



As Designers we will:

- Explore the designs of longboats and explore the idea that Vikings were craftspeople. We will create our own Viking longboat using pictorial evidence to aid our design.
- Create a sea monster with a moving part

As Scientists, we will learn:

- how things move on different surfaces
- that some forces need contact between two objects
- How magnets attract or repel

As Geographers we will learn:

- Which countries the Vikings came from and their route to Britain and why they came here.
- About weather and coast.

As Historians we will learn:

- When the Vikings came to Britain to raid and why they stayed
- Why they raided monasteries and about their motives

Immersion Activities

WOW - Viking workshop to visit school

Class Reader : Viking Boy by Tony Bradman Norse Myths and Legends.

Finale: How to train you dragon - DVD

Mastery

As independent people we will:

Plan our own Toga Party to invite families and friends to. We will create our own invitations and flyers to promote the event. We will choose our own topics to research as part of our non-fiction themed writing. Complete our own project for homework about a topic of our choice relating to the Vikings.

As people concerned with computing we will:

Use ICT to create a weather broadcast, film these using ipads.

PHSE

- Identifying strengths and weaknesses in our work for others
- Working independently in written work
- Managing feelings and becoming self aware when discussing
- Giving constructive support and feedback to others
- Develop confidence in speaking and performing.

Learning Detectives

- Respond to, evaluate, explain, analyse, question and critique my own and other people's work against success criteria.
- Respond to marking (using red pen) and use the next steps to improve learning.
- Show how my learning has improved over time .

Vicious Vikings

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

http://www.bbc.co.uk/learning/schoolradio/subjects/english/viking_sagas

Viking Sagas/Myths

Diary of a Captains Log

Create a sea shanty/warrior chant

Use figurative language to write a poem about a sea monster

Persuasive letters – to join the Vikings and sail to England

How to catch a Viking berserker 'How to look after your dragon' – Instructions

Using mathematics

Interpreting Data

Collect data related to local weather, for our weather reports.

Drawing and interpreting bar graphs

- Visualizing mosaics
- Roman symmetrical patterns

Calculating

- Costing for trading with Viking artefacts

Justifying

- Using mathematical words to explain

Use coordinates and direction to help the Viking explorers reach their destination.

Using ICT

Searching

- Websites for information related to Celtic and Roman Britain

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- Invitation
- Graphs

Personal development

Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Communicating using data and the written word

Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Working independently in written work
- Managing feelings and becoming self aware when discussing

Social skills

- Listening and responding appropriately to visitors from our local community
- Working collaboratively
- Giving constructive support and feedback to others

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.