**Department of Primary & Childhood Education**

**Lesson Sequences**

This plan for a sequence of lessons should ensure clear progression in **composite knowledge** *through* **component knowledge**.

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| **Date: September** | **Class: Y4** | **Subject/topic: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** |
| **Prior knowledge:**  *how does this lesson fit in with a sequence of lessons-what components have previously been taught?*  An Enquiry model will have been used in Y3. Component Knowledge, based on skills, concepts and attitudes and values and the progression of component parts in Skills Progression tables.  The Vikings themselves, will not have been taught previously, although some children may have knowledge from home, popular culture, such as Horrible Histories and reading books.  Understanding of Disciplinary and Substantive knowledge will have been addressed in Y3 history topics and can be consolidated here. | | |
| **Composite learning:**  By the end of this sequence of lessons, pupils will know [knowledge]: Who the Vikings were, where the Vikings came from and how they lived.  Children will also know who the main protagonists between the Vikings and the Anglo Saxons were, as well as ‘chronological knowledge’ around events and the times.  Children will also know that history can be represented in different ways.  By the end of this sequence of lessons, pupils will understand [understanding]: How we know about the past. That there are different versions of the past and the reasons for this. How Vikings lived and the motivation for their actions.  By the end of this sequence of lessons, pupils will be able to [do]: Follow an Enquiry, Investigate and question sources, Consider evidence and use a range of sources to find out about the past. Children will also be able to organise, select and communicate their findings. | | |

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|  | **Learning objective(s) [components]:**  Aspects of history are addressed in each lesson | **Outline of Learning Sequence:**  *Consider the role of the teacher, children’s steps in learning and adaptive teaching* | **Resources:** | **Evaluation:** |
| **Lesson 1** | To know who the Vikings were.  To understand what Viking lives were like.  To be able to use a range of sources to find out about the past.  To be able to follow the protocols of the five step enquiry model. | **Who were the Vikings? Knowledge and Understanding, Communication and Organisation**  **Introduction:-**  -Do the children have any prior knowledge of The Vikings?  (Rosenshine 2012)  -Use a mind map exercise to record what the children know, or think they know about the Vikings, before the lessons start. This can be used as a monitoring tool throughout the scheme of work.  **Main:-**  -Look at the five step Enquiry model from the Historical Association. 1- Key Question 2- Collect Evidence 3- Examine the evidence 4- Draw conclusions 5- Evaluate and consider next steps. (Rosenshine 2012)  -Use <http://home.freeuk.net/elloughton13/village.htm> to find information out about the Vikings.  -Explore secondary sources, to support the findings from the first source. Look at DK books and other texts  BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/ztyr9j6>  and  <https://www.bbc.co.uk/bitesize/topics/z939mp3/articles/zj67qp3> Ask a hinge question before moving on to the writing task. Challenge the children to retrieve and recall information they have found out (CCF) Share this with the class.  Use Lewis and Wray writing frame to structure and organise a piece of writing. (I found out that, I know this because, I also found out that….)  **Conclusion:-** Monitor understanding through questions. (Rosenshine 2012) Challenge the children to recall information we have covered in the lesson. | BBC Bitesize  DK books  Text books  Horrible Histories  Prepared Lewis and Wray writing frames  Exercise books | Success Criteria.  Do the children know who the Vikings were?  Can the children describe what Viking life was like?  Did the children use a range of sources to find out about the Vikings?  Can the children follow the five step enquiry model. |
| **Lesson 2** | To know When and Where the Vikings Invaded.  To understand Why the Vikings Invaded.  To understand what the term ‘Invasion’ means.  To be able to Consider Evidence, including concepts such as bias and validity. (Anglo Saxon Chronicles). | **Where did The Vikings Invade? Knowledge and Understanding, Chronology**  **Intro-** Recap last lesson. What did we talk about last lesson? (Rosenshine 2012). Introduce  **Main-**  The Vikings invaded in 793AD. They invaded Holy Island / Lindisfarne.  How do we know this?  <https://www.bl.uk/learning/timeline/item126532.html>  <https://www.bbc.co.uk/bitesize/clips/zw2xpv4>  -Look at the Anglo-Saxon Chronicles. Share the original document (photo) but look at the transcript provided on the link above. (Rosenshine 2012).  -Consider who wrote it? Does this impact upon the interpretation of the event?  What does the word ‘invasion’ mean? Hinge Question. Mind map responses. Look at definition. What would it mean for different groups. Anglo Saxons/ Vikings/ Monks? Adding to schema: The notion of ‘invasion’ has been explored in Y3 (The Romans) (Spaced Learning- CCF). Check responses (Rosenshine 2012)  Why did the Vikings invade? <https://www.bbc.co.uk/bitesize/topics/z939mp3/articles/z7jd8xs>  Children discuss what they have found out from the sources and the discussion. Make notes on each point in their books. (Rosenshine 2012)  **Conclusion-** Classroom discussion about the main points of today’s lesson. | Anglo Saxon Chronicles  BBC Bitesize links  Range of Text books.  Exercise books | Success Criteria.  Children know when and where the Vikings invaded Britain.  Children understand why the Vikings invaded  Children understand the term ‘invasion’.  Children used the Anglo Saxon Chronicle to find out about the past |
| **Lesson 3** | To know where the Vikings predominantly settled in Britain.  To understand why the Vikings settled where they did.  To understand how there comes to be differing interpretations of the past (Maps)  To be able to use a range of sources in order to explore where the Vikings settled. | **Did the Vikings Live Here? Enquiry, Interpretation, Chronology**  **Intro-** Rosenshine (2012) What do the children recall from previous lessons? Introduce today’s enquiry question.  **Main-** Did the Vikings Live Here?  Establish that Ormskirk is a Viking settlement. How do we know? We look at place name endings, in this case ‘Kirk’ is Old Norse’ for Church, and Orme was a Viking settler.  <http://www.orme.ws/genealogy/origins.html>  Look at other Viking Place name endings. (See Jorvik website for one example)  <https://www.jorvikvikingcentre.co.uk/the-vikings/viking-place-names/>  Did the Vikings live here?  Share a map of the local area (or of Lake District) with the children. Give time for the children to explore the maps and find as many Viking place name endings as possible.  What is Danelaw?  Look at a map of the Danelaw. Question the children as to why the Vikings are settled in predominantly one area.  Use sources to find information out about the Danelaw.  <https://www.imagininghistory.co.uk/post/what-was-the-danelaw>  Further questions to explore/ consider. (Rosenshine 2012) Was the Danelaw a success? Hinge Question.  Do Danelaw maps differ? (The map in the link shows Lancashire as an Anglo Saxon area, rather then Viking).  **Conclusion-** Question children about substantive knowledge (subject knowledge) and disciplinary knowledge (knowledge about the discipline) (Rosenshine 2012) Recall and Retrieval (CCF) | Links in lesson plan.  DK guidebooks and other sources, text books. | Children know where the Vikings predominantly settled in Britain.  Children understand why the Vikings settled where they did.  Children have used sources to find out where the Vikings settled. |
| **Lesson 4** | To know who King Alfred and Guthrum were.  To understand why Alfred and Guthrum wanted to rule Britain  To understand how we know about the past  To be able to form (and justify) opinions and conclusions about the past | **Who were the main protagonists in the Power Struggle between the Anglo Saxons and Vikings? Knowledge and Understanding** and **Interpretation** and **Communication and Organisation.**  **Intro-** Rosenshine (2012) What can the children recall from their previous lessons. Introduce today’s work with the following clip…  **Main-** Watch (10mins)  <https://www.youtube.com/watch?v=_K6P3T0NIjo> Challenge the children to make notes and recount what they have understood.  Explain we are going to look at two points of view in today’s lesson.  Was Alfred so Great? Use a section of books and sources to form an opinion around this question. Look at the portrait of King Alfred from 1733 (A secondary source) How has he been depicted. How does it compare to a coin of the time?  What motivated King Alfred?  Who was Guthrum?  <https://www.britannica.com/biography/Guthrum> explore the website and draw conclusions. What motivated Guthrum?  Investigate the treaty?  <https://www.bl.uk/collection-items/treaty-between-alfred-and-guthrum>  Look for additional sources to support the findings (link to the five stage enquiry model).  What happened?  <https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z8q487h> Use the Bitesize clip to highlight how the two sides lived. How would the different sides feel?  Provide a chronology of Anglo Saxon and Viking lives up to Edward the Confessor in 1066. Find out and recall (CCF)- share withe the class.  Discuss the validity of the evidence and sources. (Rosenshine 2012) Add a hinge question before the writing task.  **Conclusion-** Children use the Lewis and Wray writing frames to organise and communicate their findings and understanding of the lesson. | Lesson presentation with key information and prompts.  Selection of text books and sources  <https://www.youtube.com/watch?v=_K6P3T0NIjo>  <https://www.bl.uk/collection-items/treaty-between-alfred-and-guthrum>  <https://www.britannica.com/biography/Guthrum>  <https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z8q487h>  Lewis and Wray writing frames | Children know who King Alfred and Guthrum were.  Children understand the motivation behind wanting to rule the country  Children understand how we know about the past  Children can form and justify their opinions and conclusions about the past. |
| **Lesson 5** | To know how the Vikings impact our lives.  To understand the impact of the Vikings on modern life.  To be able to sequence events of the Viking era  To know and recall substantive knowledge relating to the Viking era (Chronological knowledge) | **What is the Viking Legacy?** Interpretation and Chronology  **Intro-** Rosenshine (2012) Recall previous learning. Introduce today’s lesson.  **Main 1-** What signs are there, that the Vikings ever existed?  Children suggest how we know- list as primary and secondary sources. Re-introduce the idea of…  Place names (spaced learning) from lesson 3, Names (Eric, Harold (Harry) Bjorn, Ingrid, Freya, Astrid) Everyday Language (Happy, Rotten, Egg, Freckle, Skin) Search for more  Bluetooth- Who was Bluetooth- How does this relate to our lives?  Watch the Horrible Histories (Simon and Garfunkel spoof)  traders video. <https://www.youtube.com/watch?v=EChK5l9lwHU> Add a Hinge Question to monitor understanding.  Use this to challenge misconceptions and stereotypes and include horns on helmets as part of this discussion.  **Main 2-** Create a time line of Viking events. This could be done in two sections, one for the Vikings in Britain and one that includes Viking activity elsewhere in Europe (ie Paris, Istanbul…)  Use a range of sources to research and challenge the children to provide detail from their previous lessons, and from their research today, to present back to the class. Scaffold task as appropriate (Rosenshine 2012)  BBC Vikings Neil Oliver <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-viking-invaders-and-settlers/zj9jxyc>  Horrible Histories - Spoof Rock Song  <https://www.youtube.com/watch?v=8qSkaAwKMD4>  **Conclusion:-** Children present their timelines and information to the class.  Watch this clip to end the unit  <https://www.bbc.co.uk/bitesize/clips/zrpnvcw> | Lesson presentation with key information and prompts.  Links in lesson plan.  Paper, pens | Children know that there are everyday signs of the Vikings legacy.  Children understand and can give examples of the Vikings’ impact upon everyday life.  Children are able to sequence events in the Viking era and recall information relating to the Viking era. |