



Key Skills Historical Areas of study: Y3/Y4	Key enquiry questions
<p><u>Finding Out About the Past</u> <u>(Enquiry)</u></p> <ul style="list-style-type: none"> • Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. • Use key evidence to support judgements and reasoning made about aspects of the past. • Ask and answer questions about an archaeological site. • Use a range of information to ask and answer questions about the past. • Use interpretations, pictures and written sources to build a picture about the past. • Give reasons why peoples account of the same event may be different. • Talk about sources of information that contain negative views and accounts. • 	<p>How do we know about the Vikings? What can we find out about the Vikings from primary sources? How and why do historians interpretation of the ' Vikings ' differ? Do historians always depict Viking character and invasion of Britain fairly? If not, why not?</p>
<p><u>Finding Out About the Past</u> <u>(Chronology)</u></p> <ul style="list-style-type: none"> • Talk with increasing accuracy and detail about events, places and people beyond living memory. • Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. • Use dates and historical terms to describe historical periods, e.g. • Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of invasion and occupation. • 	<p>When did the Viking period begin? When and why did the Viking period end? What historical periods came before and after it? What were the main historical events during the time of the Vikings? What were the main characteristics of the period?</p>
<p><u>Historical Events</u></p> <ul style="list-style-type: none"> • Talk about and describe, in simple terms features of key events and people in the past. • Compare similar events from the present and past. • Talk about the impact of events on the lives of the people of the time. • Describe features of historical events beyond living memory. • Identify common themes and features. • Explain and give reasons for events in the present and past. • 	<p>What significant events took place during this period? Who were the most important Viking Leaders of the time and what did they achieve? What were the key historical events in the period? How did those events change the lives of the people in the countries which were invaded by the Vikings and the Viking people themselves? What similarities and differences are there in Viking culture to other historical periods we have studied ? (e.g Ancient Egyptians, Victorians) from ?(Use previous knowledge) Was it fair for the Vikings to invade and settle in in Britain? Who do we feel compassion for in the Viking times and why? In what ways were the Viking people courageous? Has history represented the Vikings fairly and accurately?</p>

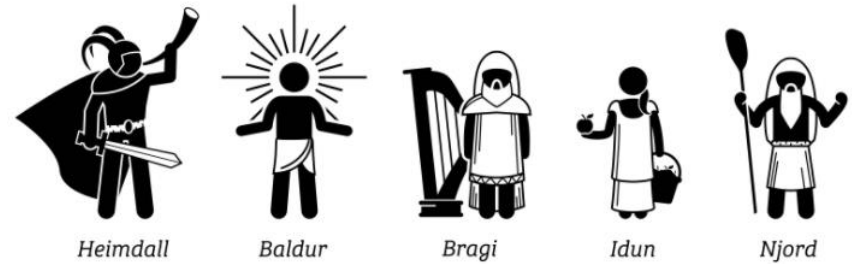


<p><u>Lifestyles of People in the Past</u></p> <ul style="list-style-type: none"> • Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc. • Describe and give reasons for similarities and differences between the lives of people. • Describe the changes and differences • Compare and contrast the ways of life of people from different historical periods. • Compare and describe features of life now and in the past beyond living memory. • Describe and give reasons for the changes and differences in lifestyle in the past and present 	<p>What are the similarities and differences to life in Viking times to other historical periods we have studied (e.g Ancient Egyptians, Victorians) How was Viking society organised? What was life like in a Viking village? Why was the ‘going Viking’ ie- sea travel and exploration so important to the Viking people? What were Viking longships like? How did Vikings navigate In what ways did the Viking show courage? What religious beliefs did the Vikings have? What did the Vikings believe about death and what happens beyond? What happened when a prominent Viking warrior died? What were the Vikings’ views about the afterlife? (Valhalla) Why are the Viking graves such an important primary source for archaeologists? How did the Viking invasion and settlement change life in Britain?</p>
<p><u>Significant Historical People</u></p> <ul style="list-style-type: none"> • Talk about and describe events in the life of a well-known historical person. • Describe key events in their life from a range of sources of information. • Talk about the actions of, and events in the life of a well-known historical person. <p>Use a range of sources of information to find out about a significant historical person from a historical period e.g. :</p> <ul style="list-style-type: none"> • Identify and describe key events in their life from a range of sources of information. • Talk about and give reasons for the actions of, and events in the life of a well-known historical person 	<p>Who do we admire in Viking times for showing courage?</p> <p>Who were the significant historical figures of the time during the Viking period? Significant Vikings: King Cnut the Great (England’s Viking King) 995-1035 AD Eric the Red (Founded Greenland’s First Norse settlement) 950-1003AD King Alfred the Great (848-899AD) William the Conqueror (1028-1082 AD) https://www.history.com/news/6-viking-leaders-you-should-know</p>
<p>Mantle of the Expert Team: Expert Archaeologists</p> <p>.</p> <p>A team of archaeologists discover an ancient Viking Burial tomb - through careful archaeological investigation they piece together the story of the invading warrior who was buried there.</p> <p>Key Vocabulary : pagan, plunder, raid, saga, trade , treaty, conquer , settlement, monastery, longship, Valhalla, Danelaw, Scandinavia, runes</p>	



The Vikings Knowledge Organiser:

	fa F		hagal / hag H		Bar B
	Ur U		Nauth / Not N		Laf L
	Thurs Th (Þ)		Is I		Man M
	Os A (O)		Ar A		Yr Y
	Rit R		Sig / Sol S		Eh E
	ra K		Tyr T		Gibor / Ge / Gi G



1016 AD Danish King, King Cnut, becomes King of England

