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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
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| 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
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| 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*
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| 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
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