

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

Key Concepts: Conflict, belonging, home, leadership, migration	Intent:		
National Curriculum Statements (Target Tracker)	Starter: Viking Day	Outcome: Presenting Viking Long Ships	
<p>Pupils will be taught to-</p> <p><u>RE</u> See SACRE document - unit 2</p> <p><u>Science</u> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. 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 air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p><u>Computing</u> 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. Use filters in search technologies effectively and appreciates how results are selected and ranked.</p> <p><u>DT</u> Select appropriate ingredients and use a wide range of techniques to combine them. Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Create prototypes to show his/her ideas. Make careful and precise measurements so that joins, holes and openings are in exactly the right place. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. Make detailed evaluations about existing products and his/her own</p>	Geography		
	<p>Can I locate and research Scandinavia and its physical geography? Can I compare the physical features of Scandinavia to the UK and Canada? Can I understand and explain the human geography of a given country? Can I understand why the Vikings came to Britain? Can I understand why people migrate to Britain today?</p>	<ul style="list-style-type: none"> • Human geography • Physical geography • Migration • Immigration • Settlement • Natural resources 	<ul style="list-style-type: none"> • Mountains • Rivers • Economic activity • Land use • Climate
	History		
	<p>Can I create a timeline of Viking events? Can I understand why the Vikings invaded Britain? Can I research different areas of the Viking way of life? Can I look at how my house is different to a Viking house? Can I explore the different roles of men and women in Viking life? Can I understand and explain the differences between primary and secondary sources? Can I explore the validity of historical sources? Can I understand the Vikings' laws and beliefs?</p>	<ul style="list-style-type: none"> • Chronological • Event • Comparison • Roles • Vikings • Raids • Invade • Long houses • Lindisfarne • Colonise 	<ul style="list-style-type: none"> • Structure • Differences • Similarities • Sources • Norway, Sweden, Scandinavia, Denmark • Longboats • Runes
	Science (Forces)		
	<p>Can I explain that unsupported objects fall towards Earth because of the force of gravity? Can I research how the theory of gravitation was developed? Can I identify the effects of air resistance, water resistance and friction? Can I set up and conduct a helicopter air resistance investigation? Can I recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect? Can I set up and conduct an investigation to explore the effects of friction on movement?</p>	<ul style="list-style-type: none"> • Gravity • Air resistance • Water resistance • Friction • Force • Surface • Up thrust • Levers 	<ul style="list-style-type: none"> • Pulleys • Gears • Push • Pull • Galileo Galilei • Isaac Newton • Newton meter • Parachute
	Music		
	<p>Can I learn a Viking song and sing it in parts? (Heave-Ho) Can I compose a piece of Viking battle music?</p>	<ul style="list-style-type: none"> • Round • Rhythm • Tempo 	<ul style="list-style-type: none"> • Compose • Dynamics
	RE Unit 2 (What happens when we die?) What did the Vikings believe?		
	<p>Can I research the beliefs of different religions based on what happens when we die? Can I compare the beliefs with the beliefs of the Vikings? Can I compare the Vikings Laws and moral beliefs to ours?</p>	<ul style="list-style-type: none"> • Valhalla • The thing • Court • Morals • Afterlife • Reincarnation 	<ul style="list-style-type: none"> • Parliament • Punishment • Crime • Compensation • Karma • Judgement
ICT			
<p>Can I complete research using the internet? Can I use Spark Video to present what I have learnt? Can I develop my skills on Microsoft Word?</p>	<ul style="list-style-type: none"> • Appropriate • Highlight/Capitalise • Font 	<ul style="list-style-type: none"> • Format • Speed keys • Layout 	
DT			

<p>considering the views of others to improve his/her work. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.</p> <p><u>Geography</u> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Recognise the different shapes of countries. Identify the physical characteristics and key topographical features of the countries within North America. Understand how humans affect the environment over time. Know about changes to world environments over time. Compare the physical and human features of a region of the UK and a region in Europe, identifying similarities and differences.</p> <p><u>History</u> Use dates to order and place events on a timeline. Compare sources of information available for the study of different times in the past. 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 one source. Give some reasons for some important historical events.</p> <p><u>Music</u> Improvise with increasing confidence using own voice, rhythms and varied pitch. Sing as part of an ensemble with increasing confidence and precision Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets. Develop an increasing understanding of the history and context of music.</p>	<p>Can I follow a set of instructions to make Viking stew? Can I research Viking long ships and design my own? Can I research different ideas for the criteria given? Can I sample a range of different flavours and evaluate them? Can I design and annotate a cake? Can I follow instructions to create a cake? Can I build and use a cam?</p>	<ul style="list-style-type: none"> • Instructions • Evaluate • Annotate • Design • Choice • Stability 	<ul style="list-style-type: none"> • Materials
<p>Reflection:</p>			
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
<p>Text types:</p> <ul style="list-style-type: none"> • Discursive • Persuasive • Diary • Poetry 	<p>Literature:</p> <ul style="list-style-type: none"> • <i>Odd and the Frost Giants</i> • <i>Usborne illustrated Guide to Norse Myths and Legends</i> • Various examples of Non Chronical Reports 	<p>Maths Link</p> <ul style="list-style-type: none"> • 	<p>Enrichment</p> <ul style="list-style-type: none"> • Viking day