

Rose Wood Academy: Enquiry Driven Learning Overview

Prior Knowledge (Direct Pathway)

- Invasion and settlement - Year 4 Anglo Saxon topic
- An understanding of prehistory to date – Year 4 Roman topic
- use of sources of evidence from the past as well as understanding the concepts of change (innovation) and what led to the change (Cause and effect) – Year 4 Roman topic, Year 3 Stone Age topic.
- understanding of the development of an ancient civilization – Year 3 Stone Age topic
- Concepts of cause and effect and change and significance – Year 4 Anglo Saxon topic

As designers, the children will be creating their own longboat ensuring that they follow the specifications to allow the boat to be functional.

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?'

Prior Knowledge (Indirect Pathway)

In Year 4, the children have learnt how to group materials using specific vocabulary.

In Year 3, the children took part in a bridge design project.

Enquiry Question

Vikings: ruthless killers or peaceful settlers?

Content on Direct Pathway

Our project this term asking the question 'Vikings: ruthless killers 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 our topic question.

Using the book, called Odd and Frost Giants, the children will write a recount about the events that take place. We will also have a variety of non-fiction books about Vikings to facilitate historical learning.

As the children learn about Norse Gods and Goddesses, they will produce some poetry to present their learning.

Enquiry Outcomes

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.

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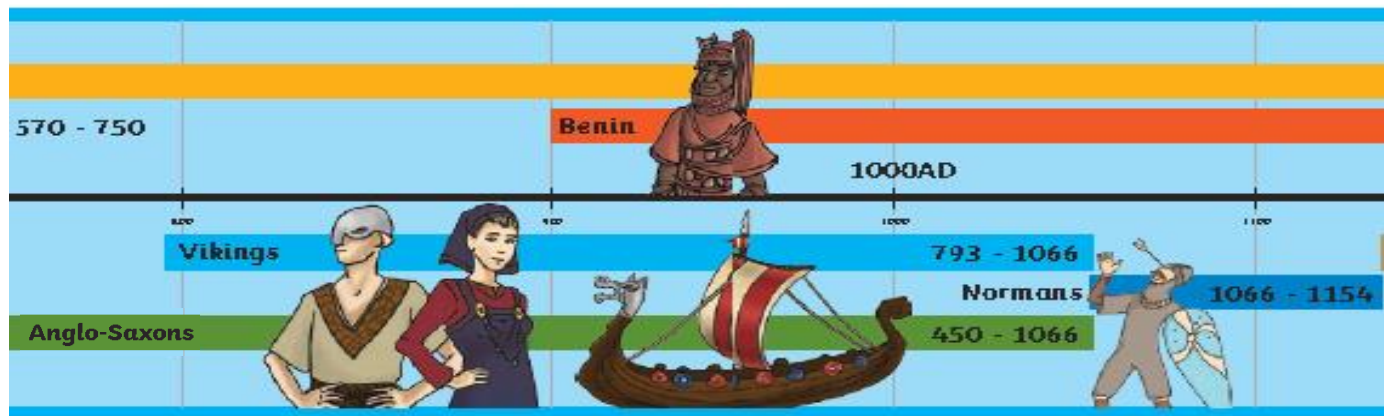
<u>Year Group:</u> Year 5	<u>Term:</u> Spring 2
Title: Vikings: ruthless killers or peaceful settlers?	Key Focus : History/Geography
Project Enhancements: <i>Viking immersive experience workshop</i>	
<u>How can you help?</u> At home, please could you: <ul style="list-style-type: none">• continue to listen to your child read a minimum of three times a week,• help your child to learn new spelings weekly.• help your child to learn their times tables and dvision facts up to 12 x 12 If you wish to do additonal homework with your child, you could: <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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Subject Specific Vocabulary		Key Knowledge
invasion	To enter another country with using force to take control.	<ul style="list-style-type: none"> Not all Vikings were warriors. Many came in peace and become farmers living alongside the Anglo Saxons.
archaeologist	People who work out our history by looking at artefacts that have been found.	<ul style="list-style-type: none"> The Vikings age in European history was from about 700AD to 1100AD. During this period, Vikings left their homeland in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. They left their homelands in search of better land and resources
raids	A sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land.	<ul style="list-style-type: none"> The lands that the Vikings occupied were known as Danelaw. Danegeld was a land tax charged in Anglo-Saxon England during the reign of King Ethelred to raise funds for protection against Danish invaders. The people of Britain called the invaders 'Danes', but they came from Norway and Sweden as well as Denmark.
longhouse	A large hall like building where many Viking families would live together.	<ul style="list-style-type: none"> Long ships were designed to sail in both deep and shallow water so that they could get close to the shore so they could not be easily seen. When the people of Britain first saw the Viking longboats, they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground.
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.	<ul style="list-style-type: none"> Not many Vikings, if any, wore horns in their helmets. Viking warriors fought using long swords and axes. The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors
long ship	The narrow boat used by Vikings to raid along coasts.	<ul style="list-style-type: none"> Some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings
Scandinavia	The name given to the collection of countries: Denmark, Norway and Sweden.	<ul style="list-style-type: none"> Vikings were pagans not Christians like most people living in Britain at the time and often raided monasteries, looting gold. They didn't think twice about raising a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books
Monastery	A place where people who have dedicated their lives to religion, such as monks or nuns live.	<ul style="list-style-type: none"> The most important Viking British city was York or Jorvik, as it was known by the Vikings.
Anglo-Saxons	The main group of people living in Britain when the Vikings invaded	<ul style="list-style-type: none"> Vikings were highly skilled sailors and navigators who travelled as far as North America. Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes
Danelaw	The area in Britain that the Danish Vikings ruled over	<ul style="list-style-type: none"> By AD874, almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain
Pagan:	A person who believes in many gods	<ul style="list-style-type: none"> After years of fighting the Vikings and Alfred made a peace agreement. But even after this agreement, fighting went on for many more years. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the North West.

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Rune	A letter from the alphabet used by Vikings	<ul style="list-style-type: none"> The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east. The Danelaw covered an area east of their line joining London and Chester. Everything to the east belonged to the Vikings
Saga	A long story told by the Vikings	<ul style="list-style-type: none"> The Vikings told long stories called sagas about famous Vikings and mythical creatures Vikings spoke Norse, which had an alphabet made up of runes. Many Viking words are still used in the English language today. Athelstan was King of the Anglo-Saxons from 924AD – 927AD and then became King of the English from 927AD to 939AD until he died. After helping the Norwegians’ he was known for a long time as ‘Athelstan the Good’. He was a distinguished and courageous soldier. In 927AD he took York from the Danes and forced the submission of Constantine



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SMSC Spring 2

Spiritual

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

Social

During our DT project, the children will be working in teams. 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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