9q</p> <p>https://www.mayaarchaeologist.co.uk/school-resources/maya-world/pok-ta-pok/</p> <p>Why does some information vary? Why don't we know exactly how they played?</p>	<p>Teach Mayan culture</p> <p>Writing https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-writing-system/</p> <p>How does this help historians? What written information did we have from Anglo-Saxon times? How does it compare?</p> <p>Astronomy – What did they use astronomy for? Why was it important?</p> <p>Art</p> <p>Jade - https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-music-and-materials/</p> <p>What examples of art do we have in Britain at this time. How does it compare?</p> <p>Maths – own numeral system and understood concept of zero. (compare to Roman system) https://www.mayaarchaeologist.co.uk/school-resources/maya-world/mayamaths/</p> <p>Mayan inventions https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z4nnn9q https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z8pwjsg https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-mayan-innovations-and-inventions/z632t39</p>	<p>Teach after task...</p> <p>Around 900CE city states in the south were abandoned although the northern states continued until 16th century when the Spanish invaded.</p> <p>Why? Discuss possible reasons</p> <p>What happened when the Spanish arrived? Why did they behave that way?</p> <p>Why did European diseases kill millions of Maya and not the Spanish? https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zndq7p3</p> <p>Has this changed your opinion on what happened?</p>
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Practice		Use images of Mayan civilisation as a discussion point – what can we tell about the Maya from these buildings/ artefacts etc?	What do we know about Maya rulers from artefacts? Show images of to discuss.	Each table has flip paper with an aspect of Maya life – short burst of time to write what they know and move around to collate ideas.	What does the Mayan religion tell us about them as a civilisation?	What is the one most important invention/ creation? Why – debate as a class	<p>DO THIS FIRST</p> <p>Intro flip – come up with ideas as to why Maya cities were abandoned as a class. Then split class into 5 teams. Teams evidence bank sheet and identify if any of the evidence supports their reason. They then have short time to prepare an explanation for the demise of Mayan civilisation in 900CE.</p> <p>Teams are: Dr Drought Dr Disease Dr Rivals Dr Revolt Dr Poorsoil</p> <p>Each team has to feedback to rest of class. As a class decide which is the most likely or combo of reasons.</p> <p>Children write a short “tweet” type answer to say which they think caused the demise – their own decision based on what they’ve heard.</p>
Apply		<p>Who were the Maya and what do we know about them?</p> <p>Choose 3 images and explain about what we can tell about the Maya from them.</p>	<p>Who’d want to be a Mayan ruler?</p> <p>Explanation pros and cons of being a Mayan ruler</p>	<p>Time travellers guide to a Mayan city</p> <p>Write a guide as to what a visitor would see as they walked around the city. What would people be doing, wearing, eating. Sights, sounds and smells!</p>	<p>Guide to Mayan gods – write explanation of each god Or Dummies guide to Pitz (Pok-A-Pok) How to play Rules What happens at the end!</p>	<p>Amazing Maya Double page spread about the inventions of the Maya</p>	<p>Then go to read and teach!</p>
Reflect		<p>Why is there still a lot we don’t know about the Maya?</p> <p>Why are the Mayan buildings often in good condition?</p>	<p>Discuss ideas with partner – do they agree or not – why?</p>	<p>Share guides – most effective? Why?</p>	<p>Why do you think human sacrifice was so important to the Maya?</p>	<p>Compare Mayan Culture to Anglo-Saxon. Was any more advanced? Why?</p>	<p>However, the Maya didn’t disappear, there are still Maya in Central America. Maya school children today - https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-people-today/</p>
<p>End of Unit Assessment: 10 best facts about the Maya – illustrated as if for a text book</p>							