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

- ✓ 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?

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	**Can we ….?** 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.

Humanities – History & Geography		**Week 1** **Hook- Artefact evacuation and presentation** 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 **Week 2** **History** 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 **Week 3/4** **Geography** 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 **Week 5** **History** 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)
Prior learning and where the objectives are revisited later in the year.	Key year group learning.	
Pupils should be taught about: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally - 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 - significant historical events, people and places in their own locality	**Can we….?** **History:** ✓ Learn about the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor ✓ Learn about how Vikings lived/travelled/raided **Geography:** ✓ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical features ✓ Name and identify continents and European countries	
Arts and Design		
Prior learning and where the objectives are revisited later in the year.	Key year group learning.	
Key stage 1 Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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	**Can we….?** ✓ Design and build and improve longboats and shields ✓ Create Viking patterns selecting and using charcoals and pencils ✓ To learn about Viking patterns and designs ✓ To explore different designs from the Viking period and their meanings ✓ Food technology: Cook a Viking Stew	
Computing and Technological Understanding		
Prior learning and where the objectives are revisited later in the year.	Key year group learning.	

Key stage 1 Pupils should be taught to: ▲ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▲ create and debug simple programs ▲ use logical reasoning to predict the behaviour of simple programs ▲ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▲ recognise common uses of information technology beyond school ▲ 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	**Can we…?** • Use logical reasoning to write simple algorithms explaining the sequence commands should run in. • Program a sequence of actions using timings to create a simple animation. • Write code that includes conditional events (e.g. run commands when objects hit). • Debug programs independently so they run correctly. https://microbit.org/lessons/nature-art-unit-of-work/ - 4 lessons They create nature representations, firstly using art materials and are introduced to computational thinking and programming the LEDs on the micro:bit. Pupils recap their understanding of algorithms before writing their own algorithms to show how they created their nature representations. **Do we know…?**	To ask and answer questions about The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. To understand the contribution of archaeology to our understanding of the past and identify objects discovered. Art- Chain mail **Week 6** **Art- Printing** **Week 7** **History-** To explain the difference between invader and settler, and draw connections and contrasts Compare Vikings to Stone Age hunter gatherers **Week 8** **Design Technology** Design and build and improve longboats and shields – chn to choose boat or shield **Week 9** To learn about Viking designs Learn about the meanings of Viking patterns **Week 10** Trip to Ufton Court **Topic evaluation/summary activity** **Week 11/12** **Art** Food technology: Cook a Viking Stew

Immersion Activity- What do they need to know? How are you going to start with a bang?	Excavation activity- excavate and research artefact ad present findings to the class.	**Trips/ Visits / Experiences**	✓ Whole day long: Create a longboat and a classroom sized settlement with longboats/homes/sea. ✓ Cook stew ✓ Ufton Court trip

	Discuss the pros, cons and moral dilemmas around invading spaces in which others are settled.	**Vocabulary Oracy activities**	Viking, longboat, timeline, Edward the Confessor, Kingdom of England, stew, freeman, warrior, thatched house, Thor, Freya, Odin, Loki, shield, sword, coins, raid
Discrete subject learning focus areas			
Music	Sing up Spring 1 Salsa Spring 2 The nutcracker/ from a railway carriage	**RE**	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'?
PE	Dodgeball Gymnastics	**PSHE**	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
MFL	Transport Nursery Rhymes		
International	Making comparisons between how we live and how life is in Scandinavia (Norway/Denmark/Sweden).		
Final quality products	- Viking artwork - Longboats and shields - Viking Stew -	**Home learning opportunities**	✓ Bring in vegetables/resources for longboats and shields ✓ Share on Seesaw what we have been learning ✓ Create a family shield

Prior learning:

- ✓ Aspects of similarities and differences
- ✓ British values
- ✓ International Week
- ✓ Learning about plants in Year 1 and developing this further to explore plants in the rainforests around the world

Revisit within this year

- ✓ Discussion of maps and atlases to find different countries and continents
- ✓ Similarities and differences between United Kingdom and other countries around the world

International Targets (choose all that apply):

- Locate and identify countries on a map and providing the international context for this topic
- Understanding different cultures, values and customs
- Similarities and differences between UK and other countries
- Building tolerance and respect for other cultures
- Understanding details, similarities and differences of the lives of others, past and present
- Trade, tourism and travel (to and from UK)
- Identify activities and habits which are different from but equal to their own
- Significance of relevant celebrations / rituals
- Recognising individuality and independence of separate cultures

Climate and Sustainability Education	Whole school ECO afternoon Green jobs	Learning to come from those activities • Deeper understanding of our impact on the world around us • Connection to nature and the outside world • Changing attitudes to consumption within the classroom

	ECO Council Learning in Nature- science	