

VICIOUS VIKINGS

History

As historians we should already know:

- Understand common words and phrases relating to the passing of time.
- Understand timelines can be divided into BC and AD.
- Place periods of history studies onto a given timeline.
- Ask focused questions in order to find out specific information about the past.
- Use a number of given source to infer information about the past.

As historians we will :

- Understand common words and phrases relating to the passing of time.
- Use timelines to place key events from within the period studied
- Anglo – Saxons and Scots to Viking invasion
- Develop and adapt questions based on what they find and what they still need to know.
- Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories).
- Use a number of sources to infer information about a specific aspect of the past.
- Understand sources can be sorted into two categories: primary and secondary.

BE RESILIENT AND WORLD WISE

Vocabulary:

cause, effect, chronology, 18th/19th/20th century, Republic, patricians, plebians, consuls, veto, dictator, Etruscans, Rome, Tiber River, province, aqueducts, colosseum, barbarian, emperor, gladiator, toga, Pantheon, chariot, Basilica, amphitheatre, Anglo-Saxon, archaeologist, artefact, invasion, Jutes, migration, monk, pagan, settler, source, hypotheses, change, continuity, my conclusion is..., evidence suggests, on one hand...



VICIOUS VIKINGS

D&T

AS designers we should already know:

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

AS designers we will :

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

BE CREATIVE

Vocabulary:

carpentry, timber, grain, screw, nails, glue, hinges, chisel, hammer, bench hook, glass paper, smoothing plane, knot, strengthening, right angle, assemble, adhesive, acrylic, dowel, laminate, coping saw, evaluate, illustrate, critical, analyse

OUTCOME: BUILD VIKING LONGBOATS

VICIOUS VIKINGS

Art

AS Artists we should already know:

- use sketch books to collect, record and review artistic ideas from a range of different sources.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work.
- Know about and describe the work of some artists, craftspeople, architects and designers

AS Artists we will :

- use sketch books purposefully to develop and refine ideas and plan for an specific outcome. *(e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)*
- Apply the technical skills they are learning to improve the quality of their work. *(e.g. in painting they select and use different brushes for different purposes)*
- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.

BE CREATIVE

Vocabulary: *Pattern, shape, line, form, tone, texture, colour, mood, scale, Observational, landscape, portrait*

SKETCH VIKING PORTRAITS

