

# Year 4 Knowledge Organiser: Vikings

Curriculum Driver: Discovery, Memories

Trips/Enrichment: Viking Day

GARP/GASP: The roles of women in Viking times.

Viking women often fought in battles and worked manual labour jobs. This is unlike the Roman and Anglo Saxon women who stayed at home.

Cross-curricular subject links: Geography - British Isles/Scandinavia.

**Subject/Conceptual knowledge/skills:** History Chronology, knowledge and understanding, historical enquiry.

### LEAPS:

- I can place the time studied on a timeline.
- I understand more complex terms such as BCE and CE.
- I can recognise some of the similarities and differences between these periods.
- I can describe the main events and people related to the period studied.
- I can explain some of the different ways in which the past is represented.
- I understand the difference between primary and secondary sources of evidence.
- I can use dates and terms correctly

### Core Knowledge

- The Vikings were a collection of people that sailed from Scandinavia: Denmark, Norway and Sweden.
- Some Vikings were traders and farmers. Other Vikings were fierce warriors that wanted to fight as they believed it would take them to a heaven called 'Valhalla'.
- The Vikings invaded and settled for fertile land to grow food.
- The 'Danelaw' was a place that Vikings ruled.
- Vikings were pagan and worshipped many gods like the first Anglo Saxon settlers. They did not like Christians.
- Vikings travelled in boats called Longships.

AD 476	AD793	AD 866	AD 878	AD 886
The Romans leave Britain as their empire collapses.	Vikings raid Lindisfarne Monastery. First time in Britain.	Vikings capture the city of York.	Vikings permanently settle in Britain.	King Alfred of the Saxons creates a treaty with the Vikings.

### Vocabulary

Words	Meaning
BCE	Before the Common Era, or used for dates before the Christian Era.
CE	Common Era, or used for dates in the Christian Era.
Primary Source	An original source such as an artefact that was created in the time period in question.
Secondary Source	An item about that era but not created in that time period. For example, a book about Vikings.
Artefact	A man made object with historical significance.
Timeline	A visual chart that shows the key events of an era or person's life.
Anglo-Saxon Kingdoms	5 main kingdoms across Britain.
Danelaw	The name given to the lands ruled by the Vikings North of Watling Street.
Jorvik	The Viking name for the city of York.
Longship	A Viking ship used to raid coastal towns.
Odin	Viking God of war.
Raids	A sudden, ruthless attack on villages and towns by the Vikings.
Scandinavia	The name given to the collection of countries: Denmark, Norway and Sweden

### Key Visuals



Similarities to Romans	Differences to Romans
Vikings are foreign invaders.	They come from Scandinavia, not Rome.
They successfully invaded Britain.	Vikings were less civilised than Romans. They cared about gold and Valhalla.
They worshipped multiple Gods.	Vikings fought in battle with axes.

### Books associated reading:



SCAN ME

Facts



SCAN ME

Artefacts

### Subject/Conceptual knowledge/skills:

PSHE - SCARF

Me and my relationships,  
British Value - Rule of Law  
Self-esteem, bullying

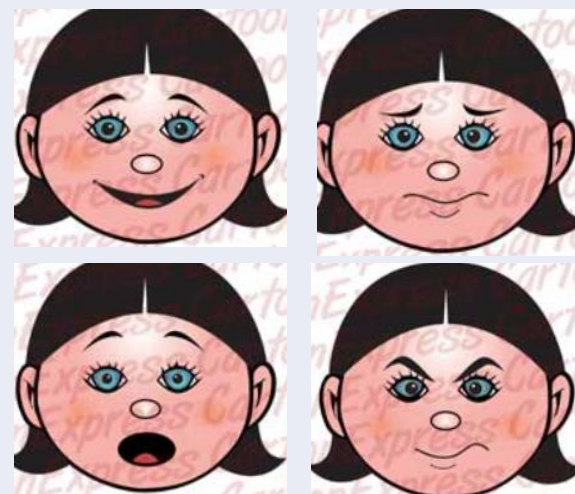
### LEAPS:

I can...

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.
- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.
- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.
- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.
- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.
- Demonstrate a range of feelings through their facial expressions and body language;
- Recognise that their feelings might change towards someone or something once they have further information.
- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky.

### Core Knowledge

- 'not so good' feelings make you feel uncomfortable.
- Feelings can make you worried, sad, sweat, cry or quiet.
- Feelings can make you feel happy and smile.
- You may say 'no' to situations that make you feel uncomfortable or hurt you.
- Bullying is deliberately hurting someone emotionally or physically several times on purpose.



### Key Vocabulary

Feelings, physical states, positive, relationship, strategies, pressure, unhealthy, assertive, change

### Subject/Conceptual knowledge/skills: RE

- Islam (99 names of Allah)
- LEAPS: I can tell you how I demonstrate my respect for other people.
- I can describe some of the names of Allah and some of the ways Muslims might show respect to Allah.
- I can start to see similarities between ways I show respect and some of the ways Muslims show respect to Allah.

### Core Knowledge

Some names of Allah:

- Ar Rahman - The All Merciful
- Ar Raheem - The Most Merciful
- Al Malik - The King
- As Salam - Peace and Blessing

Respect is showing admiration and understanding towards something that you may not be familiar with.

### Subject Key Vocabulary

Allah, Commitment, Pillars, Shahadah, Salat, Zakat, Fasting, Hajj, Ramadan, Qur'an

### Subject/Conceptual knowledge/skills: French Speaking and Reading

LEAPS:

- I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.
- I can present short pieces of information to another person.
- I can apply phonic knowledge to support speaking (also reading and writing).
- I can accurately read and understand familiar written words, phrases and short sentences.

### Core Knowledge

Ça va bien = I am fine

Ça va mal = I am not very well

Comme ci, comme ça = So, so!

Au revoir = Goodbye

Comment tu t'appelles? = What is your name?

Je m'appelle... = My name is...

Quel âge as-tu? = How old are you?

J'ai...ans = I am...years old

Qu'habites tu? = Where do you live?

J'habite a = I live in...



**Subject/Conceptual knowledge/skills:** Computing

Internet Safety

**LEAPS: iSafe**

- I know the types of information that can put me at risk if it is shared online.
- I can protect my private and personal information from identify theft and other scams.
- I know what plagiarism is and I can describe its consequences.
- I can create a strong password using characteristics of a secure password.
- I can identify spam and explore ways of safely managing unwanted messages.
- I can analyse why private information should now be given to anyone online without a trusted adult's permission.
- I know how to respond to online information requests.
- I know the key similarities and differences between in person bullying and cyber bullying.
- I know key strategies for dealing with cyber bullying.

**Core Knowledge**

Never put online:

- Full name
- Address
- Friends names
- Passwords
- Birthdays
- Bank details
- Spam is a word to define unwanted, repeated messages.
- A trusted adult can be your parents or teachers.
- Cyberbullying is hurting someone several times on purpose by using a device such as a phone or laptop.
- The report button is for reporting people or information that upsets you to the administrator.

**Subject Key Vocabulary**

Report, spam, cyber bullying, laptop, personal information, administrator, passwords, emails, account details, usernames, social media, trusted adult

**Subject/Conceptual knowledge/skills:**

Music - brass

**LEAPS:**

- I can play my instrument demonstrating basic instrumental technique.
- I can pitch a minimum of 5 notes accurately on my instrument.
- I can follow a conductor to understand the structure of a piece and make accurate entries and endings.
- I can learn short melodies by ear and can reproduces these accurately with some musicality.

**Core Knowledge**

Brass instruments are made of brass or other types of metal and make sound when air is blown inside. Brass instruments include: trumpets, trombone, tube, French horn, and cornets.

The trumpet is the smallest and highest instrument in the orchestral brass family. The trombone is the only brass instrument to not use valves - it uses a slide.

**Subject Key Vocabulary**

Brass, trumpet, trombone, notation, orchestra, beat, pitch, conductor

**Subject/Conceptual knowledge/skills:** PE

Tag Rugby and OAA

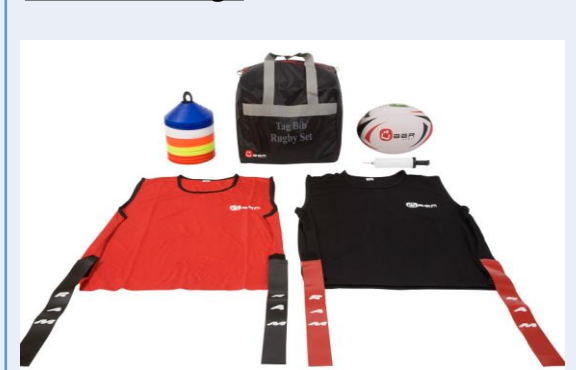
**LEAPS:**

- Tag Rugby
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can discuss, work and reflect with different partners and groups. I can demonstrate an understanding of how to stay safe
- I can apply basic skills for attacking and defending
- I can take part in competitive games with a strong understanding of tactics and composition (see games overview doc.
- I can apply my knowledge and skills to adapt and take part in a game.
- I understand and can identify attacking/defending.

**OAA:**

- I can listen to and follow instructions from a partner/ adult and within a group.
- I can think about how I will approach activities and problem solve.
- Choose and apply strategies to solve problems with support.
- I can discuss, work and reflect with different partners and groups.
- I can demonstrate an understanding of how to stay safe.
- I can understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can identify explain the key on a map
- I know the key is the most important part of the map
- I can apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)

**Core Knowledge**



**Subject Key Vocabulary**

Tag Rugby, Tactic, Technique, Cooperative physical activity, Core movement Strategy, Invasion game, Striking, Control, Fielding, Attacking, Defending  
OAA: Orienteering, control, marker, symbols, keys, interpret, direction, position, agility, balance, co-ordination.