



<b>Intent:</b>	To understand the impact of the Viking invasion on Britain.	
<b>Starter:</b>	Viking Day	
<b>Core Texts:</b>	Odd and the Frost Giants	
<b>Key Concepts:</b>	Conflict, belonging, home, leadership, migration	
<b>Outcome Pieces:</b>	Presenting Viking Long Ships	
<b>Enrichment:</b>	Viking Day	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>Can I recap the differences between solids, liquids and gases? (Science books)</li> <li>Can I look at the changes that happen to a range of states? (Science books)</li> <li>Can I explain what is meant by solubility and identify some soluble materials? (Science books)</li> <li>Can I explore how to separate a range of mixtures? (Photos and discussions)</li> <li>Can I explain what is meant by reversible and irreversible changes? (Science books)</li> <li>Can I group and classify a range of materials including those linked to magnetism and electricity? (Science books)</li> </ul>	Materials, Solubility, Dissolve, Solution, Substance, Separate, Magnetism, Mixture, Solid/Liquid/Gas, Filtering, Sieving, Evaporating, Reversible, Irreversible
	<p><b>National Curriculum:</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>Can I name and locate the main countries in Europe? (Topic Book) Begin to focus in on UK, Norway, Denmark and Sweden.</li> <li>Can I identify the key geographical regions and key topographical features of the UK? (Topic Books)</li> <li>Can I locate Scandinavia and understand its physical and human geography? (Topic books)</li> <li>Can I compare the physical features of Scandinavia (Norway, Denmark and Sweden) to the UK? (Topic books)</li> </ul>	Human geography, Physical Geography, Mountains, Rivers, Seas, Landscapes, Coasts, Hills, Countries, Grid reference, Symbols, Keys Land use, Climate, Natural resources, Settlement
	<p><b>National Curriculum:</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, identifying physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical feature (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	
<b>History</b>	<ul style="list-style-type: none"> <li>Can I create a timeline of the main Viking events? (Photos of class timeline)</li> <li>Can I understand the difference between primary and secondary sources? (Discussion)</li> <li>Can I explain the validity of a range of sources? (Discussion)</li> </ul>	Chronological, Event, Comparison, Roles, Valhalla, Punishment, Structure, Differences, Similarities, Sources



	<ul style="list-style-type: none"> <li>• Can I understand why the Vikings decided to leave Scandinavia? (Topic books)</li> <li>• Can I explain what happened at Lindisfarne in 793 AD? (Topic books)</li> <li>• Can I research different aspects of Viking battles? (Topic books)</li> <li>• Can I explore the different roles of men and women during Viking battles? (Drama videos)</li> <li>• Can I explain the Viking belief of Valkyries and Valhalla? (Topic books)</li> <li>• Can I understand the importance of dragon symbolism in Viking battles? (Topic books)</li> <li>• Can I explore the lasting impact of the Viking invasions on Britain? (Topic books)</li> <li>• Can I use the story of <i>Where the poppies grow</i> to understand the lasting impact of war? (PSHE book)</li> </ul>	
	<p><b>National Curriculum:</b> <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Can I design and plan a Viking long ship? (Sketch books)</li> <li>• Can I understand the importance of safety when using certain tools? (Discussion)</li> <li>• Can I create a Viking long ship using appropriate tools e.g. saw and hot glue gun? (Photos in sketch books and display)</li> <li>• Can I use the printing technique to create a flag for my Viking long ship? (Photos in sketch books and display)</li> <li>• Can I evaluate my Viking long ship? (Sketch books)</li> </ul>	Design, Annotate, Stability, Materials, Tools, Safety, Printing Evaluate, Joining, Sawing, Representation
	<p><b>National Curriculum:</b> When making and designing, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• evaluate their ideas and products against design criteria</li> </ul>	
<b>Art</b>	<ul style="list-style-type: none"> <li>• Can I design a dragon eye? (Sketch books)</li> <li>• Can I understand and show how I can create different textures with a range of tools? (Sketch books)</li> <li>• Can I use clay to sculpt a dragon eye? (Sketch books)</li> <li>• Can I evaluate my dragon eye? (Sketch books)</li> </ul>	Evaluate, Design, Choice, Sculpt, Texture, Clay
	<p><b>National Curriculum:</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>• Can I learn a Viking song and sing it in parts? (Assembly - Heave-Ho)</li> <li>• Can I listen to and appraise a range of music to represent Viking battles? (Topic books)</li> <li>• Can I compose a piece of Viking battle music? (Garageband)</li> </ul>	Rhythm, Tempo, Representation, Listen, Compose, Dynamics, Appraise, Impact
	<p><b>National Curriculum:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	



	<ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>develop an understanding of the history of music</li> </ul>							
<b>PSHE</b>								
	<b>National Curriculum:</b>							
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>Can I understand and define soul and reincarnation? (Topic Books)</li> <li>Can I understand what is meant by judgement and how it links to what happens when we die? (Twitter)</li> <li>Can I understand how Christians mark the end of life? (Topic Books)</li> <li>Can I explain how believers and non-believers prepare themselves for death? (Topic Books)</li> <li>(PSHE - Can I learn about how experiencing loss can affect your mental health?)</li> <li>Can I write a discursive piece for different beliefs of life after death? (Topic books)</li> </ul>	Morals, Afterlife, Reincarnation Parliament, Punishment, Karma, Judgement						
	<b>National Curriculum:</b> See SACRE Document.							
<b>Computing</b>	<ul style="list-style-type: none"> <li>Can I continue to develop my understanding and skills on PowerPoint?</li> <li>Can I independently use search engines to find information?</li> </ul> <p><b>E-Safety – Project Evolve</b> Strand 3 – Online Reputation Strand 4 – Online Bullying See Project Evolve Document.</p> <p><b>NCEE Unit 3: Selection on Physical Computing</b></p> <table border="1"> <tr> <td>To control a simple circuit connected to a computer</td> </tr> <tr> <td>To write a program that includes count-controlled loops</td> </tr> <tr> <td>To explain that a loop can stop when a condition is met, eg number of times</td> </tr> <tr> <td>To conclude that a loop can be used to repeatedly check whether a condition has been met</td> </tr> <tr> <td>To design a physical project that includes selection</td> </tr> <tr> <td>To create a controllable system that includes selection</td> </tr> </table>	To control a simple circuit connected to a computer	To write a program that includes count-controlled loops	To explain that a loop can stop when a condition is met, eg number of times	To conclude that a loop can be used to repeatedly check whether a condition has been met	To design a physical project that includes selection	To create a controllable system that includes selection	<p>PowerPoint Embed</p> <p>Search Engine Reliability</p> <p>Microcontroller, Crumble controller, components, LED, Sparkle, crocodile clips, connect, battery box, program, repetition, infinite loop Microcontroller, Crumble controller, output devices, motor, LED, Sparkle, crocodile clips, connect, battery box, program, repetition, count-controlled loop Microcontroller, Crumble controller, components, switch, motor, LED, Sparkle, crocodile clips, connect, battery box, program, condition, true, false, input Microcontroller, output devices, selection, condition, action Task, design, selection, repetition, condition, action, microcontroller, Crumble controller, output devices, motor, LED, Sparkle, switch, crocodile clips, battery box Task, design, selection, repetition, condition, action, microcontroller, Crumble controller, output devices, motor, LED, Sparkle, switch, algorithm, program, debug, evaluate</p>
To control a simple circuit connected to a computer								
To write a program that includes count-controlled loops								
To explain that a loop can stop when a condition is met, eg number of times								
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	<b>National Curriculum:</b> Pupils should be taught to:							

## Year 5 Unit Plan: Why did the Vikings invade Britain? (8 weeks)



		<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
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Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. Geography	Can I name and locate the main countries in Europe? Begin to focus in on UK, Norway, Denmark and Sweden. Can I identify the key geographical regions and key topographical features of the UK?	Map work – topic work	Home
2. Geography (full)	Can I locate Scandinavia and understand its physical and human geography? Can I use a four figure grid reference which includes symbols and keys?	Map work – topic work	
3. Geography	Can I compare the physical features of Scandinavia (Norway, Denmark and Sweden) to the UK?	Discursive in Topic books	Home
4. History	Can I create a timeline of the main Viking events? Can I understand the difference between primary and secondary sources? Can I explain the validity of a range of sources?	Sort sources... blooms bubble to extend learning	
5. History	Can I understand why the Vikings decided to leave Scandinavia? Can I explain what the Vikings did in Britain?	Double page spread (push & pull factors)	Migration, Belonging
6. History	Can I explain what happened at Lindisfarne in 793 AD? Can I research different aspects of Viking battles?	Anglo Saxon chronicle	Conflict, Leadership
7. History	Can I explore the different roles of men and women during Viking battles?		Conflict
8. History	Can I explain the Viking beliefs if different Gods? Can I understand the Viking after life?	Plenary –what do you believe when you die? (floor book)	
9. RE	Can I understand and define soul and reincarnation? Can I understand what is meant by judgement and how it links to what happens when we die?	Floor book - what is your soul? What does it look like? Wordle <b>WATCH SOUL!</b>	
10. RE	Can I understand how Christians mark the end of life? <i>Include other religions</i>	Discussions / twitter/ floor book	
11. RE/PSHE	Can I explain how believers and non-believers prepare themselves for death? Can I learn about how experiencing loss can affect your mental health?		
12. RE	Can I write a discursive piece for different beliefs of life after death?	Discursive	
13. History/Art	Can I understand the importance of dragon symbolism in Viking battles? Can I design a dragon eye?	Design in Art book	Conflict
14. Art	Can I understand and show how I can create different textures with a range of tools?		

## Year 5 Unit Plan: Why did the Vikings invade Britain? (8 weeks)



	Can I use clay to sculpt a dragon eye?		
15. Music	Can I listen to and appraise a range of music to represent Viking battles?	Appraisal in Topic book	Conflict
16. Music	Can I compose a piece of Viking battle music? Can I learn a Viking song and sing it in parts? (lesson starter/plenary for week)	Viking music – performance / twitter	Conflict
17. DT day	Can I design and plan a Viking long ship? Can I understand the importance of safety when using certain tools? Can I create a Viking long ship using appropriate tools e.g. saw and hot glue gun? Can I use the printing technique to create a flag for my Viking long ship?	Viking boat	Migration, Leadership
18. History / PSHE	Can I explore the lasting impact of the Viking invasions on Britain? Can I use the story of <i>Where the poppies grow</i> to understand the lasting impact of war?	Everyone's Welcome book	
19. Reflection of topic	Can I evaluate my dragon eye and my Viking long ship?		Home, Conflict
20. Science	Can I recap the differences between solids, liquids and gases? Can I look at the changes that happen to a range of states?	Science books. Experiments Letter	
21. Science	Can I explain what is meant by solubility and identify some soluble materials? Can I explore how to separate a range of mixtures?		
22. Science	Can I explain what is meant by reversible and irreversible changes?		
23. Science	Can I group and classify a range of materials including those linked to magnetism and electricity?		
24. Science	Can I write a letter to a supermarket to explain how to separate materials?		