



V I K I N G S



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
- Understand the 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.

Vocabulary:

cause, effect, chronology, 18th/19th/20th century, Anglo-Saxon, archaeologist, artefact, invasion, Jutes, migration, monk, pagan, settler, source, hypotheses, change, continuity, my conclusion is.., evidence suggests, on one hand...

Wow!

A trip to
Jorvik Viking
Centre

BE WORLD WISE

Learning about the history of Britain and the impact of the vikings

BE RESILIENT

By USING DIFFERENT SOURCES
TO FIND OUR ANSWERS



Geography

As geographers, we should already know:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary.
- use an infant atlas to locate places.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;
- and understand how some of these aspects have changed over time

As geographers, we will:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- 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
- use maps, atlases, globes and digital/computer mapping.

Vocabulary: Terrain, political map, topographic map, urban, relief, sea level, time zones. estimate

BE WORLD WISE

Locating where the Vikings came from and where they invaded in Britain



V I K I N G S



Art

As artists we should already know:

- Use sketch books to collect, record and review artistic ideas from a range of different sources.
- Reflect upon what they like and dislike about their own work in order to improve it.

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)
- Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
- Begin to show an awareness of objects having a third dimension.
- Develop techniques to show the effects of light on form (reflection/shadow).
- Begin to show consideration in the choice of pencil grade they use

Vocabulary:

Form: three dimensional
Value: dark, light, reflection, shadow,
highlight
Colour: dark, light, tone, tint, shade, grade, graphite, hard, soft, pressure, gradual, blend
composition, space, overlap

BE RESILIENT
BE CREATIVE

By sketching dragons from viking longboats

BE RESILIENT
BE CREATIVE

By designing and making our own viking shield using knots and symbols



V I K I N G S



Computing

As computer technologists we should already know:

iMovie/Movie Maker

- Arrange clips to create a short film.
- Choose which clips to keep and which to discard.
- Add a title and credits.

As computer technologists we will:

iMovie/Movie Maker

- Trim and arrange clips to convey meaning.
- Add titles, credits, slide transitions and special effects

Technology, software and programs.

- Suggest a program that could be used based on its features.
- Understand that not all information online is reliable and how it is inputted (Wikipedia).
- Decide whether a website is useful and appropriate
- Use a safe search engine to find facts about a topic, e.g. Paris.
- Identify relevant key facts from a chunk of text or a video.

Vocabulary:

Trim, slide transitions, special effects. Shortcut, hyperlink, tab, control, sort, filter, validity.

BE RESILIENT
BE WORLD WISE

By researching facts about the Vikings and make a short movie



V I K I N G S



Science

As scientists we should already know:

- Electricity is used for heating and lighting, and to provide power for devices.
- Sources of light and sound may need electricity to work.

As scientists we will:

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors

vocabulary:

appliance, circuit, series circuit, charge, cell, wire, bulb, switch, buzzer, loop, battery, open circuit, closed circuit, conductor, insulator, components, electron, current, static electricity, emit