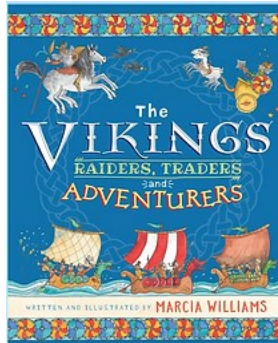
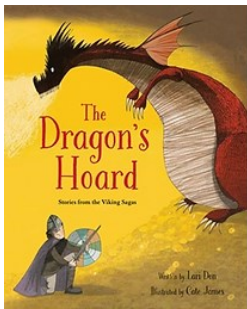


Theme Overview

“Viking Warriors and Saxon Kings” focusses on the invasion of Britain by the Vikings, and the impact this had on our countries. The children will explore the lives of the Vikings and Saxons, developing an understanding of Viking Gods, life in Britain and about the invasion of Lindisfarne. This unit includes a visit from Mr Dilly, who will deliver an interactive history workshop on the topic.

Recommended Reading...



Access books online for free through Hampshire School Library Service. Ask your child's teacher for their barcode/login information.

What we should know...

Under Occupation

The Romans, Saxons and Vikings invaded and occupied Britain:-

Romans: 43 AD – 410 AD

Saxons: 410 AD – 1066 AD

Vikings: 793 AD – 1066 AD

Legacy

The Vikings left many legacies in Britain, such as combs, skis, shipbuilding, language e.g. place name, games, stories and jewellery.



Where in the World?

The Vikings came from Denmark, Norway and Sweden. They invaded many countries in Northern Europe, using their excellent ships and fierce soldiers, often carrying out raids on busy ports and wealthy areas. After raiding, some Vikings settled in the new country and stayed for a long time. In Britain, the Vikings settled along the north east coast of England and the east coast of Ireland.



Ragnar Lothbrok

Historians think that Ragnar Lothbrok's saga is a mixture of a few different Viking soldiers. His saga says that he was the son of the King of Denmark and he was very handsome and powerful, an excellent soldier and sailor. One of the most famous stories about him says that the Earl of the city, who was being terrorised by a giant snake, called upon Ragnar for help. If he could kill the snake, he could marry the Earl's daughter, Thora. The snake's blood was poisonous, so Ragnar made himself a pair of trousers and a cloak out of hair or fur and covered them in pitch. His “armour” worked by protecting him and he defeated the snake and married Thora. Ragnar's story is not unusual in the Viking age. Historians have to use evidence to decide which of the Viking warriors, kings and queens were actually real people. Their names became confused and mixed up amongst different tales and it can take a lot of work to sort out who is who. What does set the Vikings apart from other historic groups is their use of names to describe who they were.





Key Vocabulary you should discuss with your child

Coward: a person who does not have the courage to face something difficult

Invasion: to enter as an army by force

Legacy: something handed down from the past

Longship: a long, narrow warship, powered by both oar and sail with many rowers, used by the Vikings

Pitch: sticky, black substance to make a sudden attack

Raid: to steal or take something a long and often complicated story of heroic deeds

Settlement: a place where people live

Jovik: the Viking kingdom around York (in north eastern England)

Concept Flow

To know who the Vikings were.

To have an understanding of the different Viking Gods and the stories behind them.

To know why and how the Vikings came to England, being able to explain what made the Viking ships effective.

To explain the invasion of Lindisfarne.

To understand who Alfred the Great was, and his relationship with the Vikings.

To know about the Anglo-Saxons and the impact of the Viking invasions on their lives.

To have historical and philosophical conversations.

Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.



English

In English this term, we will be embarking on an exciting journey into the world of Norse mythology! Using the book ‘Arthur and the Golden rope’ in our English and guided reading sessions, the children will develop their storytelling skills, focusing on narrative structure, character description, and building suspense. By the end of the term, we aim for each child to produce a piece of writing that reflects their understanding of Norse mythology, while also showcasing their creativity and writing skills. In addition to our creative writing on Norse mythology, students will also be researching and writing a non-fiction text about the Vikings.

Into spring 2, the children will be exploring The Wild Robot, retelling the story, as well as writing a set of instructions based on their Viking Longboats.

They will be analysing a range of texts, including chapter books, non-fiction, poems, play scripts and picture books.

Maths

In maths we will continue working towards the Multiplication Table Check, developing an understanding of different multiplication and division techniques. Children will learn how to multiply and divide larger numbers, building fluency with both mental strategies and written methods. Towards Spring 2, we will develop an understanding of length, perimeter and area, as well as fractions and decimals.

1 Units	•	$\frac{1}{10}$ Tenths	$\frac{1}{100}$ Hundredths	$\frac{1}{1000}$ Thousandths
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PE

Our PE days are Monday and Tuesday. The children will be developing skills in a range of disciplines including circuit training, gymnastics, basketball and hockey.



Computing

In Spring 1, the children will be using programming to create repeating shapes, applying this to games in spring 2.

Art and DT

Spring 1—Art : sketching, designing and creating their own clay.

Spring 2—DT: designing, making and evaluating Viking Longboats.

Science

In science we will be investigating magnets and forces and are looking forward to seeing these in action in the Explorer Dome.

Music



Throughout the term, we will be having Ukulele lessons! Lee from ‘Create Music’ will be teaching us.

Spanish

The children will continue to improve their fluency with Mariposa Languages.

RE

Spring 1: Divinity
Spring 2: Ritual

PSHE Throughout the term, they will explore discrimination, self-esteem and identity.