

Topic: The Vikings

Durham Lane Primary School: Topic Planning
Term: Year A Autumn 1 **Class: 3/4**

Teacher: Miss Hugill/Miss Drew

| Subjects | Objectives | Skills | Activities/ Tasks |
|-----------|--|--|--|
| Geography | <p>1a. Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries.</p> <p>1b. Land-use patterns; and understand how some of these aspects have changed over time.</p> <p>3c. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none">• 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 <p><u>Drawing Maps</u></p> <ul style="list-style-type: none">• Make a map of a short route experienced, with features in correct order <p><u>Representation/symbols</u></p> <ul style="list-style-type: none">• Use standard symbols.• Know why a key is needed <p><u>Using maps</u></p> <ul style="list-style-type: none">• Locate places on large scale maps, (e.g. Find UK or Egypt on globe)• Follow a route on a large scale map <p><u>Scale/distance</u></p> <ul style="list-style-type: none">• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) <p><u>Map knowledge</u></p> <ul style="list-style-type: none">• Begin to identify significant places and environments <p><u>Style of map</u></p> <ul style="list-style-type: none">• Use map sites on internet.• Use junior atlases. | <ul style="list-style-type: none">• 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 | <p>4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>5. A Local History study – impact of the Vikings in the local area.</p> | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none">• 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 <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none">• 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 <p><u>Interpretations of history</u></p> <ul style="list-style-type: none">• 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 <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• KWL Grid• Timeline of events – look at AD and BC• What are sources? Which are useful - <i>use pictures, artefacts, cartoons etc as sources throughout the topic and all activities</i>• 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 | | <ul style="list-style-type: none">• Eye-witness account of an invasion (description) – Lindisfarne (1)• Viking Saga/retell a myth or legend (4) |

| <div> <div> Durham Lane Primary School: Topic Planning </div> <div> Term: Year A Autumn 1 </div> <div> Class: 3/4 </div> <div> Teacher: Miss Hugill/Miss Drew </div> </div> | | |
|---|--|--|
| | | <ul style="list-style-type: none"> 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) <i>Newspaper Report</i> |
| Art | <div> <div> 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. </div> </div> | <div> <div> Exploring/ Evaluating and developing ideas <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed Form (sculpture) <ul style="list-style-type: none"> 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 <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> </div> </div> |