

Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	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>Location</p> <ul style="list-style-type: none"> To locate the home countries of the Vikings and their settlements. To locate Lindisfarne on a map of the UK To locate continents and oceans on a large scale map. <p>Human features</p> <ul style="list-style-type: none"> To understand what Viking settlements looked like. <p>Physical features</p> <ul style="list-style-type: none"> To discuss the fact that Viking settlements were usually near water <p>Mapping</p> <ul style="list-style-type: none"> To map the routes taken by the Vikings to Britain. To use a range of maps accurately. To plot a route on a map 	<p>Longboat Settlement Viking Lindisfarne Monastery Norway Denmark Sweden Longhouse Route</p>	<p>Geographical Enquiry</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>Drawing Maps</p> <ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order <p>Representation/symbols</p> <ul style="list-style-type: none"> Use standard symbols. Know why a key is needed <p>Using maps</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>Scale/distance</p> <ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) <p>Map knowledge</p> <ul style="list-style-type: none"> Begin to identify significant places and environments <p>Style of map</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>Main events</p> <ul style="list-style-type: none"> To order the main events of the Vikings on a timeline (when Vikings first arrived in Britain; attack on Lindisfarne; capture of the city of York; last Anglo-Saxon kingdom; King Alfred's deal; Vikings rule over Scotland. <p>Transport</p> <ul style="list-style-type: none"> To understand the Vikings travelled on a longboat. To label the key features of a Viking longboat. To understand how the Vikings used their longboats in battle. <p>Kingdom and rulers</p> <ul style="list-style-type: none"> To understand who Alfred the Great was. To understand that there are many legends told about Alfred the Great. To understand what life was like under Viking rule. To understand what the Vikings gave us. <p>Conflict and disaster</p> <ul style="list-style-type: none"> To understand what Viking raids are. 	<p>Viking Raid Lindisfarne Pillage Attack Weapons Longboat Longhouse Runes Gods Loki Thor Freya Odin Nordic Norse Saga Mythology Jotunheim Asgard Midgard Alfred the Great Legend Myth</p>	<p>Chronological understanding</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>Range and depth of historical knowledge</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>Interpretations of history</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>Historical Enquiry</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 	<ul style="list-style-type: none"> 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

Durham Lane Primary School: Topic Planning

Topic: The Vikings

Term: Year A Autumn 1

Class: 3/4

Teacher: Miss Drew/Mrs Wheatley

		<ul style="list-style-type: none"> To know which areas the Vikings conquered. To understand the fall of the Vikings. <p>Crime and punishment</p> <ul style="list-style-type: none"> To understand the violence of the Vikings. To understand why the Vikings carried out raids (on Lindisfarne) <p>Beliefs</p> <ul style="list-style-type: none"> To be able to name some Viking gods and their roles. To retell Viking myths featuring the Viking gods. 		<ul style="list-style-type: none"> 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 	
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) 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	<ol style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including sculpture, with a range of materials. 	<p>Exploring, evaluating and developing ideas</p> <ul style="list-style-type: none"> To look at existing Viking jewellery and plan a final piece based on this. To record ideas using iPads. To make observations and ask questions regarding technique. To evaluate a final piece. <p>Drawing</p> <ul style="list-style-type: none"> To look at existing Viking jewellery and plan a final piece based on this. <p>Painting</p> <ul style="list-style-type: none"> To choose appropriate colours to replicate Viking jewellery. To apply paint to a final piece. <p>Form (sculpture)</p> <ul style="list-style-type: none"> To develop clay modelling skills. To use equipment with increasing confidence and skill To consider size when creating a final piece To consider how to join clay To consider the thickness of clay. To add colour once the clay is dried using appropriate paint. 		<p>Exploring/ Evaluating and developing ideas</p> <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 <p>Drawing</p> <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 <p>Painting</p> <ul style="list-style-type: none"> Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed <p>Form (sculpture)</p> <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 	<ul style="list-style-type: none"> End piece: Clay jewellery <ul style="list-style-type: none"> 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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				<ul style="list-style-type: none"> • 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 	
DT	<p>2a) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>4a) apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Design, make and evaluate</p> <ul style="list-style-type: none"> • To research Viking longboats and base some design features on existing products. • To select suitable equipment. • To carefully cut out a template and join it using appropriate joining materials. <p>Structure</p> <ul style="list-style-type: none"> • To know how to appropriately join a structure together to ensure that it is sturdy and will not break. 	<p>Longboat Template Scissors Masking tape Glue Cocktail sticks Equipment Shields Materials Mast Flag Viking Design</p>	<p>Design</p> <ul style="list-style-type: none"> • use research for design ideas • describe purpose of product • show design meets a range of requirements and is fit for purpose • have at least one idea about how to create product and suggest improvements for design • produce a plan which shows order, equipment and tools and explain it to others • make and explain design decisions considering availability of resources • make a prototype <p>Make</p> <ul style="list-style-type: none"> • select suitable tools and equipment, explain choices in relation to required techniques and use accurately • select appropriate materials, fit for purpose; explain choices • work through plan in order • realise if product is going to be good quality • measure, mark out, cut and shape materials/components with some accuracy • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques with some accuracy <p>Evaluate</p> <ul style="list-style-type: none"> • refer to design criteria while designing and making • use criteria to evaluate product • begin to explain how I could improve original design • evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • discuss by whom, when and where products were designed <p>Technical knowledge – Materials/textile/structures</p> <ul style="list-style-type: none"> • work accurately to make cuts and holes • measure carefully to avoid mistakes • attempt to make product strong • continue working on product even if original didn't work • make a strong, stiff structure • begin to devise a template explain how to join things in a different way 	<ul style="list-style-type: none"> • Make a Viking longboat from cardboard