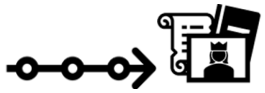
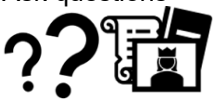
Year 4 Medium Term History Planner
Vikings (Spring)

NC link Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	**Key Vocabulary – non-negotiable vocabulary highlighted** Anglo-Saxons, Romans, raiders, pillage, Lindisfarne, treaty, monks, King Alfred, Athelstan, succession, danelaw, long speaker, holmgang, outlaw, farmer(ing), craftworker, blacksmith, potter, trade, longhouse, pagan, longships, viking burials,

Enquiry Question 1: **Who were the Vikings and how do we know about them?**	Enquiry Question 2: **What was daily life like in the time of Viking Britain?**	Enquiry Question 3: **How did the Anglo Saxons and Vikings struggle for power?**	Enquiry Question 3: **Does describing the Vikings as vicious raiders portray them accurately?**
Key knowledge: The Vikings were fearsome warriors who originally came from Scandinavia, the Northern part of Europe. Consider: Who were the Vikings? Where in the world did they come from? How did they get here? Where do they fit in the timeline of history? What do we know about the people that came before them? What does the word 'Viking' mean? **Historical skills** Chronological Understanding Sources  Retrieval: Vikings had jobs to survive and protect their communities. They were warriors, farmers and traders. How is this like jobs during Roman Britain? You learnt about the Romans in Year 3. • Romans were soldiers builders and farmers. Their jobs were also for survival and protection. How are Vikings jobs different to toy makers? Think back to your	**Key Knowledge:** Artefacts can reveal much about the daily lives of the Vikings, such as how society was organised and what they did for jobs. Consider: Focus on Jorvik. How was Viking society organised? Who was Eric Bloodaxe? What jobs did Vikings do? Where did the Vikings live? What can we learn from artefacts found about life at the time? **Historical skills:** Historical Enquiry Sources Retrieval: Vikings lived in long houses made of wood and straw. Can you compare these to Anglo-Saxon homes that we learnt about in Autumn? What's similar/different? • Small wooden huts with a thatched roof and one room. In Year 2, you learnt about GFoL. This period came 600 years after the Vikings. What were homes like in this period? • 17th century london homes were wooden and	**Key Knowledge:** King Alfred agreed to Danelaw, but eventually brought all of England together under his rule. Consider: Which areas of Britain were taken over by the Vikings before King Alfred agreed to the Danelaw? How do we know by looking at place names? How did Athelstan make a difference to the ruling of Britain? Who were the kings of England and what impact did they have? **Historical skills:** Cause and consequence Enquiry 	**Key knowledge:** The monks' accounts of the attack on Lindisfarne are bias, as they were the victims of the attack, but also the only people who could read and write. Consider: Were all Vikings coming to England to raid and pillage? How did they get here? We know about the attack on Lindisfarne but how do we know? The monks were the only people who could write, and they were the target of the attacks because of the wealth in their churches therefore their accounts of events are going to differ and be negative. **Historical skills:** Sources Ask questions  Retreival: Vikings used longships to travel and trade. How is this different to travel in ancient egypt and the roman period? You learnt about ancient egypt and romans in Year 3. • Egyptians used boats on the Nile • Romans travelled by roads and carts

learning in Year 1 about toys through time. • Toy makers make toys for children. This is a more specialised job, not about survival.	crowded. Lots of people lived in these homes.		
Enquiry Question 7:**How did Viking rule end and what impact have the Vikings had on my life?**	**Assessment/oracy opportunity: How should we remember the vikings?**	Notes: Booked Portals to the Past 29th January 2026 Assessment opportunity – Consider a trip to Yorvik. https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty#z6p33j67 https://www.keystagehistory.co.uk/Resources/O2-4-8r1.pdf https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z8j66g8 https://www.keystagehistory.co.uk/keystage-2/how-did-the-vikings-try-to-take-over-the-country-and-how-close-did-they-get-2/ https://www.english-heritage.org.uk/visit/inspire-me/the-history-of-vikings-in-england2/	
Key learning: Viking rule in parts of Britain ended as Anglo-Saxon kings regained control, particularly after King Alfred and his successors resisted Viking invasions. The Vikings left a lasting impact on life today, including influences on language, place names, trade, and culture, showing how their settlements and way of life shaped modern Britain. Consider: Edward the Confessor was king and when he died leaving no heir it was up to the Witan to decide upon a new king. They chose Earl Harold of Wessex which was an unpopular choice as other kings believed they had claim to the throne. Led to the invasions of 1066 and eventually the battle of hastings. Viking language – norse words are used today. Place names especially in Yorkshire show how much territory the Vikings gained. Vikings use of measurements – dozen and half dozen. Elements of justice such as parliaments. **Historical skills:**	Raiders vs. Settlers: how should we remember the Vikings? Debate opportunity between the class. Historians have changed their minds over the years and now believe that they were settlers. This follows straight on to keep the narrative in the story from last half term. Life in Anglo-Saxon Britain. Christianity was a main focus: churches were the centre of villages – link to the outrage felt as Lindisfarne raided. Small isolated villages – reason Vikings were able to raid easily.		

Similarities and differences Cause and consequence 		