



**Springwood School Medium Term Planning**

**Subject: History**

**Topic: Vikings**

**Term: Autumn A**

**Written by: AnnMarie Walker**

	Sensory Level P1-P3	Access Level P4-P8	National Curriculum Level 1-2
<b>Non-negotiable Learning</b>			
	Suggested Activities	Suggested Activities	Suggested Activities
<b>1</b> Who were the Vikings?	<p>Sensory exploration of Artefacts related to Vikings, eg furs, Viking helmet, sword, shield. Listen to the sounds – Viking music, war cries. Dress up as a Viking and use I Pads/camera to take and share pictures. Listen to Vikings talking, record sound on big mac and allow pupils to explore.</p>	<p>Introduce the Vikings – video clip, powerpoint, photos etc. What did they look like? Explain that they lived a long time ago in another country but came and invaded places including Britain.</p> <p>Look at Viking writing – used runes. Make own runes. Mark making activities. Can you make your name out of runes?</p>	<p>Introduce Vikings through methods suggested. Using photos/internet/video/books – what can the children see in the photos, what does this tell them about the Vikings? Can they find a fact about the Vikings to present to rest of group.</p> <p>Look at Viking writing – used runes. Make own runes. Mark making activities. Can you make your name out of runes?</p>
<b>2</b> Viking Foods	<p>Sensory exploration of foods that were eaten in the Viking times – smell, touch, taste, look at the colours, feel the textures.</p> <p>Use the foods in art activities – eg printing with them.</p> <p>Make bread – sensory exploration, smell and feel of each ingredients. Exploring the different stages of bread making with hands. Exploring dough.</p> <p>Make a stew – sensory exploration, smell and feel of each ingredient.</p>	<p>Look at and compare foods that the Vikings eat to what we eat now. What is the same, what is different?</p> <p>Use the foods in art activities – eg printing with them.</p> <p>Follow a visual recipe to make bread.</p> <p>Vikings cooked food in a cauldron on an open fire. Make a stew in a ‘Cauldron’ (large pot)</p>	<p>Compare foods – what is the same/what is different. Discuss/write about/draw the Viking foods that they would like/dislike.</p> <p>Use the foods as a stimulus for art activities, eg exploring form, colour, texture.</p> <p>Make bread like the Vikings did. Following a recipe or afterwards recreating the recipe and stages that were used.</p> <p>Make a ‘Viking stew’. Discuss/use symbols to show what ingredients they would put in their own stew. Use utensils appropriately to prepare the foods.</p>

	<p>Make and explore porridge. Exploration of different bowls/plates etc made from a range of materials. Which materials do pupils prefer the feel of? Exploring malleable materials eg clay, dough etc – making their own 'bowl'.</p>	<p>Follow a visual recipe to make porridge. Design and make own Viking style plate or bowl out of clay/dough.</p>	<p>Follow a recipe to make porridge. Think about the materials that would have been available – what would their plates/bowls be made out of? Look at what we use, is this available in Viking times? Design your own style of Viking plate – use appropriate materials to make a representation of the design.</p>
<p><b>3</b> Viking Clothes</p>	<p>Explore a range of materials and textures used by Vikings for their clothes – furs, leather etc. Which material do pupils prefer?</p> <p>Use the materials in art work to make own representations of Viking clothes.</p> <p>Help pupils dress as a Viking.</p> <p>Fabric painting activities- decorate your own tunic</p> <p>Explore clothes used for different types of weather. Vikings wore furs etc as Norway was a cold country.</p> <p>Have a Viking fashion show to show off Helmets made, tunics created etc.</p>	<p>Look at what the Vikings wore – dress up as a Viking, take pictures and use for other work. Role play activities.</p> <p>Viking helmets – Design own decoration on one. Make from different materials.</p> <p>Fabric painting activities- decorate your own tunic</p> <p>Vikings used loom/weaving to make own clothes – try some weaving activities.</p> <p>Look at differences between clothes worn in hot countries and those worn in cold countries.</p> <p>Have a Viking fashion show to show off Helmets made, tunics created etc.</p>	<p>What did Vikings wear? Why did they use the materials that they did? Where did the materials come from? (fur from animals, leather from cows)</p> <p>What differences were there between the clothes worn by men and women?</p> <p>Dress up and explore the types of clothing worn by Vikings. Use as role play activities.</p> <p>Fabric painting activities- decorate your own tunic</p> <p>Vikings used loom/weaving to make own clothes – try some weaving activities.</p> <p>Explore the reasons why Vikings wore what they did – look at the climate of Norway.</p> <p>Have a Viking fashion show to show off Helmets made, tunics created etc.</p>
<p><b>4</b> Viking Jewellery</p>	<p>Sensory exploration of different jewellery – metals, plastics etc. Listen to the sounds they make.</p> <p>Try on some jewellery, what does it feel like? Sound like?</p>	<p>Explore a range of Viking jewellery – pictures/videos. Explore some modern day jewellery, what do we do with it, what is it for?</p> <p>Design and make own Viking Jewellery from a range of materials, eg threading (necklace), create a 3d brooch etc.</p>	<p>Explore photos of Viking Jewellery from a range of sources – what is it made out of, why do we have Jewellery? What was the purpose for the Vikings? (some brooches were used to pin tunics together, some Jewellery was used to hang items from)</p>

	<p>Explore the textures, colours of different jewellery.</p> <p>Make own Viking Jewellery – threading activities/create 3d brooch, paint/collage activities.</p>		<p>Design and make your own piece of Viking jewellery.</p>
<p><b>5</b> Long ships</p>	<p>Create a large long ship representation (out of cardboard) - pupils help to paint/decorate that can then be used for role play activities.</p> <p>Water play exploration of different boats/materials that sink or float.</p> <p>Use of hydro pool – floating/sinking activities.</p> <p>Sensory/exploratory activities related to different modes of transport.</p> <p>Vikings had to work as a team to sail the ship – engage pupils in different activities where they have to engage with/interact with other children/staff.</p>	<p>Create a large long ship representation (out of cardboard) - pupils help to paint/decorate that can then be used for role play activities.</p> <p>Explore which materials are best for using to make a ship – floating/sinking activities.</p> <p>Make own representations of Long ship.</p> <p>Pattern work – design a sail for the ship using different colours/patterns.</p> <p>Make own figurehead for ship out of a range of materials.</p> <p>Explore different ways that Vikings could travel – (by foot). What kinds of transport do we now have that they didn’t?</p> <p>Vikings had to work as a team to sail the ship- use different games/activities to encourage team work/playing together/sharing etc.</p>	<p>Create a large long ship representation (out of cardboard) - pupils help to paint/decorate that can then be used for role play activities.</p> <p>Why did Vikings have long ships? Explore different ways of travel – which ones were available to the Vikings, which ones can we now do that Vikings couldn’t?</p> <p>Why did the Vikings use wood to make their ships? - Test other materials for waterproof/durability.</p> <p>Paint/draw your own Viking Long ship.</p> <p>Design a sail/figurehead for your ship.</p> <p>What would life have been like on board a long ship? Use different sources to find out facts about the long ship.</p> <p>Vikings had to work together to row the ship – use as a stimulus for work/discussion about teamwork. Play some team games/activities working on co-operation/sharing.</p>
<p><b>6</b> Lifestyle</p>	<p>Vikings relied on Farming/fishing as a food source and as a way of work.</p> <p>Engage in sensory activities to do with farms -exploring animals that live on farms, sounds, pictures.</p>	<p>Vikings relied on Farming/fishing as a food source and as a way of work.</p> <p>Engage in activities to do with the types of animals that they would have had on the farm – name, match, label. Sound lotto activities for</p>	<p>Vikings relied on Farming/fishing as a food source and as a way of work.</p> <p>Discuss/research the types of animals that would have been on the farm. Write about the animals on the farm,</p>

	<p>Make own representation of animals that live on a farm.</p> <p>Engage in sensory activities to do with fishing – explore a real fish (smell, touch, look). Taste some cooked fish – likes/dislikes.</p> <p>Make own representations of fish.</p> <p>Water play with fish games.</p>	<p>animals on a farm.</p> <p>Look at animals on the farm as a source of food – pig/bacon, cow/beef/milk/cheese.</p> <p>Name, explore and taste some of the foods that came from the farm.</p> <p>Engage in activities to do with fishing – where do fish live, make representations of fish – looking at colours/patterns.</p> <p>Play/make own simple fishing games.</p> <p>Water play activities.</p>	<p>label/list/name/draw.</p> <p>Why did Vikings have these particular animals – what did they use them for? (food, clothing) What type of food comes from each animal – which of these foods do the children like/dislike?</p> <p>Look at why Vikings used fishing as a way to get a source of food (Norway is next to the sea, sources of water)</p> <p>Make simple fishing games, use water play activities as a stimulus for creative work.</p>
<p><b>7</b> Housing</p>	<p>Explore materials that were used to create houses – either made of wattle and daub (mud and straw) or wood. Sensory exploration of wattle and daub mixture.</p> <p>Roof made of straw, turf, reeds or tiles – explore different materials.</p> <p>Walls stuffed with wool, moss straw – explore these materials.</p> <p>Use materials to make own representations of houses.</p> <p>Activities related to houses and homes.</p> <p>Use different large and small bricks for building activities.</p>	<p>Explore the type of houses lived in by Vikings - long house, very small windows, made of wood or wattle and daub. One long room with an internal fire. Animals sharing the room.</p> <p>Compare with the houses that we live in now.</p> <p>Explore making own wattle and daub mixture and comparing with modern materials, eg brick/cement.</p> <p>Make own representation of a Viking longhouse (2d or 3d)</p>	<p>Explore the type of houses lived in by Vikings - long house, very small windows, made of wood or wattle and daub. One long room with an internal fire. Animals sharing the room.</p> <p>Compare the Viking house with those that pupils live in – what are the differences. Why?</p> <p>Which would pupils prefer a Viking house or their own modern house?</p> <p>How would they have made light/heat for inside the house?</p> <p>What would they have done for entertainment (no tv/computer)</p> <p>Try to make own wattle and daub wall – is it easy? Compare with using bricks.</p> <p>Make own 2d or 3d representation of a Viking longhouse.</p>

<p><b>8</b> Raids</p>	<p>Vikings left Norway to invade and raid other countries.</p> <p>Make own representation of Viking sword and shield.</p> <p>Listen to music used during Viking raids (you tube)</p> <p>Use instrument (particularly drums) to create own Viking raid music.</p>	<p>Vikings left Norway to invade and raid other countries. – How did they travel? Why did they go to other countries?</p> <p>Make own Viking shield –exploring colours, patterns.</p> <p>Make a Viking sword.</p> <p>Role play a Viking war with another class.</p> <p>Listen to and create own music used during Viking raids.</p>	<p>Vikings left Norway to invade and raid other countries. – How did they travel? Why did they go to other countries? What was the purpose of the raid?</p> <p>Talk about the morality of what they did – was it right to go and try to take over other places/property?</p> <p>Role play a Viking war/taking over another class – what does it feel like for each side?</p> <p>Research, design and make own Viking shield, looking at the colours, patterns, purpose for the shield.</p> <p>Listen to and create own music/sounds/songs used during Viking raids. Why would Vikings approach in this way?</p>
<p><b>9</b> Trade</p>	<p>Money/role play/shopping activities.</p>	<p>Vikings used coins like we did. They traded with other Vikings. They had no shops like we do but would trade the things that they made.</p> <p>Explore different items that they would have traded and make own representations of some of them.</p> <p>Role play trade/shopping activities as a Viking.</p> <p>Make own Viking coins representations.</p> <p>Possible link to mini enterprise event.</p>	<p>Vikings used coins like we did. They traded with other Vikings. They had no shops like we do but would trade the things that they made.</p> <p>Find out what sort of things they would have made – why would these be important things to trade?</p> <p>What would you want to buy/sell/trade now in comparison to Viking times?</p> <p>Design and make own items to trade with another class.</p>
<p><b>10</b> Gods</p>	<p>Choose some key Viking Gods, eg Thor and Loki.</p> <p>Thor – God of Thunder - explore what</p>	<p>Choose some key Viking Gods, eg Thor and Loki.</p> <p>Explore Thor – God of Thunder. Explore what</p>	<p>Choose some key Viking Gods, eg Thor and Loki.</p> <p>What did the Gods look like, what did they</p>

	<p>thunder is, sound, darkness, rain.</p> <p>Make own thunder sounds using different instruments.</p> <p>Make own representations of Thor.</p> <p>Loki – was a mischievous God. One of his tricks was to change himself into different animals. Explore different animals. Use the animal as a basis for activities, eg making masks of animals and changing the ‘children’ into an animal.</p> <p>Explore switch toy animals (Cause and effect)</p>	<p>thunder is and make own sounds/music/representations of Thor and thunder.</p> <p>Loki was a mischievous God who could turn himself into animals. Choose which animal they would like to be and create a mask to turn themselves into that animal.</p>	<p>represent, why did the Vikings worship them?</p> <p>Find out about each of the Gods. Make own representations of the Gods through a range of medium.</p>
<p><b>11</b> Alfred The Great and Athelstan</p>	<p>The Vikings were defeated in battle and England was then ruled by the Anglo Saxon King Athelstan.</p> <p>Explore being a King, dress up and role play being a King.</p> <p>Make a crown using different sparkly materials.</p>	<p>The Vikings were defeated in battle and England was then ruled by the Anglo Saxon King Athelstan.</p> <p>Explore being a King. What do kings wear, where they live?</p> <p>Design and make a crown then role play being a King.</p>	<p>The Vikings were defeated in battle and England was then ruled by the Anglo Saxon King Athelstan.</p> <p>What does it mean to be a King? What does a King do? Where does a King live?</p> <p>Discuss what it would be like to be a King.</p> <p>Design and make a crown.</p>