

Vicious Vikings — Curriculum Driver

Year 5/6 Summer Term

Topic Question: Why did the Vikings invade Great Britain?

Linked people of study: King Alfred the Great

King Edgar, King Edward the Confessor

Linked texts: The Dragon's Hoard: Stories from the Viking Sagas - Lari Don & Cate James, Viking Boy - Tony Bradman
The Saga of Erik the Viking- Terry Jones & Michael Foreman
Beowulf

Topic Composite/Finale: Pop up museum on the Anglo-Saxons and Vikings

Prior Learning Topic: Y3/4 learning on Invaders and Settlers - Romans/ Anglo Saxons

Visit: Delaware 3 day residential - Outdoor Centre



History

Intent: In this unit children will learn about the power struggle between the Vikings and the Anglo-Saxons over hundreds of years. They will think about what it was like to live in Britain after the Romans left and why this was sometimes known as the Dark Ages.

Hooks from old learning (Y3/4): Learning on Invaders and Settlers - Romans/ Anglo Saxons

Skills, and Knowledge Components Focus

Shows some understanding and talks with some clarity about the impact of historical events.

Use a variety of reliable sources to gain a deeper understanding of history.

Compare historical sources and suggest the validity of these.

Begin to use questions to understand significant events.

Language specific to topic (e.g. invader, settler)

Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.

Understand the methods of historical enquiry, including how it is used to make historical claims.

Identify significant events, make connections, draw contrast and analyse trends.

Sticky Knowledge:

The first Viking raid was in 793AD. It was at Lindisfarne.

When they arrived, they fought the Anglo-Saxons for control

Eventually they shared the land between them.

The Vikings originated from the Scandinavian countries.

Not all Vikings were warriors. Some were farmers and came in peace.

Vikings spoke Norse, which had an alphabet made up of runes.

Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.

When the Vikings arrived, they were pagans. They believed in multiple Gods.

The most important Viking British city was York, or Jorvik as it was known by the Vikings.

Key Vocabulary: Anglo-Saxon, Viking, Frisians, Jutes, Britons, settlement, power struggle, monastery, Lindisfarne, century, cause and effect, sources, conquest, Danelaw, kingdom, unified, unification, 'golden age', control, long boat, barbarian, beserker, blacksmith, Christianity, expedition, brooch, heathen, helmet, invader, loom, loot, loyalty, merchant, Dane, Norseman, pillage, plunder, raid, rune, ruthless, savage, saga, Scandinavia, seafarer, shield, slave, timber, trader

Subject Composite: Pop up museum on the Anglo-Saxons and Vikings

Impact: Children understand the reasons behind the Vikings invading Great Britain—and how their influence spread far and wide—not least in uniting England as one kingdom for the first time.

Geography

Intent: Children will also find out more about where the Vikings came from in their geography studies. They will locate the countries and capital cities of Scandinavia on a world map. They will explore the climate and weather of the region and explore some of the physical features.

Hooks from old learning: (3/4) Learning on Invaders and Settlers - Romans/ Anglo Saxons.

Skills, and Knowledge Components Focus

Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer (inc. Northern and Southern hemispheres) or Arctic and Antarctic Circles or Time zones.

Use atlas to plot journeys made by Vikings. Identify oceans and/or seas where they travelled.

Explore what settlers would be seeking. Understand how basic needs were for many peoples.

Discuss how constant fighting hindered opportunity for creating a more stable home life.

Sticky Knowledge:

Settlers need shelter, water and food.

Place names give us clues to who first settled in an area.

Environment and agriculture was important in deciding where to settle.

Vikings sailed west across the North Sea to the British mainland, landing from the Hebrides down to the east coast of England.

The Vikings originated in Scandinavia - today the countries of Denmark, Sweden and Norway.

Key Vocabulary: island, mainland, coastline, ocean, sea, weather, crops, settlement, defences, longboat, farmer

Subject Composite: Pop up museum on the Anglo-Saxons and Vikings .

Impact: Children will recognise how Britain and Scandinavia are closely linked geographically in Europe. They will appreciate some of the similarities and differences between each other.

Science

Intent: Children will learn how to construct simple series circuits using different components (e.g. switches, bulbs, buzzers and motors).

Hooks from old learning: previous learning about electricity (LKS2)

Skills and Knowledge Components Focus

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Use recognised symbols when representing a simple circuit in a diagram

Revision Block

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Sticky Knowledge:

More batteries (or a higher voltage) create more power to flow through a circuit

Shortening the wires means the electrons have less resistance to flow through

More buzzers or bulbs mean the power is shared by more components

If any part of a circuit is broken, the circuit is broken and the flow of current stops

Current is the flow of electrons, measured in amps

Key Vocabulary: current, voltage, amps, resistance, electrons, circuit, buzzer, lamp, light, bright, switch, solubility, transparency, conductivity (electrical and thermal),

Subject Composite: : Invite parents in for a science workshop to share what we have learned

Impact: Children will understand the basic principles of electricity. They will be able to build a circuit and know how to

power it. They will understand how the circuit might be broken and appreciate the impact of a finite amount of power.

Groovy Greeks—Curriculum Driver

Year 5/6 Autumn Term

Topic Question: What is the legacy of the Ancient Greeks?

Linked people of study: King Alfred the Great
King Edgar, King Edward the Confessor

Linked texts: The Dragon's Hoard: Stories from the Viking Sagas - Lari Don & Cate James, Viking Boy - Tony Bradman
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Art and Design

Intent: DRAWING AND MIXED MEDIA

Viking jewellery
Viking patterns
Viking animal motifs

Children develop observational drawings into ideas for jewellery designs using mixed media e.g. clay, stone, string

Hooks from old learning: Prior learning about Mayan and Egyptian jewellery

Skills and Knowledge Components Focus

Experiment with working on different surfaces.
Different textures (laminating, modroc, collage.)
Acrylic paints. Oil pastels. Charcoal
Why have they chosen the materials and techniques that they have?
Use drawing techniques to introduce perspective.
(Drawing from above and below, near/far.)
Continue to experiment with the techniques of different artists.
Practice skills to create different surfaces.
Develop sculpture techniques by manipulating natural materials to create a structure.
Begin to build up a portfolio of their work.
Use the work of a famous artist as a stimulus for their own work.
Use other artists work as a basis for critique.
Research and develop the techniques of other artists to use in own work.
Be introduced to the work of great designers through history.
Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.

Sticky Knowledge:

Vikings loved elaborate designs
They decorated many things they used: weapons, jewellery, runestones, ship woodwork
Their designs often used animal designs and multiple interlacing lines
There were six distinct (but overlapping) art styles: Oseberg, Borre, Jelling, Mammen, Ringerrike and Urnes.
Stylistic animals are S-shaped and intertwined, with profiled heads, spiral hips and pigtailed.

Key Vocabulary: Motif, pattern, rune, interwoven, animalistic, repeating

Subject Composite: Create Viking animal artwork and Viking inspired jewellery.

Impact: In art the children will explore Viking art - key characteristics and features. They will have the opportunities to build up their knowledge and skills to replicate some of the basic designs.

Design Technology

Intent: Children have the necessary skills to be able to design and construct a model of a Viking longship.

Hooks from old learning: catapult and vehicle making (Stone Age to Iron), boats on the Nile (Ancient Egyptians)

Skills and Knowledge Components Focus:

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Ability to work out measurements by scaling (life size to a model)

Sticky Knowledge:

- I know that a longship has no keel.
- Therefore the bottom must be wide and flat to give stability
- The design must ensure the boat is light.
- The Vikings could pick up and carry their longships across land
- Boat design must allow for an appropriate sail, as well as a set of oars
- Decoration of their boats was important to the Vikings—this should be taken into account.

Key Vocabulary: long ship, scale, measure, light, material, water-proof, sail, mast, keel, structure, stable

Subject Composite: Children to design, build and test a model Viking longship

Impact: Children will understand how vital their ships were to the Vikings. They will appreciate the very specific design and its clear reasons.

Computing

Intent: Selection in physical computing

In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices – LEDs and motors) through the application of their existing programming knowledge.

Hooks from old learning: ?

Skills and Knowledge Components Focus

I can recognise that connected digital devices can allow us to access shared files stored online
I can send information over the internet in different ways
I can explain that the internet allows different media to be shared

Sticky Knowledge: To experiment with a 'repeat until' loop
To use a condition in an 'if... then...' statement to produce a given outcome

To show that a condition can switch program flow in one of two ways

To use a condition in an 'if... then... else...' statement to produce given outcomes

To identify a variable in an existing program

To experiment with the value of an existing variable

To choose a name that identifies the role of a variable to make it more usable (to humans)

To use a variable in a conditional statement to control the flow of a program.

To use the same variable in more than one location in a program.

Key Vocabulary: Crumble Controller, LED, Circuit, Switch

Subject Composite:

Learners will design and make a working model of a fairground carousel that will incorporate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model

Impact:

This unit assumes that learners will have prior experience of programming using block-based construction (eg Scratch) and understand the concepts of sequence and repetition. The National Centre for Computing Education key stage 1 units focus on floor robots and ScratchJr, however, experience of other languages or environments may also be useful.

Music

Intent: Children will further develop their listening and appraising skills. They will play the ukulele and glockenspiel and be able to compose and improvise.

Hooks from old learning: (Y3/4) To build on previously learnt skills from the charanga scheme.

Skills and Knowledge Components Focus

- Show control, phrasing and expression in singing.
- Perform in solo and ensemble contexts.
- Improvise independently with increasing aural memory.
- Compose and perform melodies using four or five notes.
- Know how pulse, rhythm fit together.
- Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, melody, chord, staccato, legato, crescendo).
- Use these words to identify strengths and weaknesses in own and others' music.
- Describe different purposes of music in history/ traditions/ other cultures.

Sticky Knowledge:

Bossa Nova originated in South America.

Swing became popular in the 1940s

Key Vocabulary:

Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

Subject Composite:

Create leitmotifs for Ancient Greek Gods and Goddesses.
Tell the story of Icarus through Music.
Compose a rondo.
Moonrise Kingdom

Impact: Children are confident to play an instrument in front of an audience.

Trips/Visitors: Royal Cornwall Museum

