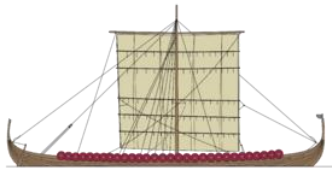


Year Group - Three	Term – Spring Term		
Name of Unit Overview – Vikings  		Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
		Educating 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.
Context, Big Questions and Wider World impact  <div> ✓ How and where did the Vikings live?  ✓ Using a timeline to see and understand events and times in history  ✓ How, where and why did Vikings travel and raid? </div>			
Subject specific learning areas			
Science			
Prior learning and where the objectives are revisited later in the year.	Key year group learning.	Main journey of the unit	
In KS1	<b>Can we ....?</b> Focus Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials and identify some magnetic materials. Predict whether 2 magnets will repel each other, depending on which poles are facing Describe magnets as having 2 poles	Science  Summarise learning this unit Create a multimedia e-book combining: text, images voice recordings and shapes.	

<b>Humanities – History &amp; Geography</b>		<b>Week 1</b>
<b>Prior learning and where the objectives are revisited later in the year.</b>	Key year group learning.	<b><u>Hook- Artefact evacuation and presentation</u></b> To research and present a Viking artefact. To describe where the Vikings fit on a timeline and who was living in Britain when they first invaded. To explain how, when and why the Vikings invaded Britain.  Art- Julian Opie
Pupils should be taught about: <input type="checkbox"/> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <input type="checkbox"/> events beyond living memory that are significant nationally or globally <input type="checkbox"/> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <input type="checkbox"/> significant historical events, people and places in their own locality	<b>Can we....?</b> <b>History:</b> <input checked="" type="checkbox"/> Learn about the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor <input checked="" type="checkbox"/> Learn about how Vikings lived/travelled/raided  <b>Geography:</b> <input checked="" type="checkbox"/> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical features <input checked="" type="checkbox"/> Name and identify continents and European countries	<b><u>Week 2</u></b> <b><u>History</u></b> To understand who the Vikings were and where they came from. To describe where the Vikings fit on a timeline and who was living in Britain when they first invaded. To explain how, when and why the Vikings invaded Britain.  Art- Julian Opie
<b>Arts and Design</b>		<b><u>Week 3/4</u></b>
<b>Prior learning and where the objectives are revisited later in the year.</b>	Key year group learning.	<b><u>Geography</u></b> To describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – learn about settlements in Viking times, from the Nordics to the UK. Name and identify continents and European countries particularly in relation to the famous Viking battles/land occupied To compare and contrast modern England and Norway – locations of Viking invasions.  Art- Viking patterns/ shields
Key stage 1 Pupils should be taught: <input type="checkbox"/> to use a range of materials creatively to design and make products <input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<b>Can we....?</b> <input checked="" type="checkbox"/> Design and build and improve longboats and shields <input checked="" type="checkbox"/> Create Viking patterns selecting and using charcoals and pencils <input checked="" type="checkbox"/> To learn about Viking patterns and designs <input checked="" type="checkbox"/> To explore different designs from the Viking period and their meanings <input checked="" type="checkbox"/> Food technology: Cook a Viking Stew	<b><u>Week 5</u></b> <b><u>History</u></b> To know why the Romans left Britain and how this allowed other groups to invade from other parts of Europe To describe how Anglo-Saxon society was organised and everyday life in Britain (including governance and conflict)
<b>Computing and Technological Understanding</b>		
<b>Prior learning and where the objectives are revisited later in the year.</b>	Key year group learning.	

<p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li><li><input type="checkbox"/> create and debug simple programs</li><li><input type="checkbox"/> use logical reasoning to predict the behaviour of simple programs</li><li><input type="checkbox"/> use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li><input type="checkbox"/> recognise common uses of information technology beyond school</li><li><input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li></ul>	<p><b>Can we...?</b></p> <ul style="list-style-type: none"><li>• Use logical reasoning to write simple algorithms explaining the sequence commands should run in.</li><li>• Program a sequence of actions using timings to create a simple animation.</li><li>• Write code that includes conditional events (e.g. run commands when objects hit).</li><li>• Debug programs independently so they run correctly.</li></ul> <p><a href="https://microbit.org/lessons/nature-art-unit-of-work/">https://microbit.org/lessons/nature-art-unit-of-work/</a> - 4 lessons</p> <p>They create nature representations, firstly using art materials and are introduced to computational thinking and programming the LEDs on the micro:bit.</p> <p>Pupils recap their understanding of algorithms before writing their own algorithms to show how they created their nature representations.</p> <p><b>Do we know...?</b></p>	<p>To ask and answer questions about The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>To understand the contribution of archaeology to our understanding of the past and identify objects discovered.</p> <p>Art- Chain mail</p> <p><b><u>Week 6</u></b></p> <p><b>Art- Printing</b></p> <p><b><u>Week 7</u></b></p> <p><b><u>History-</u></b></p> <p>To explain the difference between invader and settler, and draw connections and contrasts</p> <p>Compare Vikings to Stone Age hunter gatherers</p> <p><b><u>Week 8</u></b></p> <p><b><u>Design Technology</u></b></p> <p>Design and build and improve longboats and shields – chn to choose boat or shield</p> <p><b><u>Week 9</u></b></p> <p>To learn about Viking designs</p> <p>Learn about the meanings of Viking patterns</p> <p><b><u>Week 10</u></b></p> <p>Trip to Ufton Court</p> <p><b>Topic evaluation/summary activity</b></p> <p><b><u>Week 11/12</u></b></p> <p><b><u>Art</u></b></p> <p>Food technology: Cook a Viking Stew</p>	
<p><b>Immersion Activity- What do they need to know? How are you going to start with a bang?</b></p>	<p>Excavation activity- excavate and research artefact ad present findings to the class.</p>	<p><b>Trips/ Visits / Experiences</b></p>	<ul style="list-style-type: none"><li>✓ Whole day long: Create a longboat and a classroom sized settlement with longboats/homes/sea.</li><li>✓ Cook stew</li><li>✓ Ufton Court trip</li></ul>

	Discuss the pros, cons and moral dilemmas around invading spaces in which others are settled.	<b>Vocabulary Oracy activities</b>	Viking, longboat, timeline, Edward the Confessor, Kingdom of England, stew, freeman, warrior, thatched house, Thor, Freya, Odin, Loki, shield, sword, coins, raid
<b>Discrete subject learning focus areas</b>			
<b>Music</b>	Sing up  Spring 1 Salsa  Spring 2 The nutcracker/ from a railway carriage	<b>RE</b>	Spring 1 DRE Unit Concept: Celebration Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  Spring 2 UC- Concept: Salvation Theme: Easter Key Question: Why do Christians call the day Jesus died 'Good Friday'?
<b>PE</b>	Dodgeball  Gymnastics	<b>PSHE</b>	Health and Wellbeing - parts of the human body and the differences between males and females. - explain food groups and a healthy diet - the effects of drugs, caffeine and smoking on the body
<b>MFL</b>	Transport Nursery Rhymes		
<b>International</b>	Making comparisons between how we live and how life is in Scandinavia (Norway/Denmark/Sweden).		
<b>Final quality products</b>	- Viking artwork - Longboats and shields - Viking Stew -	<b>Home learning opportunities</b>	✓ Bring in vegetables/resources for longboats and shields ✓ Share on Seesaw what we have been learning ✓ Create a family shield
<b>Prior learning:</b> <ul style="list-style-type: none"> <li>✓ Aspects of similarities and differences</li> <li>✓ British values</li> <li>✓ International Week</li> <li>✓ Learning about plants in Year 1 and developing this further to explore plants in the rainforests around the world</li> </ul> <b>Revisit within this year</b> <ul style="list-style-type: none"> <li>✓ Discussion of maps and atlases to find different countries and continents</li> <li>✓ Similarities and differences between United Kingdom and other countries around the world</li> </ul>		<b>International Targets (choose all that apply):</b> <ul style="list-style-type: none"> <li>• Locate and identify countries on a map and providing the international context for this topic</li> <li>• Understanding different cultures, values and customs</li> <li>• Similarities and differences between UK and other countries</li> <li>• Building tolerance and respect for other cultures</li> <li>• Understanding details, similarities and differences of the lives of others, past and present</li> <li>• Trade, tourism and travel (to and from UK)</li> <li>• Identify activities and habits which are different from but equal to their own</li> <li>• Significance of relevant celebrations / rituals</li> <li>• Recognising individuality and independence of separate cultures</li> </ul>	