

## 'Vikings' overview – Years 3/4 Autumn A

<b>Autumn A - Vikings</b>				
<b>Subject</b>	<b>Learning questions (Composites)</b>	<b>Components</b>	<b>Vocabulary</b>	<b>Curriculum links</b>
<b>History</b>	<ul style="list-style-type: none"> <li>Who were the Vikings?</li> <li>What were Viking raids?</li> <li>What was Danelaw?</li> <li>What was life like in Viking Britain?</li> <li>How did England become a unified country?</li> <li>How was Britain conquered between 950AD and 1066.</li> </ul>	<p>Forest school raid</p> <p>Explanation of Danelaw treaty and a balanced argument</p> <p>Invasion map</p> <p>Debate – who was the better king?</p>	<p>Viking</p> <p>Raid</p> <p>Danelaw</p> <p>Conquered</p> <p>Harold Hadrada</p> <p>Erik Bloodaxe</p> <p>Guthrum</p> <p>Alfred the Great</p> <p>Athelstan</p> <p>William the Conqueror</p>	<p>To understand Vikings as a coherent, chronological narrative looking at how people's lives have shaped this nation and how Britain has been influenced by the wider world</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Where did the Vikings come from?</li> <li>How did the Vikings travel through Europe?</li> <li>Why did the Vikings invade England and stay?</li> <li>Where in the world did the Vikings travel?</li> </ul>	<p>Local study of Castle Mound</p> <p>Label a world map colour coding invasions and a European flag quiz</p> <p>Evaluation of evidence of Vikings in North America in the 11<sup>th</sup> century</p>	<p>Settlement</p> <p>Invade</p> <p>Country</p> <p>Economy</p> <p>Trade</p> <p>Travel</p> <p>Europe</p> <p>North America</p> <p>South America</p>	<p>Human geography - a local study</p> <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>To locate the world's countries using maps to focus on Europe and North and South America</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>What is sound?</li> <li>How are different sounds produced?</li> <li>What are pitch and frequency?</li> <li>What do we mean by amplitude of sound?</li> <li>How does sound travel?</li> </ul>	<p>Practical demonstration of sound vibrations</p> <p>Cup phone experiment</p> <p>Timeline of the development of the telephone</p>	<p>Sound</p> <p>Vibration</p> <p>Medium</p> <p>Pitch</p> <p>Frequency</p> <p>Object</p> <p>Volume</p> <p>Amplitude</p>	<p>To identify how sounds are made, recognise that vibrations travel through a medium to the ear, find patterns between pitch and the object, find patterns between volume and strength of vibrations, recognise sound gets fainter as distance increases.</p> <p>Focused study on famous scientist- Alexander Graham Bell</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>What does a human eye look like?</li> <li>What do different reptile eyes look like?</li> <li>How are human and reptile eyes different?</li> <li>What are the different sketching techniques?</li> </ul>	<p>Observational drawing of human and reptile eyes: <a href="https://lottiemakes.blog/2019/08/20/clay-dragon-eyes/">https://lottiemakes.blog/2019/08/20/clay-dragon-eyes/</a></p> <p>Produce own clay dragon eye</p>	<p>Clay</p> <p>Acrylic</p> <p>Sketch</p> <p>Observation</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (dragon eyes – sketch and shade)</p>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>What is a cam?</li> <li>Where are cam mechanisms used?</li> <li>How are cam mechanisms constructed?</li> </ul>	<p>Evaluate existing cam toys</p> <p>Design a longship cam model</p> <p>Make and evaluate a longship cam model</p>	<p>Cam</p> <p>Follower</p> <p>Mechanism</p> <p>Components</p> <p>Mechanical system</p> <p>Rotary</p> <p>Linear</p> <p>Convert</p> <p>Motion</p>	<p>To understand and use mechanical systems in their products- cams.</p>

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<b>Computing</b>	<ul style="list-style-type: none"> <li>How can I use the internet safely?</li> <li>How do I know who I am talking to?</li> <li>How do I raise a concern online?</li> </ul>	Barefoot computing  'let's chatterbox' 'know or know of'	Block Report Respect Responsibility Behaviour	Internet safety – use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to identify a concern
<b>Religious Education</b>	2.7: What do Hindus believe that God is like?  2.8: What does it mean to be a Hindu in Britain today?	<ul style="list-style-type: none"> <li>Labelled diagram of the Trimurti.</li> <li>Storyboard of Rama and Sita.</li> <li>Set of school rules for a world where everyone has an 'atman' (spark of God).</li> <li>Labelled diagram of special objects found in Hindu homes.</li> <li>Discussion – Should Hindus in Britain get a day off for Diwali?</li> </ul>	Hindu Brahman Atman Trimurti Puja Aim Deities Mufti's Mandir Diwali Arti Prashad Holi	Devon SACRE
<b>PSHE</b>	<u><b>Computer safety - making friends online:</b></u> <ul style="list-style-type: none"> <li>What are the possible dangers and consequences of talking to strangers online?</li> <li>How can I keep safe in online chat rooms?</li> <li>What are the positives and negatives of using technology?</li> </ul> <u><b>Staying healthy - medicine</b></u> <ul style="list-style-type: none"> <li>What are the simple safety rules for medicine?</li> <li>When is it safe to take medicine?</li> <li>Who should I take medicine from?</li> </ul>	Discussion of how to manage a variety of online situations  Matching activity of ailment to medicine/medical advice.	Online Danger Consequences Technology Chat Online gaming  Medicine Illness Allergy Tablet	One decision – computer safety – making friends online  One decision – Keeping staying healthy – medicine
<b>MFL</b>	Fortnightly sessions taught by a language specialist from Pilton community college – Spanish			
<b>PE</b>	<u><b>Half Term 1</b></u> <u><b>Outdoor adventure activities</b></u> <ul style="list-style-type: none"> <li>Show resilience when plans do not work and initiative to try new ways of working.</li> <li>Support others to seek support if required when the situation dictates.</li> <li>Show an ability to lead and to form part of a team.</li> <li>Remain aware of changing conditions and change plans if necessary.</li> </ul>		<u><b>Half Term 2</b></u> <u><b>Dance</b></u> <ul style="list-style-type: none"> <li>Develop physical strength and suppleness by practicing moves and stretching</li> <li>Move in a clear, fluent and expressive manner</li> <li>Refine movements and sequences</li> </ul>	

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	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Hold positions</li> <li>• Moving in a fluent and expressive manner</li> <li>• Swing and hang from equipment safely</li> <li>• Vault onto a small box</li> <li>• Fine movements into sequences of 10</li> <li>• Understand centre of gravity</li> <li>• Perform weight and non-weight bearing balances</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences</li> <li>• View, describe and perform dances from other cultures</li> <li>• Work in groups to create sequences of 4-6 moves (change speed and levels)</li> <li>• Explore working in canon and unison</li> <li>• Appraise a dance</li> </ul> <p><b><u>Football</u></b></p> <ul style="list-style-type: none"> <li>• Choose appropriate tactics to cause problems for the opposition</li> <li>• Maintain possession of a ball/dribble while changing speed and direction</li> <li>• Pass to team mates and appropriate times</li> <li>• Follow the rules of the game and play fairly</li> <li>• Lead others and act as a respectful team member</li> </ul>
<b>Music</b>	Charanga – Let your spirit fly!	
<b>Experiences</b>	Viking man	