



'Vikings' OVERVIEW 2017 Summer term

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Week	Experience	Literacy Genre	Topic work	Products	Links to NC
1 - 3	Portals to the past	Instructions – How to trap and train your own dragon	<ul style="list-style-type: none"> History of Vikings Viking life – housing, food, clothes, language, artefacts, weapons Dragon art 	<ul style="list-style-type: none"> Pre assessment what do you know? What do you want to find out? A timeline of the history of Vikings Dragon inspired artwork Drawing artefacts 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Britain's settlements by Anglo-Saxon and scots
4-6		Biography of King Alfred the Great	<ul style="list-style-type: none"> British kings and Anglo-Saxon kings Warriors Invasion – PSHE links - feelings Settlers Justice system – comparing crime, punishment and laws with modern times King Ethelred 2 and Danegold 	<ul style="list-style-type: none"> Invasion maps Making a Viking weapon – shields, swords, spears Timeline of Kings Comparison of justice system Was King Athelstan as great as King Alfred? Comparison – create a poster based on who you would support and why 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
7-9		Narrative - Myths and legends of Viking Gods – creating own Viking inspired myth/legend	<ul style="list-style-type: none"> Viking beliefs Different Viking Gods and goddesses Holy island of Lindisfarne 	<ul style="list-style-type: none"> Poster of different Viking Gods and their roles – what did people believe in? 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

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10-12	Coney Gut – trip to Barnstaple to follow the River Taw	Play scripts – a journey to invade	<ul style="list-style-type: none"> Local study of rivers - fieldwork Science – forces, magnets, investigate materials, water 	<ul style="list-style-type: none"> Design and create a longboat using materials that will float – DT project Plotting the journey of the River Taw on a map 	<ul style="list-style-type: none"> A local history study Select from and use a wider range of tools and equipment to perform practical tasks Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations Gathering, recording, classifying and presenting data Reporting on findings from enquiries Using results to draw on simple conclusions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings Compare how things move on different surfaces Notice that some forces need contact between two objects Observe how magnets attract or repel and group materials that attract or repel
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