

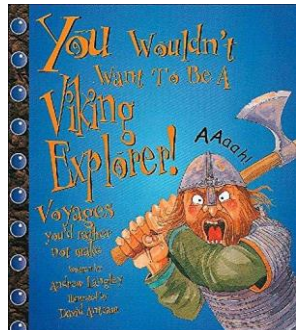




Medium Term Planning Spring 1 Year 5

Topic:	Vikings		
Main Subject	History		
Linked Subjects	DT (stand for a Viking drinking horn)		
NC objective	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first King of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.		
Main subject key knowledge and skills	History *I know where the Vikings originated from and show this on a map. *I know that the Vikings and Anglo-Saxons were often in conflict. *I know why the Vikings frequently won battles with the Anglo-Saxons. *I know why the Vikings settled within Britain. *I know what the Vikings believed in and how this changed. *I know how the Vikings lived day to day life. *I know how the Vikings sustained their society.		
Linked subject key knowledge and skills	DT *I can produce a detailed, step by step plan. *I know which tool to use for a specific practical task. *I can suggest alternative plans, outlining the positive features and drawbacks. *I can use knowledge to improve a made product by strengthening, stiffening or reinforcing. *I can generate a design using research.		
Discrete Subjects	Science - Life Cycles P.E. - Danish long ball French - Where I live. PSHE - Humanism Computing - Scratch		
Main Text			
Main Writing Genre	Character description		Explanation text
Enrichment	Viking Day Now Press Play (Vikings) Rochdale museum box		

Weekly overview	<p><u>Week 1 - History - Vikings</u></p> <p>Session one - Knowledge mat, KWL. Where were the Viking from? (Map work and Timeline)</p> <p>Session two - I can explain who the Vikings were and where they came from?</p> <p>Session three - I can explain what life was like for the Vikings.</p> <p>Session Four - I can explain what mattered most to the Vikings.</p> <p>Now press play - Vikings</p>
	<p><u>WK 2 - Hook - History - Viking Day</u></p> <p>Session Five - I can say who the Vikings fought and why they were successful.</p> <p>Session six - I can say what the impact of the Viking era was on Britain.</p> <p>Session seven - Complete the 'L' from the KWL grid.</p> <p>(Viking Day)</p>
	<p><u>Week 3 - Science</u></p> <p>Session one - Can I explain why unsupported objects fall to Earth?</p> <p>Can I take measurements, using scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</p> <p>Session two - Can I demonstrate the effect of friction between moving surfaces?</p> <p>Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</p> <p>Session three - Can I explain the effects of air resistance?</p> <p>Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</p> <p>Session four - Can I explain the effect of water resistance on objects?</p> <p>Can I use test results to make predictions to set up further comparative and fair tests?</p>
	<p><u>Week 4 - Science</u></p> <p>Session five - Can I show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</p> <p>Can I talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is?</p> <p>Session six - Kahoot</p>
	<p><u>Week 5 - DT - Making a stand for a Viking drinking horn</u></p> <p>Lesson 1 - I can come up with a range of ideas after I have collected information.</p> <p>Lesson 2 - I can use exploded diagrams to show my design.</p> <p>I can produce a detailed step-by-step plan.</p> <p>I can show how to strengthen a design/structure.</p> <p>Lesson 3 and 4 - I can produce prototypes to show my ideas.</p> <p>I can cut materials more accurately.</p> <p>I can measure and mark out accurately to the nearest millimeter.</p> <p>I can use a range of tools and equipment expertly.</p> <p>I can explain how to join things in a different way.</p> <p>Lesson 4 -</p> <p>Lesson 5 - I can test and evaluate my final product.</p> <p>I can evaluate the design to suggest improvements, considering the materials and methods that have been used.</p> <p>I can evaluate the appearance and function against the original criteria.</p>
	<p><u>Week 6 - PSHE - Living in the wider world</u></p> <p>I can describe how we can protect the environment.</p> <p>I know how to show compassion towards others.</p> <p>I understand how information online is targeted by different media types (news, socials, forums etc)</p> <p>I can identify job interest and aspirations including influences over career choices and workplace stereotypes.</p>

Reflection of Learning	English - Explanation text linked to History. Comparison of religions - poster/presentation
Sticky Knowledge	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> ❑ The first Viking raid was in 793AD. It was in 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.
British values/citizenship	<p>Democracy - Anglosaxons and Vikings learning to co-exist</p> <p>Tolerance of other faiths/cultures - Vikings and their religious beliefs</p> <p>Individual Liberty - Vikings converting religion</p> <p>Mutual respect - Vikings & Anglosaxons co-existing</p>
Maths links	<p>2D/3D shapes, convert measures - M20 - DT</p> <p>Interpret graphs/Statistics - St29 - Science</p> <p>Interpret data, positional language - St30 - French</p> <p>Positional language, angles - G26 - Computing</p>
Computing Links	<p>* Now Press Play</p> <p>* Scratch maze games - could use a Viking character</p>
Outdoor learning	<p>Viking man - Re-enacting battle</p> <p>Orienteering with Viking Runes</p>
Class dojo	Brain builder