



History

Skills, Knowledge and Progression

LKS2: The Vikings

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Locate the Vikings in time in relation to the Romans and Saxons and any significant events/people studied in KS1 eg Great Fire of London</p> <p>Understand that the initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066</p> <p>Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors; they can identify at least one period when the Vikings were successful and another when they were not.</p> <p>Identify, analyse and explain turning points in Viking fortunes and know when these turning points were.</p>	<p><i>Focus: sources as evidence; interpretations of evidence; perspective</i></p> <p>Children know where the Vikings came from and why they attacked; know that the Vikings were a real threat from the sea</p> <p>Understand how the Vikings gained their reputation; that it was exaggerated by the accounts written by monks. Know that until recently monks' records were main source of evidence</p> <p>Distinguish between a Saxon and Viking account of the same event.</p> <p>Identify, analyse and explain turning points in Viking fortunes.</p> <p>Understand the significance of archaeological evidence especially recent finds at Jorvik</p> <p>Identify which source historians used when making statements,</p> <p>Understand the importance of finds at Jorvik York in shaping our revised view of the Vikings</p> <p>Locate places with 6 of main Viking suffixes from a given map</p> <p>Show that they are aware of both arguments.</p> <p>They can select appropriate evidence from given list to support judgement</p>	<p><i>Key concept: change through time</i></p> <p>What image do we have of the Vikings?</p> <p>Why have the Vikings gained such a bad reputation?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>How have recent excavations changed our view of the Vikings? (Focus on Jorvik)</p> <p>What can we learn about Viking settlement from a study of place name endings?</p> <p>Raiders or settlers: how should we remember the Vikings?</p>	<p>Stereotypes, primary sources, secondary sources, evidence, perspective, point of view, attitudes</p> <p>Vikings, raiders, traders,</p>
<p>Learning outcomes</p> <p>Children should be able to</p> <ul style="list-style-type: none"> • Children know where the Vikings came from and why they attacked • Understand how the Vikings gained their reputation • Know that until recently monks' records were main source of evidence • Distinguish between a Saxon and Viking account of the same event. • Identify, analyse and explain turning points in Viking fortunes. • Understand the significance of archaeological evidence especially recent finds at Jorvik • Understand the importance of finds at Jorvik York in shaping our revised view of the Vikings • Show that they are aware of both arguments. • Select appropriate evidence from given list to support judgement 		<p>Extending more able through challenges:</p> <ul style="list-style-type: none"> • Understand that history can be abused in interests of a good story/headline/stereotype • Look at a source and explain what a historian can infer from it without prompting. • Challenged to find more than one source and to work out which is the more compelling • Distinguish between Roman Saxon and Viking place names. • Argue whether history has been fair to the Vikings showing how opinion has changed and why. <p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> • Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers • Collaborative activities to support peer-learning and inclusion • Use of visuals, film, drama to support contextual understanding • Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design • TA support used to question and develop children's conceptual understanding of concepts and encourage independence • Use of low threshold-high ceiling tasks to support inclusion 	