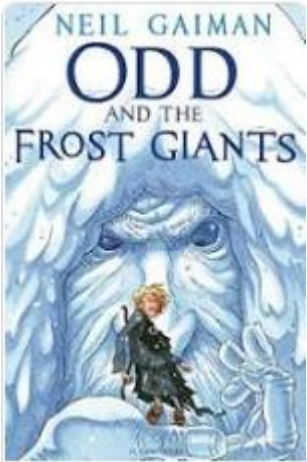


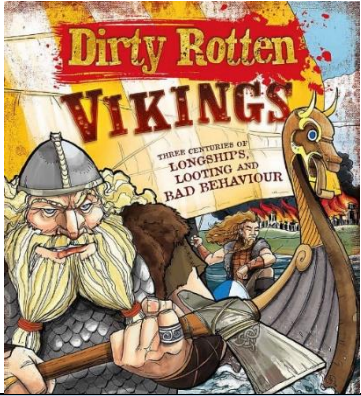
Unit Plan: Why did the Vikings invade Britain? (9 weeks)

Rationale

- Students begin by looking at the different Scandinavian countries to gain a better understanding of where the Vikings invaded. They then look at the physical and human features of the Scandinavian countries and compare them to one another.
- Pupils then begin to learn about Lindisfarne and why the Vikings decided to raid it.
- In DT, children will be creating their own Dragon Eye out of clay. They will also be designing and creating a Viking longship in small groups.
- Within the Science unit, children look at separating materials. They also write a letter to a supermarket explaining to them how they do this.
- In RE, children look at life after death but more specifically reincarnation and how different religions prepare for death.

Core Texts	Key Figures	Enrichment
 <p style="text-align: right;">Odd and The Frost</p>		<p>Viking VR experience – History</p>
		Written outcomes
		<ul style="list-style-type: none"> • Newspaper report • Diary Entry • Vikings Non- Chronological report • Group letter to a supermarket about separating materials

Giant



Dirty Rotten Vikings

Science unit	RE unit	Oracy	Cross curricular Links	
<ul style="list-style-type: none"> • Properties and Changing Materials 	What happens when we die? What can we learn from religion about temptation?	<ul style="list-style-type: none"> • Hot seat diary entry 	<ul style="list-style-type: none"> • History • DT • ART • Geography 	<ul style="list-style-type: none"> • Science • RE

Unit Sequence of Lessons: Why did the Vikings invade Britain? (8 weeks)

Subject	Learning Challenge	Outcomes	Adaptive teaching	Flashbacks
1. Science	Can I explain what is meant by solubility and identify some soluble materials?	Practical	In group, supported.	Can I recap the differences between solids, liquids and gases?
2. Science	Can I explore how to separate a range of mixtures?			Melting and freezing
3. Science	Can I explain what is meant by reversible and irreversible changes?			Stages of the water cycle
4. Science	Can I group and classify a range of materials including those linked to magnetism and electricity?			Magnetic and non- magnetic materials.
5. Science	Can I write a letter to a supermarket to explain how to separate materials?	Tesco have got their food delivery mixed up. Letter to Tesco to explain how they can separate all of their food e.g. sieves. In science books.	Group letter.	Recap separating materials
6. History	Trip			
7. Geography	Can I locate Scandinavia and understand its physical and human geography?	DPS human and physical features of all 4 countries. Denmark, Sweden, Norway, UK	Group annotated map	Can I name and locate the main countries in Europe?
8. Geography	Can I use a four-figure grid reference which includes symbols and keys?	Topic books - maps	Group	What is a key? Can they use the key to show what a map is showing. E.g land use, mountains.
9. Geography	Can I compare the physical features of Scandinavia (Norway, Denmark and Sweden) to the UK?	Comparing Sweden, Norway and Denmark to UK through the outcome of a letter.	Group scribed letter and then copy up	What are the physical features of the UK?
10. History	Can I explain what life was like in the UK under the Anglo- Saxons?	What do you want to know - come up with interview questions as a class. Use Chat GTP to interview an Anglo - Saxon - model	n/a	What was life like for Stone Age people? What was life like for Romans?

		Children use chat GTP to learn what life was like ready to be interviewed to create videos for twitter.		
11. History	<p>Can I create a timeline of the main Viking events?</p> <p>Can I understand the difference between primary and secondary sources?</p> <p>Can I explain the validity of a range of sources?</p>	<p>Topic book - primary and secondary sources. Chn to sort the sources into primary and secondary. Blooms question - which sources are most reliable?</p> <p><i>The Anglo Saxon chronicle.</i></p> <p>Have a range of sources in books. Label primary / secondary. What does the source show? Challenge bubbles: Which source is the most reliable why? Which source could be bias?</p>	n/a	<p>Chronology</p> <p>Put in order Stone Age, Romans, Dinosaurs, Victorians, Industrial Revolution, Vikings, Anglo-Saxons, King Charles, Egyptians, Cadbury's.</p>
12. History	Can I understand why the Vikings decided to leave Scandinavia?	Topic book - double page. Why did they leave Scandinavia? Why did they move to Britain?	Group double page spread	Why do people move to Britain?
13. History	Can I explain what happened at Lindisfarne in 793 AD?	Teach about the raid. Outcome: Diary entry from POV of a monk and a Viking.	Group diary entry, scribed and copied up	
14. History	Can I research different aspects of Viking battles?	Viking Tactics: Weapons: Naval Warfare: Raiding and Conquest: Honour and Valhalla: image of Viking in the middle and then each part explained. Use sentence stems for LA children and images.	Guided research and use of sentence stems	What can you remember about Roman soldiers? Battles formations, centurions, what they wore ect.
15. D and T	<p>Can I design and plan a Viking long ship?</p> <p>Can I understand the importance of safety when using certain tools?</p> <p>Can I create a Viking long ship using appropriate tools e.g. saw and hot glue gun?</p> <p>Can I use the printing technique to create a flag for my Viking long ship?</p>	<p>Purpose: Can you build a Viking longboat to transport 6 Vikings warriors across the sea?</p> <p>Brief: It must hold 6 peg doll Viking Warriors</p> <p>It must float</p> <p>It must look like a long ship</p> <p>Sketch books - 7 step process of designing and making a Viking long ship.</p> <p>Groups of 5 children.</p>	n/a	What have you made in D and T before?

16. History	Can I explore the different roles of men and women during Viking times?	Page on men and women with key facts. Interview them in a role play.	Group topic book	What was the role of men and women in the Stone Age and Egyptians?
17. History	Can I explore the lasting impact of the Viking invasions on Britain?	Debate - were the Vikings good or bad? Floor book I think they were good because or bad because or a bit of both..... Provide with the fors and against for them to sort into positive and negatives about the Vikings.	n/a	What did the Romans do for Britain?
18. History	Can I explain the Viking beliefs of different gods? Can I understand the Viking after life?	Topic book - fact file about a Viking God	Group topic book	What Gods did the Egyptians believe in?
19. RE	Can I understand and define soul and reincarnation? Can I understand what is meant by judgement and how it links to what happens when we die?	Topic book - <i>What is my soul activity</i> (from the SACRE documents) What does your soul/spirit look like? Class wordle. What is reincarnation? What is judgement? Which religions believe what?	Adult-guided discussion	What is a belief? What do you believe?
20. RE	Can I understand how Christians mark the end of life?	Funerals. How do other religions mark the end of life? Compare.	Group topic book	What do Christians believe? Where do they pray? What is their holy book called? Mini Quiz??
21. RE/PSHE	Can I explain how believers and non-believers prepare themselves for death? Can I learn about how experiencing loss can affect your mental health?	Reflection	n/a	How does your own religion celebrate the end of someone's life?
22. RE	Can I write a discursive piece for different beliefs of life after death?	Topic books	Pictures with key words	What do different religions believe about life after death? What do you believe?
23. History/Art	Can I understand the importance of dragon symbolism in Viking battles? Can I design a dragon eye?	Sketch books - rate pictures of dragon eyes. Plan and design dragon eyes.	n/a	What is a tint, tone and shade?

24. Art	Can I understand and show how I can create different textures with a range of tools? Can I use clay to sculpt a dragon eye?	Make dragon eyes.	n/a	What skills can you remember for using clay?
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Unit Sequence of Lessons - Can I understand temptation? (1 week)				
	Learning Challenge	Outcomes	Adaptive teaching	Flashbacks
1. RE	Can I explain what temptation is?	Look at Sacre lesson 1		Soul and reincarnation
2. RE	Can I say what happened when you give in to temptation?	Look at Sacre lesson 3		How do Christians mark the end of life?
3. RE	Can I consider what Christians and Muslims say about temptation?	Look at Sacre lesson 4		How do other religions mark the end of life?
4. RE	Can I consider how and why forgiveness works to mend broken relationships?	Look at Sacre doc		What is temptation?