



The Vikings (page 1)

1. Can I use secondary sources to learn key facts about The Vikings?

(note to teachers: consider combining with lesson 2 as intro to topic)

- **Vocab:** historical enquiry, secondary sources, The Vikings, Norse mythology, longships, Scandinavia, Anglo Saxon, Lindisfarne
- **Prior learning (Spring):** asked historical questions about primary sources to learn about Tutankhamun
- Know that secondary sources are made after an historical event (books, videos, websites)
- **Know key background facts to the Vikings and Britain at the time:**
 - They were people from Scandinavia (countries like Norway, Sweden, and Denmark), who were mainly farmers, traders, and warriors.
 - They were famous for sailing in longships to explore, trade, and sometimes raid other lands.
 - They had strong beliefs (Norse mythology) and believed in gods like Odin, Thor, and Freya. They thought these gods controlled things like war, weather, and farming. They had special ceremonies (pagan rituals) to thank the gods. These included making offerings of food or valuable items. These rituals were part of their everyday life.
 - Anglo-Saxon Britain was a wealthy country (note for teachers: make link to future learning in Year 4 about Anglo Saxons)
 - Know events of 793AD: Vikings first raid in Britain was the attack at Lindisfarne (North East England—Northumberland), which was home to a Christian Monastery where Anglo Saxon monks lived, prayed and wrote books from. Lindisfarne was called 'Holy Island'; the Vikings stole treasure, burned buildings and hurt/killed monks
 - Know why the Vikings chose to raid Lindisfarne: on the coast, defenceless, full of valuables (gold, silver, food), easy targets as monks didn't fight back; Vikings wanted riches and land

(note to teachers: ensure facts above are included in the lesson slides. Children can add to them as part of research. **Suggested task:** write facts about Vikings in books)

- **Historical Enquiry:** Select and use secondary sources (text)

2. Can I place The Vikings on a timeline?

- **Vocab:** timeline, chronological order, place, century,
- **Prior learning (Spring):** placed Ancient Egyptian civilisation on a timeline
- Recap: that the Vikings are known as a historical period. It is a time in the past when people lived in a certain way. We give it a name (e.g. The Vikings, The Egyptians) so we can learn about what life was like then.
- Know that we will be learning about a number of other time periods in Year 4: The Anglo Saxons, The Romans.
- Know that The Vikings were from 793-1066 (explain that this is nearly 400 years, which is 4 centuries)
- Know that as historians, we can use dates in history to place events on a timeline
- Know that a timeline is a useful way of showing events in an order from past to present
- **Chronology:** Place studied periods in order (school history timeline of curriculum topics)

3. Can I explain the multiple Causes and Consequences of The Viking Invasion in Britain?

- **Vocab:** cause, consequence, invasion, trading, monks, Danelaw
- **Prior learning (Spring):** explained why the pyramids were built in Egypt, and the consequences
- Know that as historians, it is important we think about why events happened (the cause) and what their impact was (the consequence).
- Recap that events in history can have more than one cause/consequence (there can be multiple)

Causes of the Viking invasion of Britain:

- **Overcrowding in Scandinavia:** As families grew in Scandinavia and there were more people to feed, there wasn't enough good farmland for everyone. The countries had many mountains and forests, so Vikings looked for new land to grow crops. Britain had excellent fertile soil.
- **Wealth:** Britain had rich monasteries full of gold and silver, which attracted Viking raiders. They knew monks would not fight back.
- **Ships:** Viking longships allowed for quick travel across seas and rivers, making raids easier.

Consequence of the Viking invasion of Britain:

- **Raids:** Vikings attacked places like monasteries, and people were often worried about surprise raids.
- **Viking Rules (called Danelaw):** Large parts of England were ruled by Vikings. They brought their own laws and changed how people lived.
- **Trading and sharing:** They traded goods (like wool, silver, animal skins for spices, glass and wine) and shared ideas of building ships and farming. We still use some Viking words today (e.g. 'egg', 'sky' and 'knife' and some towns ending in '-by' (e.g. Grimsby) and '-thorpe' (e.g. Scunthorpe) were named by Vikings.
- **Strong Kings:** English kings, like Alfred the Great, became stronger by fighting back against the Vikings to protect the British people. They build strong armies, special ships and forts.
- **Cause and Consequence:** Recognise that events have multiple causes/consequences

4. Can I sequence events during the Viking raid of Lindisfarne in 793AD?

- **Vocab:** chronological order, timeline, sequence, raid, Lindisfarne, BC/AD
- **Prior learning (lesson 2):** placed the Vikings on a timeline
- Know that as historians, it is important we put historical events in the correct order (sequence). This is called chronological order.
- Know that the raid on Lindisfarne in 793AD was the first Viking raid in Britain (link back to last lesson's intro about info about Lindisfarne's location and purpose)
- Know the sequence that of the Viking raid of Lindisfarne
 1. **Peaceful Life on Lindisfarne:** Monks live quietly on Holy Island, praying, farming, and writing books (e.g. Lindisfarne Gospels)
 2. **Vikings Set Sail:** Vikings from Scandinavia (Norway or Denmark) prepare their longships and sail across the North Sea.
 3. **Vikings Arrive at Lindisfarne:** The longships land on the shores of Lindisfarne. The monks are surprised and frightened.
 4. **The Raid Begins:** Vikings attack the monastery. They steal gold, silver, and food. Buildings are burned and monks are harmed.
 5. **Shock Across England:** News of the raid spreads. People are scared. It's seen as a terrible event — the start of Viking attacks in Britain.
 6. **The Viking Age Begins:** This raid marks the beginning of many Viking invasions across England for years to come.

- **Chronology:** Sequence multiple events over time at the same place



Knowledge and Skills Mind Map (History) - Year 3 Summer Term

Disciplinary Concept:

The Vikings (page 2)

5. Can I use sources to ask historical questions about Viking longships?

- **Vocab:** historian, historical question, archaeologist, primary source, evidence
- **Prior learning (lesson 1):** used secondary sources to learn key facts about The Vikings
- Know that as historians, we must ask questions when looking at a source, and use evidence to build a picture of history.
- Know that Vikings travelled in longships for war and to trade and sell goods in other countries
- Know that archaeologists have discovered longships buried underground.

Source 1: know that this photo is of an archaeological excavation of what appears to be a Viking longship burial site

- Know that as historians, we can ask questions to understand more about this source. For example:
 - What is the boat made of?
 - Why has only some of this ship survived?
 - Was this found in Britain?
 - Why was the boat buried and not left in water?
 - How long and wide is this longship?
 - How do we know this is a Viking longship and not from another time in history?
 - Was this longship used for trading goods, or a raid on another country?



Source 2: Fully reassembled Viking longship called Oseberg (discovered in Norway in 1904 and now in a museum)

- Know that as historians, we can ask different questions to understand more about this source. For example:
 - Do we know how old this longship is?
 - Where was it found?
 - Were there any other longships nearby?
 - Why has it survived and in such good condition?
 - Are there any carvings to give us clues?
 - Why does it have such a high front with a carving?



(suggested task: stick in the two images—children write 5 questions about each source)

- **Historical enquiry:** use sources to ask focused questions

7. Can I compare the similarities and differences between life in The Viking period and Ancient Egyptians?

- **Vocab:** historian, similarities, differences, Vikings, Ancient Egyptian Civilisation
- **Prior learning (Spring):** compared Ancient Egyptian life with our life today
- Know that next year, children will compare other civilisations (e.g. Romans, Anglo Saxons)
- Know that, as historians, it is important to learn about patterns in history and what is similar and what is different.

Food:

- **Ancient Egyptians:** bread, onions, garlic, lentils, and vegetables, beer, fruits: dates, figs, grapes, meat was rare; fish was more common, relied heavily on the Nile for drinking water and farming.
- **The Vikings:** bread (rye, barley), meat and fish, drank milk and ale. Grew crops and kept cows/pigs
- **Similarities:** ate bread, grew crops, both ate fish
- **Differences:** Egyptians ate more fruit and vegetables. Vikings ate more meat and dairy

Clothes:

- **Ancient Egyptians:** Wore light linen garments due to hot climate. Men: short kilts; Women: long dresses. Sandals made from papyrus or leather.
- **Vikings:** Wool and animal skins, tunics, trousers, shoes made from leather
- **Similarities:** used natural materials for clothes
- **Differences:** Egyptians wore light clothes, Vikings wore warm clothes for cold

Beliefs:

- **Ancient Egyptians:** Believed in lots of gods. Thought life continued after death (afterlife). Important people and kings were mummified and buried in tombs.
- **Vikings:** Believed in lots of gods, Thought brave warriors went to Valhalla after death
- **Similarities:** Both believed in gods and life after death
- **Differences:** Egyptians mummified and built tombs. Vikings buried people with weapons/treasures

Homes:

- **Ancient Egyptians:** built from mud bricks, flat roofs, few windows, no electricity or plumbing
- **Vikings:** built from wood and stone, roofs covered with turf or straw, no electricity or plumbing
- **Similarities:** both used local materials and had simple homes
- **Differences:** Egyptians used mud bricks, Vikings used wood and turf

Travel:

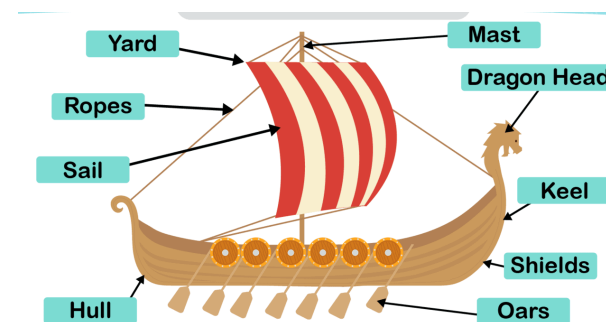
- **Ancient Egyptians:** boats on the Nile for travel and to buy and sell goods (trading)
- **Vikings:** longships to sail across the sea for raids and trade
- **Similarities:** Both used boats for travel and trade
- **Differences:** Egyptians stayed near the River Nile; Vikings sailed across oceans
- **Similarities and Differences:** comparing aspects of life between Egyptians and Vikings

6. Can I use a secondary source to research facts about a Viking longship?

- **Vocab:** secondary source, Viking longship, research
- **Prior learning (lesson 5):** used sources to ask historical questions about Viking longships
- Know that a secondary source can be a website, book, video, writing made after an event (not taken at the time). They are made based on information that a person/historian has learnt from other sources.
- Know the various features of a Vikings longship: dragon head, hull, oars, shields, keel, sail, mast
- Know various facts about longships: long and narrow (to travel quickly), made of wood (usually oak), powered by wind (sails) and had oars for rowing, shallow keel/flat bottom so they can sail in shallow water, carvings to scare enemies, carried 40-60 warriors

(suggested task: children label a Viking longship and write key facts)

- **Historical enquiry:** Use a secondary source to learn facts about Viking longships





The Vikings (page 3)

8. Can I explain **what changed and what stayed the same** during the Viking period?

- **Vocab:** historian, continuity, change, settlement, communities
- **Prior learning (Spring):** what changed and stayed the same in Egyptian writing over time
- Know that within the Viking period, there were things that stayed the same (continuity) and some things that changed.
- Know that not all changes happen after the time period, many can happen during.

Continuity (Things that stayed the same)

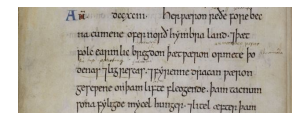
- **Farming:** Many Vikings continued to farm and live in small communities
- **Beliefs and traditions:** Norse mythology and pagan rituals (link back to lesson 1) remained important for a long time, even after some converted to Christianity (the religion in Britain).
- **Longships:** Longships were always used for travel, trade, and raids across Europe.
- **Family roles:** Men, women, and children generally kept similar roles in households and farming.

Change (Things that changed over time)

- **Settlement patterns:** Vikings moved from raiding other countries to settling in places like England, Ireland, and France.
- **Religion:** There was a slow move from pagan beliefs (link back to lesson 1) to Christianity as they interacted with other cultures (particularly Britain).
- **Trade:** Expanded from local trade to international trade across Europe and even into Asia.
- **Leaders:** Some Viking leaders became kings (e.g. Cnut The Great became King of England)
- Know that changes happen gradually (note to teachers: explore examples in context of Vikings)
- **Continuity and Change:** identify aspects of change within the time period (Vikings); understand change can be gradual

10. Can I explain **why historians' interpretations of The Vikings have changed**?

- **Vocab:** historian, interpretations, monasteries, monks, trade
- **Prior learning (Spring):** understood why historians have different interpretations of why the pyramids were built.
- Know that making an interpretation is when historians look for clues about the past. Know that sometimes they do not agree because clues can be unclear.
- Know historians have traditionally seen as **violent invaders** because:
 - They attacked monasteries and villages (based on Anglo Saxon records, and Christian monks who were attacked—see source 1).
 - Monks wrote the records, and they were victims of the raids, so their accounts were very negative. These sources describe Vikings as “*heathen men*” who burned monasteries and killed monks. Fear spread across England and Europe.
- Know more recently, historians see them as **explorers** because:
 - Artefacts show they traded silver, silk, spices, wine, jewellery, glass and pottery all over Europe, North Africa and Central Asia.
 - Silver coins (see source 2) found from Middle East, silk and spices from Asia, wine and glassware from France, jewellery and pottery from across Europe.
- **Historical Interpretations:** Explain why historians' interpretations have changed



1. Anglo Saxon Chronicle written by a monk in 793AD after raid at Lindisfarne



2. Viking coins found in 1992

9. Can I explain the **historical significance of the Vikings across Britain**?

- **Vocab:** historian, significance, trade, myths, raid, settlement
- **Prior learning (Spring):** explained why the discovery of the Rosetta Stone was significant at the time
- Know that ‘significance’ means ‘important’.
- Know that as historians we consider a number of questions when thinking about whether the Vikings are significant in history:
 - Did the Vikings change how people lived?
 - Do we remember them today?
 - Did they affect many people?
- Know that the **Vikings are significant because:**
 - They changed everyday life in Britain through:
 - **Farming** : Vikings introduced new tools and techniques for farming, like better ploughs, which helped grow more crops.
 - **Homes and Villages:** They built timber houses and created villages, changing the landscape.
 - **Trade** : Vikings traded goods like furs, amber, and silver across Europe, connecting Britain to places overseas.
 - Know that the are remembered in stories we know today
 - **Norse Myths:** Gods like Thor and Odin still appear in books and films today.
 - **Modern Media:** Marvel movies, TV shows like *Vikings*, and video games keep Viking culture alive.
- They affected many people:
 - **Raids:** Monasteries like Lindisfarne were attacked, causing fear and change.
 - **Settlements:** Vikings lived in places like York (Jorvik), influencing language and way of life
 - **Place Names:** Words ending in *-by* (Grimsby, Derby) or *-thorpe* (Scunthorpe) come from Viking language.
- **Historical Significance Vikings across Britain (national changes)**