



	<p>Pupils learn to pose good historical questions about Viking ships and prowess of their crew</p>	<p>from memory, a Viking ship and then pose questions of Sven the boat-builder-<b>Teacher-in-role</b></p> <p>Some pupils might like to play the Viking raid computer game at home</p>	<p>Role and update on latest historical research</p> <p><a href="http://www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml">http://www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml</a></p>	<p><b>account of Viking longboat</b> based on answers they receive to their questions. They plan carefully the order in which they tackle aspect of longboats and how they will link them.</p>
<p><b>② Why have the Vikings gained such a bad reputation?</b> <i>(Blends interesting narrative of the raids with awareness of the partial nature of evidence used in the past)</i></p>	<p>Pupils understand how the Vikings gained their reputation</p> <p>They understand that it was exaggerated by the accounts written by monks</p> <p>They grasp that until recently monks' records were main source of evidence</p> <p>They can distinguish between a Saxon and Viking account of the same event</p> <p>Most able u/s that history can be abused in interests of a good story/headline/stereotype</p> <p>Pupils u/s that most negative accounts come from period when they were raiding</p>	<p>Dramatically <b>tell story</b> of raid on Lindisfarne</p> <p><b>Pupils pick out the parts of the account</b> that paint Vikings in bad light. They <b>speculate</b> as to who wrote the account.</p> <p>Print out and the 2 accounts, one Saxon, one Vikings and ask pupils to annotate/underline to find the clues, then <b>discuss:</b></p> <p><b>a. how they differ</b></p> <p><b>b. why they might differ</b></p> <p>Slow reveal Ppt 4, 5, and 6 which slide asks pupil to predict likely source of bad press.</p>	<p>Account of raid on Lindisfarne</p> <p>2 contrasting accounts of events of year 825</p> <p><b>KQ2 PowerPoint</b> slides 2-5</p> <p><b>Book – The Saga of Eric The Viking</b></p> <p><b>KQ2 PowerPoint</b> animated slides.</p>	<p>Pupils <b>highlight key words</b> that give them a clue as to authors' viewpoints</p> <p>They create a 140 character <b>tweet</b> in answer to the key question</p>

<p><b>③ How did the Vikings try to take over the country and how close did they get?</b></p> <p><i>(covers concept of change through time and explores Vikings' changing fortunes, whilst revisiting earlier work on Alfred and Saxons)</i></p>	<p>Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors</p> <p>They can identify at least one period when the Vikings were successful and another when they were not.</p> <p>They understand the importance of the Danelaw as an area of Viking settlement.</p> <p>The most able can identify ,analyse and explain 2 or 3 turning points in Viking fortunes.</p>	<p><b>Living graph.</b> Pupils put event card strips in chronological order left to right but at 90 degrees to the horizontal axis. They then consider if each event in turn was a high or low for the Vikings by moving it up or down the vertical axis of graph. They thereby create a shape which they compare with other groups'. Less able are given fewer event cards to work with Middle ability are given 12 to start with and 6 added later Most able get all 12 cards Most able identify 3 and justify turning points in Viking fortunes e.g. when they conquered most of North and central Britain, when they were halted by Alfred, the Danelaw, and when Cnut was king</p>	<p><b>KQ3 PowerPoint.</b> Pre-cut Living graph event cards put in different envelopes depending on ability</p> <p>Living graph blank axes chart (enlarge to A3)</p> <p>See Outstanding Lesson for this resource.</p>	<p><b>Annotated living graph</b> showing at least 2 turning points. More able annotate explanations as well as identifying events</p>
<p><b>④ How have recent excavations changed our view of the Vikings? (Focus on Jorvik)</b></p> <p><i>Pupils explore for themselves a range of primary and some secondary</i></p>	<p>Pupils grasp the significance of archaeological evidence esp. recent finds at Jorvik</p> <p>They can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were</p>	<p><b>Which source tells me? Prove it!</b></p> <p>How can we tell?</p> <p>Pupils have a range of images posted around the room as if an art <b>gallery</b> with easier images at one end and harder at other. Working in pairs pupils visit each</p>	<p><b>KQ4 PowerPoint</b> presentation contains a range of images/sources which contradict the Viking stereotype.</p> <p>Prove it sheet for pupils to fill in</p>	<p>Pupils select 3 images and <b>write a strong caption</b> for them drawing out what the source tells us and how it makes</p>

<p><i>sources to see if they explain why attitudes have changed.</i></p>	<p>more than simple raiders; they also traded</p> <p>They grasp the importance of finds at Jorvik-York in shaping our revised view of the Vikings</p> <p>More able pupils can look at a source and explain what a historian can infer from it without prompting.</p>	<p>working out what the clues tells us about the Vikings</p> <p>Lower-attainers have some pre-filled in and start at 'simpler' end of the gallery where images have been placed in ascending order of difficulty. Most able asked to start 'in the deep end!' with harder images, and middle attainers in centre. More able also challenged to find more than one source and to work out which is the more compelling.</p>	<p>National Museum Scotland  <a href="http://images.scran.ac.uk/RB/images/thumb/0098/00988677.jpg">http://images.scran.ac.uk/RB/images/thumb/0098/00988677.jpg</a></p>	<p>us adjust our views of the Vikings</p> <p>Pupils <b>complete paragraph</b> explaining why descriptions of the Vikings in textbooks have changed overtime.</p>
<p><b>5 What can we learn about Viking settlement from a study of place-name endings?</b>  <i>(Strong links with geography 2014 curriculum)</i></p>	<p>Pupils can locate places with 6 of main Viking suffixes from a given map</p> <p>Most able can detect patterns of occupation and can investigate pre-fixes too</p> <p>The more able grasp that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.</p>	<p>Pupils, working in small friendship groups, are given list of place name endings and 2 maps to <b>investigate</b>. Which is the first team to find 10 (of the 13)? They must explain what the suffix means in each case when they feedback... to get the prize!</p> <p>They then <b>look for broader patterns</b> of settlement. Where in Britain, when, what sorts of places?</p>	<p>Slides on <b>KQ5 PPT Where did the Vikings settle and how do we know?</b> contains the maps with examples of places in Lincolnshire/Yorkshire. You will want to supplement these with more local material if your school lies within area of Viking occupation.</p> <p>There is a simple writing frame to help model get pupils started.</p>	<p><b>Pupils write 3-5 sentences on Viking settlement</b> for themselves based solely on place name evidence.</p> <p>Slide 8 of the PowerPoint shows some easy and harder examples</p>

<p><b>⑥ Raiders or settlers: how should we remember the Vikings?</b></p> <p><i>(Major focus is on interpretations, both describing contrasting views and suggest reasons for the differences: good citizenship work on diversity and need to avoid stereotyping)</i></p>	<p>Pupils realise that people differ in their view of the Vikings not just at the time -see KQ1- but in later times</p> <p>Pupils can show that they are aware of both arguments</p> <p>They see that raiders describe an early part of their contact with Britain, whereas traders the later.</p> <p>They can select appropriate evidence from given list to support judgement. Most able can identify supporting evidence for themselves.</p> <p>Most able can argue whether history has been fair to the Vikings showing how opinion has changed and why.</p> <p>They cover: date, the impact of early sagas and monks' accounts, fact that we like to caricature larger than life figures and that archaeological discoveries have forced us to change our views more recently.</p>	<p>Start by asking pupils to jot down ideas they can already think of. Deepen the quality of the discussion by giving each group some <b>ideas to discuss and process</b>. Pupils create their own graphic organiser to help them plan their work</p> <p>Lower attaining pupils have a set of prompt cards to sort into 2 categories using chart provided</p> <p>Middle attainers have more cards and sort into Venn diagram showing some overlap.</p> <p>Most able have to prioritise the key ideas and then find compelling evidence to support their judgement. It is important with the more able to stress how the Vikings started as raiders and became settlers by the time of the Danelaw.</p> <p>Stress also how historians' opinions have changed over time with the discovery of new evidence e.g. Yorvik</p> <p>Mantle Of the Expert: pupils have to create a Zig-Zag book or alternative of their choice for</p>	<p>Show slides from raiders or settlers KQ6</p> <p>PowerPoint contains slides which show how historians' opinions have changed in light of new evidence with an activity you might want to give to more able pupils</p> <p>See Outstanding lesson '<b>Has history been fair to the Vikings?</b>' for many of these resources.</p> <p>Cards offering just 10 ideas for pupils to sort on grid (provided) or 15 ideas on separate file for more able who have to use a <b>Venn diagram</b> provided.</p>	<p><b>Assessment</b></p> <p>Mantle of the Expert: <b>Zig-Zag book</b>. Front cover, under heading Vikings in Britain: Raiders or Settlers? shows a traditional view as might page 1 and 2. Each subsequent 'page' shows how new evidence changes our minds. Last page show how we <b>should</b> view them!</p> <p>Pupils write an explanation of how they decided what to put in the book. This will allow for more reliable assessment</p>
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<p><b>Pupil-initiated home study</b> <i>(allows choice, promotes creativity and independence but within parameters including writing for audience)</i></p>	<p>Pupils pose valid historical questions to shape their enquiry They learn to select relevant detail and how to discriminate in its use They organise and communicate their research findings showing good sense of audience Most able are challenged to be creative in ways ideas are presented and thoughtful in choice of historical enquiry questions</p>	<p>Introduce Mantle of the Expert task. A touring museum from York was planning to visit the local town but has had to be cancelled because of cuts. The disappointed townspeople have asked if the school could put on a show with 8 panels showing key features of Viking life in Britain, including the local area, if appropriate. Pupils choose which panel they will create. Each panel must contain 3 questions, 5 blocks of text and 4 images.</p> <p>Pupils select from:</p> <ul style="list-style-type: none"> <li>Sagas</li> <li>Runic writing</li> <li>Religion</li> <li>Famous Vikings</li> <li>Town life</li> </ul> <p>Creativity: The idea of panels is the default mode. It is important to give free rein to pupils' creative ideas, so the more imaginative they can be the better.</p>	<p>Access to range of 'approved' websites library text Video clips</p>	<p>Mantle of the Expert rough drawings for exhibition justifying choice of question , text and images</p>
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