

# Jennett's Park Creative Journey Planner

YEAR 3 TERM Summer 1

*Empowering our children to flourish and achieve under God's love*

Name of Unit: Vikings and Dragons

The Context (Why):

The children need to know and understand:  
 How to use historical source material and to research information.  
 How to record information in a way understood by others.  
 Events, people and changes in the past.  
 How to use evidence to describe the culture and leisure activities from the past.  
 How to use evidence to describe the clothes, way of life and actions of people in the past.  
 How to use evidence to describe buildings and their uses of people from the past.  
 Chronology for the time period studied.  
 That a timeline can be divided into BC (Before Christ) and AD (Anno Domini).  
 How to use a timeline to place historical events in chronological order.  
 How to describe dates of and order significant events from the period studied.

Educating for Wisdom, Knowledge and Skills

To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.

Educating for Hope and Aspiration

To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds

Educating for Community and Living Well Together

To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.

Educating for Dignity and Respect

That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

**Immersion Activity - What do they need to know? How are you going to start with a bang?**

Imagery camp fire/roundhouse drama activity with sound effects.

Viking role play, e.g. Battle of Hastings in 1066.

**The Challenge or Big Questions**

Why do we need to know about the past?

What can we learn from history?

What do we already know?

Is it fact or fiction?

**Real Life Context and Links to the Wider World (International/Charities/World of Work)**

Is there evidence of the Vikings in other countries?

How did the Vikings affect religion, technology and travel? (e.g. farming, building and using tools, boats, monarchy, Norse gods and mythology)

**Activities (Possible Route of Learning)**

- Dragon drawings and paintings
- Making Viking shields
- Cooking – Viking stew
- Information leaflets
- Use the narrative Viking Blood - look at similarities and difference from now and the past (timelines, sorting games, drama, diary writing)
- Look at and explore artefacts - making predictions for their uses

**Trips/Visits/Experiences**

Online Viking exhibitions/recreations of settlements, etc.

Looking at artefacts

Now Press Play

### Challenge 10 Activities

- Check in line up activity to assess knowledge at start and end of learning.
- Visual imagery - photos of artefacts to compare and use questions to develop thinking skills.
- Bagel planning in small groups to research.

### Oracy Links

- Presenting work to others/reading to others.
- Debate over what artefacts could be and how they are used.

### Vocabulary

Viking, Jorvik, freeman, slave, archer, gods, longboat, axe, shield, spear, sword, thatched house, horn cup, Scandinavia, Norway, Sweden, Denmark, York, settlers, Norse, myths

### How to Share and Celebrate Success

- Viking Day
- Sharing assembly to parents/other classes in school

### How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - Collaboration

O - Optimism

P - Perseverance

P - Pride

I - Independence

C - Challenge

MD - Managing Distractions

♥ Love ♦ Honesty 🏛️ Respect 🕊️ Peace

🙏 Forgiveness ⌚ Patience 🤝 Support

😊 Kindness & Joy

### Final Quality Products

- Dragon eggs made out of clay
- Viking shields
- Longboats to recreate an invasion
- Viking stew

### Home Learning Projects

Research information about the Vikings and present as posters/models/pictures, etc.

Design your own Viking food recipe with instructions.

Make a model/draw your own version of a Viking longboat.

### Literacy, Maths and Computing Links

How to Train Your Dragon – non-fiction dragon report/fact file; persuasive writing to join the Viking clan

Calculating the distance travelled from Scandinavia to England to invade and how long that would have taken in longboats.

Create posters/PowerPoints to share with others about their dragons.