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| --- |
| **Linked Art**: Viking carvings and pattern design |
|  |

Skills

|  |  |
| --- | --- |
| Communicate clearly | × |
| Collaborate with others | × |
| Apply knowledge to new situations | × |
| Make judgements and decisions | × |
| Ask questions | × |
| Solve problems |  |
| Metacognition | × |
| Reflect | × |
| Adapt to change |  |
| Manage goals and time |  |
| Take risks | x |
| Self-direct learning |  |
| Persist despite setbacks | × |
| Be curious | × |
| Manage projects | × |
| Guide and lead others |  |
| Access and evaluate information | × |
| Analyse media |  |
| Create media products |  |
| Apply technology effectively |  |
| Perform in front of a group | × |
| Select and use appropriate writing genres | × |
| Use tier 2 and tier 3 vocabulary | × |

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| **Linked Text**: Viking in my Bed |
|  |

**Curriculum Learners**

* **As historians**, we will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066)

We will explore the Scots invasion from Ireland to north Britain (now Scotland) and the Christian conversion (Canterbury, Iona, Lindisfarne).

We will explore Anglo-Saxon invasions, settlements and kingdoms; place names and village life as well as Anglo-Saxon art and culture.

* **As geographers,** we will name and locate counties and cities of the United Kingdom (investigate where these battles took place and locate on a map), name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* **As product designers**, we will design, create and evaluate a product which could be worn by a Viking
* **As artists,** we will improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (create clay Celtic symbols)
* Learning should include the RE syllabus: unit 3.1 - Remembering
* **As mathematicians**, we will complete a maths investigation
* **In DT as chefs,** we will prepare and cook a variety of savoury dishes using a range of cooking techniques
* **In computers**, we will use Purple Mash to learn how to code (3.1), be safe on the internet (3.2), use spreadsheets (3.3)

**Tier 2 Vocabulary**

advantage argue aspect associate dialogue disadvantage encounter external occupy interact unique maximise maximum minimum navigate notable quantity rouse significant states summary weakness assess

Showcase

|  |  |
| --- | --- |
| Role Play | × |
| IT Presentation |  |
| Poster |  |
| Design Creation | × |
| Digital Media |  |
| Art Work | × |
| Dance |  |
| Production |  |
| Writing Genre - Narrative | × |
| Writing Genre - Non Fiction | × |
| Elevated Model | × |

**Enrichment**

Jorvik Centre/Dig Visit

Weekly ukulele/glockenspiel lessons

**Hook Event**

Classroom has been ransacked by the enemies. Training takes place to learn how to become a Viking ready to invade.