

Unit planner: Were the Vikings always vicious and victorious? Year 5 7 Weeks

<p>Lead Subjects: History, Literacy, Science (discreet)</p> <p><u>Writing</u> Pupils should be taught to: Plan writing by identifying the audience and purpose of the writing. Select the appropriate form and use similar writing as models. Draft and write by selecting the appropriate grammar and vocabulary including that within English Appendix 2 Use organisational and presentational devices - sub-headings, columns, tables or bullet points. Evaluate and edit work using Purple Polishing Pens. Proof read for spelling and punctuation errors.</p> <p><u>History</u> Pupils should be taught to: Use dates to order and place events on a timeline. Give some reasons for some important historical events. Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than once source.</p> <p><u>Science</u> Pupils should be taught to: Plan different types of scientific enquiry to answer questions, recognising and controlling variables. Take measurements (friction experiment), using a range of scientific equipment, taking repeat reading when appropriate. Record data and results using scientific diagrams and labels etc Use test results to make predictions to set up further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments. Report and present findings from enquiries in oral and written forms. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of resistance and friction that act between moving objects. Recognise that some mechanisms allow a smaller force to have a greater effect. Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p><u>RE</u> See SACRE document</p> <p><u>Geography</u> Pupils should be taught to: Describe and understand key aspects of human geography, including: types of settlement and -3land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Starter: Viking Day Outcome: Presenting Viking Long Ships</p>
<p>Objective: Who was Beowulf? Literacy</p> <ul style="list-style-type: none"> • Prediction • Discursive - Should Grendel be allowed to live or die? • Persuasive letter - From King Hrothgar. • Diary entry - Role of Beowulf in Heorot • Summary of story 	
<p>Objective: Can I explain my invention? Literacy</p> <ul style="list-style-type: none"> • Explanation - explaining own inventions 	
<p>Objective: Who were the Vikings?</p> <ul style="list-style-type: none"> • Popplet: What do you know? What do you want to know? • Diary entry of Viking raider. • What did Vikings houses look like? Research Viking way of life and write descriptions of the house . • Geography: describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Create a timeline of key Viking events. Start by create a virtual class timeline on the playground. 	
<p>Objective: Why did the Vikings come to Britain?</p> <ul style="list-style-type: none"> • Locate and research Scandinavia. Compare to the UK and Canada. • Look at the reasons why the Vikings came to Britain and compare it to why people come to Britain today (link to migration and immigration) • Vikings- music- Heave-Ho. Singing in parts. • Drama- Act out/ choreograph 	
<p>Objective: What did the Vikings believe? (What happens when we die?- discrete RE unit)</p> <ul style="list-style-type: none"> • Look at the Viking belief system and compare this to different religious beliefs (Interfaith dialogue). • Research Viking Mythology. 3 Week Literacy Units on Viking myths and legends leading to outcome piece. • What happens to us when we die? • Look at different beliefs on what happens to us after we die, including Viking beliefs. • Make comparisons between different beliefs. • Look at different creation stories and create presentations on these. HA children to have less well known stories e.g. aboriginal creation stories. • Consider evolution as a creation story. • Consider what the Vikings believed about the Earth and the shape of the Earth and other planets. 	
<p>Objective: Is it ever ok to take a life?</p> <ul style="list-style-type: none"> • Using Beowulf to write a discursive on whether Beowulf should kill Grendel or not. • Compare the Vikings Laws and moral beliefs to ours. • Viking warfare- do we think it is ever ok to kill another? Moral beliefs. 	
<p>Objective: Were the Vikings only Vicious warriors?</p> <ul style="list-style-type: none"> • Look at Viking Home life. • Write instruction for and make Viking Stew. • Look at the roles of men and women in Viking times. • Grow vegetables • Research Viking shields, design and create their own. • Look at why Viking Men joined the army and write a persuasive speech, inviting men to join. 	
<p>Objective: Can you feel the Force (Discreet Science Topic)</p>	

<p>Music Pupils should be taught to: Improvise with increasing confidence using own voice, rhythms and varied pitch Sing as part of an ensemble with increasing confidence and precision</p> <p>ICT Pupils should be taught to: Begin to use internet services to share and transfer data to a third party. Independently select and use appropriate software for a task. Independently select, use and combine a variety of software to design and create content for a given audience. Understand the need to only select age appropriate content. Use filters in search technologies effectively and appreciate how results are selected and ranked.</p>	<ul style="list-style-type: none"> Gravity investigation (ILP) create PowerPoints on Gravity. Air resistance- Plan and conduct an experiment linked to Air resistance (Helicopter air resistance investigation). Explore the effects of friction on movement and find out how it slows or stops moving objects. 		<ul style="list-style-type: none"> Complete a write up of their Science experiment. Complete an experiment on Friction using different surfaces. Research how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation
	<p>Pupil lead learning:</p>		
	<ul style="list-style-type: none"> Complete Research on Viking migration. How did they travel and invade? Children to present this information in any way they choose e.g. presentation, speech, piece of Drama etc. 		<ul style="list-style-type: none"> Create a Viking Long ship using (suitable) mediums of their choosing.
	<p>Reflection:</p>		
<ul style="list-style-type: none"> Writing their own Viking Myth. 		<ul style="list-style-type: none"> Writing a Non Chronological report on The Vikings. 	
<p>Text types:</p> <ul style="list-style-type: none"> 3 weeks Non Chronological Reports 2 weeks Myths and Legends 3 weeks Novel based using Beowulf Discursive Explanation Persuasive Comparison Diary 	<p>Literature:</p> <ul style="list-style-type: none"> Beowulf Usborne illustrated Guide to Norse Myths and Legends Various examples of Non Chronical Reports 	<p>ICT:</p> <ul style="list-style-type: none"> Popplet Google Maps Tag Galaxy PowerPoint Word 	<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> Outcome Myth Outcome Non Chronological Report. Science experiments and write ups. Pupil led learning outcomes- Long Ship and Presentation.