Alexandra Park Junior School Medium Term Planning Spring I Year 5

Topic:	Vikings
Main Subject	History
Linked Subjects	DT (designing a Viking hat)
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 Danegald; 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 - Forces P.E Danish long ball French - Where I live. PSHE - Humanism Computing - Scratch
Main Text	VIKING BOY TONY BRADMAN O Wall Wouldn't Fyp 6 Pe P Vo you coll you'll reflect O The state of the s
Main Writing Genre	Character description Explanation text
Enrichment	Viking Day Now Press Play (Vikings) Rochdale museum box

Weekly overview History WKI	Week I - History - Vikings (Viking Day) Session one - Knowledge mat, Where were the Viking from? (Map work and Timeline) Session two -I can explain who the Vikings were and where they came from? Session three - I can explain what life was like for the Vikings. Session Four - I can explain what mattered most to the Vikings. Now press play - Vikings
History WK2	WK 2 - Hook - History - Viking Day. Session Five - I can say who the Vikings fought and why they were successful. Session six - I can say what the impact of the Viking era was on Britain. Session seven - Complete assessment poster
Science WI-Forcs	Week 3 - Science Session one - Can I explain why unsupported objects fall to Earth? Can I take measurements, using scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Session two - Can I demonstrate the effect of friction between moving surfaces? Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Session three - Can I explain the effects of air resistance? Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Session four - Can I explain the effect of water resistance on objects? Can I use test results to make predictions to set up further comparative and fair tests?
Science WK2	Week 4 - Science Session five - Can I show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? Can I talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is? Session six - Kahoot.
DT Wkl	Week 5 - DT - Making a Viking hat. Lesson I - I can come up with a range of ideas after I have collected information. Lesson 2 - I can use exploded diagrams to show my design. I can produce a detailed step-by-step plan. I can show how to strengthen a design/structure. Lesson 3 and 4 - I can produce prototypes to show my ideas. I can cut materials more accurately. I can measure and mark out accurately to the nearest millimeter. I can use a range of tools and equipment expertly. I can explain how to join things in a different way. Lesson 4 - Lesson 5 - I can test and evaluate my final product. I can evaluate the design to suggest improvements; considering the materials and methods that have been used. I can evaluate the appearance and function against the original criteria.

RE WKI -Humanist	Week 6 - PSHE - Living in the wider world. I can describe how we can protect the environment. I know how to show compassion towards others. I understand how information online is targeted by different media types (news, socials, forums etc) I can identify job interest and aspirations including influences over career choices and workplace stereotypes.
Reflection of Learning	English - Explanation text linked to History. Comparison of religions - poster/presentation
Sticky Knowledge	Sticky Knowledge The first Viking raid was in 793AD. It was in Lindisfame. 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	Democracy - Anglo Saxons and Vikings learning to co-exist Tolerance of other faiths/cultures - Vikings and their religious beliefs Individual Liberty - Vikings converting religion Mutual respect - Vikings & Anglo Saxons co-existing
Maths links	2D/3D shapes, convert measures - M2O - DT Interpret graphs/Statistics - St29 - Science Interpret data, positional language - St3O - French Positional language, angles - G26 - Computing
Computing Links	* Now Press Play * Scratch maze games - could use a Viking character
Outdoor learning	Viking man - Re-enacting battle Orienteering with Viking Runes
Class dojo	Brain builder News letter