

## VIKINGS KS2 PLANNING

**Class: Year 5**

**Term: Autumn 2**

**Topic: Vikings**

**Subject: History**

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: Viking-related vocabulary, writing as different characters, using connectives</p> <p>Numeracy: Time – centuries etc.</p> <p>Geography – Where the Vikings came from</p> <p>Science – Materials that do not decompose</p>

Week	LO	Lesson structure and activities	Resources	Success Criteria
	To research information on the Vikings	<p>Over half-term children to research information on one aspect of Viking life e.g. Viking religion, Viking warriors etc</p> <p>Children to use this research to create a PowerPoint or a hand-made poster to present what they found out to the rest of the class after half-term</p>		
1	<p>To make notes about life in Viking Britain</p> <p>To present information that they have researched</p>	<p>Intro:</p> <p>Explain that children will be presenting their poster / PowerPoint that they made over half-term to the rest of the class.</p> <p>Explain that those who are listening will be using what they find out to make a mind map.</p> <p>Model how to make a mind map, with the topic in the middle (Vikings)</p> <p>Emphasise the need to put information with other related information and to try not to write the same thing more than once.</p> <p>Remind children of how to present well and how to be a good audience.</p> <p>Main:</p> <p>Children present their poster / PowerPoint to the rest of the class, who use their information to make a mind map.</p> <p>After each presentation, give children who are listening a chance to ask the presenter a couple of questions.</p> <p>Plenary:</p> <p>Share their mind map with their partner and compare what information they recorded and how they organised it.</p>	Children's presentations	<p>MUST: present some information on the Vikings and makes notes on other people's presentations</p> <p>SHOULD: organise their mind map so information on similar topics is grouped</p> <p>COULD: make links between different areas of their mind map</p>

2	<p>To use Viking artefacts to make inferences about the Vikings</p>	<p><b>Intro:</b>  Ask children how we know about the past? What job does an archaeologist do?  Explain that we are going to be looking at a range of Viking artefacts and acting as archaeologists or historians i.e. seeing what these artefacts can tell us about the Vikings  Ask children to think, pair, share what questions we could ask when looking at the artefacts, then take suggestions as a class  Display list of questions to try to answer about each artefact</p> <p><b>Main:</b>  Children to answer the following questions about each artefact:</p> <ul style="list-style-type: none"> <li>• What do you notice about it?</li> <li>• What might it have been used for?</li> <li>• Who might have used it? (man / woman, rich / poor etc)</li> <li>• What material/s might it be made from?</li> <li>• How might it feel? (rough / smooth, light / heavy etc)</li> <li>• What does it tell us about the values of the Vikings?</li> <li>• What does it tell us about their skills and technology?</li> <li>• How is it similar / different to the modern version of it?</li> <li>• How does it show that the Vikings were similar / different to us?</li> </ul> <p>As well as images file, go to these websites and have these images open, ensuring that no description or name for them is shown:  Amber from <a href="https://www.jorvikvikingcentre.co.uk/about/jorvik-artefact-gallery/">https://www.jorvikvikingcentre.co.uk/about/jorvik-artefact-gallery/</a>  Bowls from <a href="https://www.jorvikvikingcentre.co.uk/about/jorvik-artefact-gallery/">https://www.jorvikvikingcentre.co.uk/about/jorvik-artefact-gallery/</a>  (if the above links do not work, Google 'Jorvik Viking Centre artefact gallery')  For each artefact, give the children a chance to discuss it in pairs / small groups, before writing about it</p> <p><b>Plenary:</b>  If we only had these artefacts to go on, what would we think about the Vikings overall?</p>	<p>List of questions (on A3 paper)</p> <p>Images of artefacts</p>	<p><b>MUST:</b> make one or two inferences from each object</p> <p><b>SHOULD:</b> make a number of inferences from each object</p> <p><b>COULD:</b> apply their own historical knowledge in making their inferences</p>
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3	To compare the Anglo-Saxons and the Vikings	<p>Intro: Revise how the Anglo-Saxons came before the Vikings and came from different places Despite this and the fact that they fought each other, they had a lot in common Explain that we will be comparing the following about the Anglo-Saxons and the Vikings:</p> <ul style="list-style-type: none"> <li>• Where they came from</li> <li>• Why they came to Britain</li> <li>• When they came to Britain</li> <li>• How they came to Britain</li> <li>• Warriors and armies</li> <li>• Religion and Gods</li> <li>• Runes and writing</li> <li>• Clothes</li> <li>• Village / Everyday life</li> <li>• Crafts</li> <li>• Stories, myths and legends</li> <li>• Food</li> </ul> <p>Main: Children to use connectives for similarities e.g. similarly, equally etc and for contrasting e.g. but, unlike, however etc when writing their comparisons</p> <p>Plenary: Discuss how despite coming from different places and fighting each other, the Vikings and the Anglo-Saxons had a lot in common.</p>	Non-fiction books and / or websites on the Anglo-Saxons and the Vikings	<p>MUST: compare some aspects of the Anglo-Saxons and the Vikings</p> <p>SHOULD: compare more aspects of the Anglo-Saxons and the Vikings</p> <p>COULD: use a range of connectives in their comparisons</p>
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To access the complete version of the [Vikings KS2 planning](http://www.saveteacherssundays.com/history/year-5/355/), with every resource needed to teach each lesson, visit:

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