



Class: Parry (Year 6)

Term: Summer 1

Topic: Were all Vikings vicious?

Launch Day: Viking workshop at the National Maritime Museum

Trips/Visitors:

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge		(Year 3) – Where to find ancient Greece in the world - The terms AD and BC How Britain changed from the Stone Age to the Bronze Age - The changes which occurred throughout the period of the Stone Age (Year 4) - The impact of the Roman Empire on British history Recall the attempted invasion of Julius Caesar - Understand the power of the Roman army in 42AD - Recall the successful invasion by Claudius and conquest, including Hadrian’s wall	N/A	(Year 2) - Some of the techniques used to produce a piece of clay artwork (Year 3) - Know that pottery is symmetrical - Know about the shapes, styles, functions and decorative aspects of Greek pottery (Year 4) - That some features of pottery have to be added as separate features	N/A	(Year 2) – Programming quizzes - That a sequence of commands has a start - That a sequence of commands has an outcome - How to create a program using a given design - How to change a given design - How to create a program using my own design - How to decide how my project can be improved (Year 3) – That commands have an outcome That a program has a start That a sequence of commands should have an order How to describe a project using ‘abstraction’ (Year 4) – That accuracy in programming is important How to decompose a task into small steps (Year 5) – Selection in quizzes - How selection is used in computer programs - That a conditional statement connects a condition to an outcome - How selection directs the flow of a program - How to design a program which uses selection	See music curriculum map	(Year 1) – Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world (Year 3) – Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) - Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ - Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian Give examples of how Christians try to show	

						How to create a program which uses selection		love for all, including how Christian leaders try to follow Jesus’ teaching in different ways - Make links between the importance of love in the Bible stories studied and life (Year 4) – Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live (Year 5) - Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives	
Knowledge	Key Question: The children will know: No set science as there are 5 units across Year 6. Consider how to integrate working scientifically skills into an appropriate, topic-based, investigation.	Key Question: The children will know: The Vikings were a civilisation who travelled and conquered different parts of the world - The Viking conquests in Britain including the Lindisfarne attack - Recall chronological dates from Viking Britain - Places around the world in which the Vikings settled That not all Vikings were vicious and challenge historical misconceptions		Key Question: The children will know: Potential project idea – Clay tile of Viking tree of life (Yggdrasil).  - The place of the Viking tree of life in their culture - How to create more intricate pieces of clay work, including adding parts at different stages		Key Question: The children will know: Variables in games A ‘variable’ as something that is changeable - Why a variable is used in a program - How to improve a game by using variables - How to design a project that builds on a given example	See music curriculum map Key Question: The children will know:	Christianity - God Key Question: U2.6 For Christians, what kind of king is Jesus? The children will know: Make sense of belief: - Explain connections between biblical texts and the concept of the kingdom of God - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Understand the impact: - Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice - Show how Christians put their beliefs into practice in different ways Make connections: - Relate the Christian ‘kingdom of God’ model (i.e. loving	https://peplanning.org.uk/

								others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today.	
Skills	Children will be able to: See National Curriculum and select appropriate working scientifically skills to develop	Children will be able to: - Handle and chronologically date artefacts - Discuss historical inaccuracies and evaluate sources - Place dates in chronological order - Give reasons for events - Use a wide variety of sources to collect information		Research - Research myths and images related to Yggdrasil (Viking tree of life) Drawing - Use sketchbooks to research and copy some Viking intricate knotwork patterns - Use pen and ink to finish drawings - In sketch books, make designs of circular images of Yggdrasil (to be produced in clay relief). Clay - Roll out clay on a board to an even thickness and cut into a circular shape - Refine cut edges - Use clay relief to add features like branches, roots, leaves - Use clay slip and scratching to join clay - Add texture where applicable - Add coloured slip (limited pallet) - Glaze and fire to finish		Children will be able to: - Explain that the way a variable changes can be defined - Identify examples of information that is variable - Identify that variables can hold numbers or letters - Recognise that the value of a variable can be changed - Decide where in a program to change a variable Make use of an event in a program to set a variable - Create algorithms for a project - Choose a name that identifies the role of a variable - Test the code that has been written - Identify ways that a game could be improved	Children will be able to:	Children will be able to:	Children will be able to:
Components (teaching sequence)	Topic outcome:	- I can explain why the Vikings were seen as ‘vicious’ after the Lindisfarne attack - I can create an accurate timeline of the Viking conquest of Britain - I can use secondary sources to map Viking settlement in Britain		- I can evaluate art: the Viking tree of life - I can plan my tree of life using sketching. - I can use pen and ink to show detail - I can use tone to represent relief (charcoal) - I can practise the skills required for using clay: making slip, using slip with	I can Topic out /product brief:	- I can identify examples of information that is variable. - I can explain that the way a variable changes can be defined. - I can identify that variables can hold numbers or letters. - I can identify a program variable as	- I can learn to clap a steady pulse. - I can fit two ostinatos together. - I can create an accompaniment. - I can create an extended melody and practise it. - I can create sound effects to fit with an accompaniment.	- I can explain connections between biblical texts and the concept of the kingdom of God. - I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - I can make clear connections between belief in the kingdom of	Tennis: - I can play shots on the forehand and backhand side of body. - I can hit the ball with purpose, varying speed, height, and direction. - I can adopt a good ready position. - I can show good position on court.

		- I can explain how the Vikings worked with others: Hingston Down (Cornwall) - I can evaluate the accuracy of historical sources on the Vikings - I can use primary sources to build a balanced picture of the Vikings Topic outcome: To create a museum Viking display for Rescorla class.		scoring to make a firm attachment I can make my final piece in clay using engraving and/or relief		a placeholder in memory for a single value. - I can explain that a variable has a name and a value. - I can recognise that the value of a variable can be changed. - I can decide where in a program to change a variable. - I can make use of an event in a program to set a variable. - I can recognise that the value of a variable can be used by a program. - I can choose the artwork for my project. - I can create algorithms for my project. - I can explain my design choices - I can create the artwork for my project. - I can choose a name that identifies the role of a variable. - I can test the code that I have written. - I can identify ways that my game could be improved. - I can use variables to extend my game. - I can share my game with others. Topic outcome: To create a ‘ping pong’ game based on Viking conquest.	- I can play a full extended melody and accompaniment. - I can learn about and experiment with harmony. - I can perform to a film. Topic outcome:	God and how Christians put their beliefs into practice - I can show how Christians put their beliefs into practice in different ways. - I can relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. - I can articulate my own responses to the idea of the importance of love and service in the world today. Topic outcome:	- I can direct the ball towards the opponent’s court or target area. - I can identify spaces and understand the tactic of hitting into gaps. - I can apply basic principles suitable for attacking. Basketball: - I can develop control whilst performing skills at speed. - I can apply basic principles suitable for attacking and defending. - I can work effectively as part of a team. - I can use different skills to keep possession of a ball as part of a team. - I can show good awareness of others in game situations. - I can defend by marking, covering, and tracking opponents as appropriate. Topic outcome:
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Key Vocabulary		Conquest Trade Bias Explore Longship Battle Settle Lindisfarne Raid Settlement Scandinavia Alliance		Sketch Tone Relief Engrave Slip Score		Variable Change Program Placeholder			
KIRFS		1. The Viking age was from about AD700 to 1100. 2. The name 'Viking' comes from a language called 'Old Norse'. It means 'a pirate raid'. 3. In AD865 an army of Vikings sailed across the North Sea. This time they wanted to conquer land rather than just raid it. 4. The Danelaw covered an area east of their line joining London and Chester. 5. The 3 main areas where they lived were Northumbria, East Anglia and The Five Boroughs (also known as a town: they were Leicester, Nottingham, Derby, Stamford and Lincoln). 6. Almost all written evidence comes from the Anglo-Saxon Chronicles but archaeological evidence such as long ships, grave-goods, and coins are also used to tell us about the Vikings.							