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| **Subjects** | **Objectives** | | **Skills** | **Activities/ Tasks** |
| Geography | 1a. Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries.  1b. Land-use patterns; and understand how some of these aspects have changed over time.  3c. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | **Geographical Enquiry**   * Use NF books, stories, atlases, pictures/photos and internet as sources of information * Ask and respond to questions and offer their own ideas. * Investigate places and themes at more than one scale * Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures   **Drawing Maps**   * Make a map of a short route experienced, with features in correct order   **Representation/symbols**   * Use standard symbols. * Know why a key is needed   **Using maps**   * Locate places on large scale maps, (e.g. Find UK or Egypt on globe) * Follow a route on a large scale map   **Scale/distance**   * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)   **Map knowledge**   * Begin to identify significant places and environments   **Style of map**   * Use map sites on internet. * Use junior atlases. | * Recap continents and oceans (verbal starter) * Locate and label European countries identifying where the Vikings came from on a range of maps (e.g. atlases, large scale, digital etc) - draw arrows to show Viking invasion and make a simple key |
| History | 4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  5. A Local History study – impact of the Vikings in the local area. | | **Chronological understanding**   * Use dates and terms related to the study unit and passing of time * Place events from period studied on time line * Sequence several events or artefacts * Use terms related to the period and begin to date events * Understand more complex terms eg BC/AD   **Range and depth of historical knowledge**   * Find out about everyday lives of people in time studied * Compare with our life today * Use evidence to reconstruct life in time studied * Identify key features and events of time studied * Look for links and effects in time studied * Offer a reasonable explanation for some events   **Interpretations of history**   * Identify and give reasons for different ways in which the past is represented * Distinguish between different sources – compare different versions of the same story * Look at representations of the period – museum, cartoons * Look at the evidence available * Begin to evaluate the usefulness of different sources * Use text books and historical knowledge   **Historical Enquiry**   * Use a range of sources to find out about a period * Observe small details – artefacts, pictures * Select and record information relevant to the study * Use evidence to build up a picture of a past event * Choose relevant material to present a picture of one aspect of life in time past * Ask a variety of questions * Use the library and internet for research | * KWL Grid * Timeline of events – look at AD and BC * What are sources? Which are useful - ***use pictures, artefacts, cartoons etc as sources throughout the topic and all activities*** * Long ships/long houses - collective memory? * Looking at what they wore and what they ate - comparison to now * Look at artefacts and pictures and draw conclusions from them – link to writing (diary entry or description of a scene?) * Thinking skills – diamond 9 (artefacts) * How did the Vikings write? Look at Viking words and compare them to our words – write name/message in Viking language * Looking at Viking gods – what did they believe? Individual research * Impact of the Vikings – what did the Vikings give to us? * Study Viking raid in Lindisfarne (link to Y3 RE) - why did they invade * Jorvik * Sorting facts from legend – Alfred the Great |
| English | See progression sheet | | | * Eye-witness account of an invasion (description) – Lindisfarne (1) * Viking Saga/retell a myth or legend (4) * Instructions (building a long ship) (3) * Non-chronological report (6) * Diary of a Viking who has had a successful attack (2) * Poetry (Erik the Viking) (5) * *Newspaper Report* |
| Art | 1. To create sketchbooks to record their observations and use them to review and revisit ideas. 2. To improve their mastery of art and design techniques, including sculpture, with a range of materials. | **Exploring/ Evaluating and developing ideas**   * Create sketch books to record their observations and use them to review and revisit ideas * Select and record from observation, experience and imagination and explore ideas for different purposes * Record and explore ideas using a variety of ways including digital cameras and iPads * Question and make thoughtful observations about starting points and select ideas for use in their work * Begin to use artistic/visual vocabulary to discuss work * Experiment with a wider range of materials * Think critically about their art and design work * Plan, refine and alter their work as necessary * Plan, design, make and adapt models from observation or imagination   **Drawing**   * Encourage close observation of objects in both the natural and man-made world * Make initial sketches as a preparation for painting and other work   **Painting**   * Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed   **Form (sculpture)**   * Use the equipment and media with increasing confidence * Shape, form, model and construct from observation and/ or imagination with increasing confidence * Begin to have some thought towards size * Simple discussion about aesthetics * Plan and develop ideas in sketchbook and make informed choices about media * Experience surface patterns/textures * Develop confidence working with clay adding greater detail and texture * Add colour once clay is dried * Develop skills in joining, extending and modelling clay – scratch and slip * Develop skills in using clay including slabs, coils, slips, etc * Produce more intricate patterns and textures * Work safely to organise working area and clear away * Discuss own work and work of other sculptors with comparisons made   **Pattern**  Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground | | * End piece: Clay jewellery   + Build skills weekly looking at moulding, joining and adding detail (using playdoh)   + Plan end piece   + Create end piece out of clay   + Add paint to end piece looking at pictures to add detail   + After completed, evaluate end piece using reflective form |