



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



Vikings: Ruthless Killers or Peaceful Settlers?

Year 5 Spring 2

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 5	Vikings: Ruthless Killers or Peaceful Settlers?	Term: Spring 2
Context: <p>This topic builds directly from the Year 4 topic on Britain's settlement by Anglo-Saxons and Scots. Children will learn about the struggle for the Kingdom of the England and focus in detail on the Viking raid and invasion. Children will have another opportunity in this topic to look at the concept of invasion and how it changed life in Britain</p>		
Prior Learning (Direct Pathway) History – Significance (of events/people) Children will understand that they can find out about the past in different ways and that some people/events are significant History – Change Children will make comparisons to life in Britain during different key stages (Stone Age/Romans/Anglo Saxons) History – Sequencing the past Children will revisit sources of evidence and how this informs our understanding Children will know when events happened and that some events happened simultaneously History – Constructing the past Children will know where people and events fit in with a chronological framework and be able to plot these events on a timeline Children will recall knowledge of events and previous invasions to Britain, including The Beaker People, Romans and Anglo Saxons		
Prior Learning (Indirect Pathway) RE Children will recall the different beliefs of both the Roman and Anglo Saxons and know that they both worshipped lots of gods. They will then about the different beliefs of the Vikings and use this to have discussions about the different beliefs of people today		

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During science, the children will be studying 'Properties and changes to materials.' This will include the children investigating properties of materials, which materials are suitable for different uses and the process of reversible and irreversible changes.

For PSHE, the children will be understanding rights and responsibilities as British citizens. In RE, the children will be answering the question of 'If God is everywhere, why go to a place of worship?'

Enquiry Question

Vikings: ruthless killers or peaceful settlers?

Content on Direct Pathway

Our project this term asking the question 'Vikings: ruthless raiders or peaceful settlers?' We will be exploring this question primarily through history and geography. We will be looking at who the Vikings were, how they lived and what prompted them to conquer different territories in Europe. The children will learn about the Vikings' religious beliefs, their choice of transportation and their everyday life.

Through geography the children will explore invasion routes and draw comparisons between the UK and Scandinavia. These skills will allow the children to answer the topic question.

Using the Power of Reading book, Arthur and the Golden Rope, the children will write a Viking myth, using the story as a stimulus. We will also have a variety of non-fiction books about Vikings to facilitate historical learning.

As the story is based in Iceland, the children will also produce a holiday brochure, promoting Iceland as a holiday destination.

As the children learn about Norse Gods and Goddesses and will produce Kennings poetry based on the characters in the book.

Learning Showcase

Children will be able to answer the enquiry question and will be able to discuss if they believe the Vikings to be ruthless killers or peaceful settlers.

Children will display their own artefacts based on Viking art; these will incorporate the intricate designs of work studied.

Knowledge Narrative

The first invasion of the Vikings, on British soil, was at an important Christian monastery in Lindisfarne. The Vikings came across the North Sea. They drove the Anglo-Saxons out of their homes and took it for themselves. King Alfred, who was the Saxon king of Wessex, fought them in a battle but could not drive them away and had to let them have part of the country called Danelaw. York was an important city for the Vikings as it was very prosperous. The city was captured and made the capital of the Viking territory in Northern England. Like other invaders before them, the Vikings worshipped many Gods and Goddess. Vikings were not afraid of death. They believed that men, who died in battle, went to Valhalla.

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Unit Title: Vikings: Ruthless Killers or Peaceful Settlers?

History
Y5
Spring 2

End Points:

Change

- The Vikings were farmers and fishermen in their native lands. Over time through the development of better boats, a greater understanding of the sea and a need to access more natural resources and farmland the Vikings travelled from their homelands and invaded and settled in new locations such as the UK

Cause and Effect

- As above, the Vikings wanted to have access to more natural resources, precious metals and to be able to settle in new fertile lands where they could farm and bring up their families. This is the key reason behind them exploring, raiding, and settling in new locations such as the UK.

Significance

- Its significant as its one of the biggest early invasions in Britain that was successful and resulted in large Viking settlements such as Jorvik.

End of unit outcome:

- Why did the Vikings leave their homeland?
- Why did the Vikings settle in the location that they did?
- What was the significance of Jorvik to the Vikings?

Children carry out a debate and will confidently be able to say whether they believe the Vikings were ruthless killers or peaceful settlers and give reasons for their answer.

Links:

Text – Arthur and the Golden Rope – Joe Todd-Stanton

The Last Viking – Terry Deary

Geography – Children will understand the living conditions in the Polar regions and the tundra (Y3)

Children will understand that people migrate to live in other countries (Y3, Y4)

History – children will know that people invaded Britain and that some of these settled

Prior Learning:

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Know the history of Britain from Stone Age to Anglo-Saxons (Y3, Y4)
 Know that at this period in time Britain was under Anglo-Saxon rule (Y4)
 Children will be able to make comparisons to previous Ancient Civilisations that have been studied
 Children will know that Britain has many natural resources which were considered valuable (Y3, Y4)

Key Aspects of the Unit:

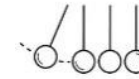
Skills:



Knowledge:



Concepts (end points):



Key Knowledge:

- Children will know the Vikings were farmers and fisherman in their native lands
- Children will know why the Vikings explored and later settled in foreign lands
- Children will know that the Vikings were in search of natural resources and access to more fertile land
- Children will know the Vikings' first visit to Britain was to trade (Portland, Dorset in 787AD)
- Children will know that their subsequent visit was a raid on a monastery in Lindisfarne, Holy Island in 793AD
- Children will know about the Battle of Edington in 878AD
- Children will learn about Alfred the Great and his negotiations with Guthrum
- Children will know about Danegeld and Danelaw
- Children will learn the significance of York (Jorvik) to the Vikings
- Children will learn that the Vikings believed in many gods
- Children will know that Vikings were fearless in battle
- Children will learn that, after death, the Vikings believed they would go to Valhalla where they would feast and battle with the Gods
- Children will learn that the runes are Viking letters of the alphabet and they are related to letters in the English alphabet we use today.
- Children will learn that 4 days of the week are named after Norse gods that Vikings worshipped.

Historical Skills:

- Use primary and secondary sources of evidence to draw conclusions about the past
- Understand how our knowledge of the past is constructed from a range of sources.



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- Develop appropriate use of historical terms.




Vocabulary

invasion	To enter another country with using force to take control.
archaeologist	People who work out our history by looking at artefacts that have been found.
raids	A sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land.
longhouse	A large hall like building where many Viking families would live together.
berserkers	Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.
long ship	The narrow boat used by Vikings to raid along coasts.
Anglo-Saxons	The main group of people living in Britain when the Vikings invaded
Monastery	A place where people who have dedicated their lives to religion, such as monks or nuns live.
Saga	A long story told by the Vikings
Danelaw	The area in Britain that the Danish Vikings ruled over
Pagan	A person who believes in many gods
Rune	A letter from the alphabet used by Vikings

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Unit Title: Vikings: Ruthless Killers or Peaceful Settlers?	
Y5 Spring 2 Geography	<p>End Point - The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Understand where that the Vikings came from Scandinavia • Understand where Scandinavia is located, the countries it consists of and their key features • Know the location of some key Viking settlements in the UK <p>End of unit assessment task: Children will produce a double page spread to know why the Vikings left their home and settled in the UK and the location of some of their settlements</p>
<p>Links</p> <p>Text – Arthur and the Golden Rope – Joe Todd-Stanton The Last Viking – Terry Deary</p> <p>History – children will understand invasions (Roman/Anglo-Saxons) and settlements (Y4)</p> <p>Geography – children will have studied countries with the Arctic Circle the Polar Ice Caps (Y3)</p>	
<p>Prior Knowledge</p> <ul style="list-style-type: none"> • Know the four countries of the UK and their capital cities and the surrounding seas • Know, name and locate the continents and oceans of the world • Know the 4 compass points • Name and locate Middlesbrough on a map • Know that humans create settlements, often near natural resources • Recognise similarities and difference between where they live and other countries • Name and locate the Mediterranean Sea • Know and locate countries in Europe from which other invaders came (Romans, Angles, Jutes, Saxons) • Children will have previously studied River Nile, Amazon River and the River Tees 	
<p>Key Aspects of the Unit:</p>	
	<p>Map and atlas work/Fieldwork and investigation</p>
	<p>Location</p>

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	Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.
	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Human Processes understand the processes that humans have developed across the globe including travel trade and economics.

Key Knowledge:

- Know that there are two continents within the Arctic Circle (Europe: **Russia, Iceland, Denmark, Norway, Sweden** and **Finland**) (North America: **USA** and **Canada**)
- Know that only parts of these countries are within the Arctic Circle
- Understand that 3 countries make up Scandinavia
- Know that these countries are colder than the UK as they are further North, away from the equator
- Using knowledge of atlas and map work, locate these countries on a map
- Know the location of Viking settlements by locating place names of towns and villages (-by (Derby), -thorpe (Scunthorpe) and -toft (Lowestoft) and identify any patterns
- Know that the Vikings moved inland using the river system
- Know and understand the reasons why the Vikings left Scandinavia and settled in the UK
- Know that York/Jorvik was the commercial centre of Viking rule

Geographical Skills:

Mapping:

- Use maps at a range of scales
- Begin to use a range of themed maps

Fieldwork:

- Use the eight points of a compass and use to follow/describe routes

Vocabulary

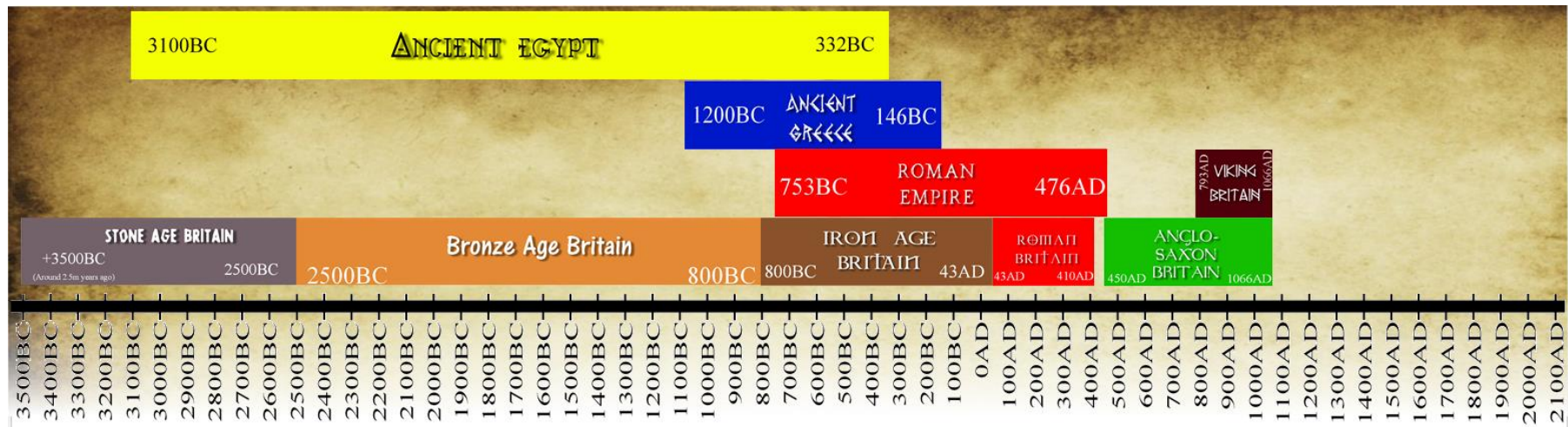
Scandinavia	The name given to the collection of countries: Denmark, Norway and Sweden.
Trade route	any route usually taken by merchant ships, caravans, etc.
Physical features	Natural features of land
Human features	Features of land that have been impacted by human activity
Settlement	A settlement is where people have come to live and have built their homes
River	A large, natural stream of fresh water that flows into the lake or a sea

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Compass point	Any of the main points of a compass (NSEW)
Continent	A very large area of land that consists of many countries, such as Europe
Ocean	A huge body of salty water
Sea	A large body of salty water
Climate	The general weather conditions that are typical
Natural Resources	Natural resources are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people.

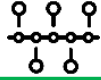


Constructing the Past

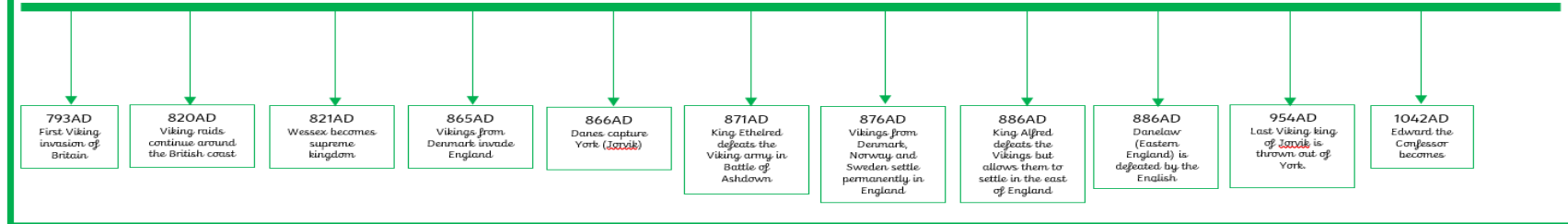


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Sequencing the Past



Viking Timeline



[Locational Knowledge Map](#)

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SUBJECT: SCIENCE			
Subject Specific Vocabulary		Declarative Knowledge	Aspect
Word	Definition		
Chemistry	Learning about matter and the changes that take place within that matter.	Everyday materials can be grouped together on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Some materials will dissolve in liquid to form a solution, and the substance can be recovered from a solution through evaporation. reversible changes include evaporating, filtering, sieving, melting and dissolving. Some materials will dissolve in liquid to form a solution, and the substance can be recovered from a solution through evaporation. Some changes result in the formation of new materials, and this kind of change is not usually reversible, including changes associated with burning and the action of acid (e.g. vinegar) on bicarbonate of soda.	Chemistry
solubility	Is a chemical property referring to the ability for a given substance, the solute, to dissolve in a solvent?		
transparency	In general, transparency is the quality of being easily seen through.		
evaporation	Evaporation is the process of a substance in a liquid state changing to a gaseous state due to an increase in temperature and/or pressure.		
dissolve	To dissolve is defined as to become broken up or absorbed by something or to disappear into something else.		
bicarbonate of soda	a white water-soluble powder, used chiefly as an antacid, a fire extinguisher, and a leavening agent in baking.		
thermal	Something that is thermal is hot, retains heat, or has a warming effect		
filtering	To filter a substance means to pass it through a device which is designed to remove certain particles contained in it.	Procedural Knowledge	Aspect
		Compare results from fair tests.	Working scientifically
melting	Melting, is a physical process that results in the phase transition of a substance from a solid to a liquid.		

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<u>Year Group:</u> 5	<u>Term:</u> Spring 2
<u>Title:</u> Vikings: Ruthless Killers or Peaceful Settlers?	<u>Key Focus:</u> History/Geography
Project Enhancements: <ul style="list-style-type: none">• Viking immersive experience workshop•	
<u>How can you help?</u> <p>At home, please could you:</p> <ul style="list-style-type: none">• continue to listen to your child read a minimum of three times a week,• help your child to learn new spellings weekly.• help your child to learn their times tables and division facts up to 12 x 12 <p>If you wish to do additional homework with your child, you could:</p> <ul style="list-style-type: none">• Make Viking flatbread• Do some research about Viking names and their meanings• Find out more about the runic alphabet used by the Vikings	

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Spiritual

As the Viking were pagans, the children will learn about their beliefs. They will learns their values and the children will have respect for different for other individuals' beliefs.

Social

As the children will be answering the question, there will be multiple opportunities to debate their opinion about the Vikings.

Be kind and REAP the rewards

As the children will be debating our question, we will be kind and respectful of others.

Moral

As the Vikings took part in multiple invasions, the children will understand the consequences of their actions.

Cultural

The Vikings had a completely different way of life, so the children will be able to explore how they lived during this topic and understand how this has shaped our lives today.

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British Values through EDC

<p style="text-align: center;">Democracy</p>	<p style="text-align: center;">Children will know, that in Viking times, any laws were made by the chief of the tribe and their political system was called the Thing (an early form of democracy)</p>
<p style="text-align: center;">The Rule of Law</p>	<p style="text-align: center;">Children will know, that in Viking times, any laws were made by the chief of the tribe and their political system was called the Thing (an early form of democracy)</p>
<p style="text-align: center;">Individual Liberty</p>	
<p style="text-align: center;">Mutual Respect & Tolerance</p>	<p style="text-align: center;">Children will know that the Vikings had different beliefs and understand that these were different to the beliefs of the people in the UK and the time.</p>