

## Big Question: Why did the Vikings want to come to Britain?

<b>Year: 4</b>		<b>Term: Spring 2</b>
<p><b>Introduction to the topic:</b>            During the pre-learning challenge, show the children some pictures and quotes to demonstrate the concept of 'Mother Nature' and explain that we are going to be looking at what it was about the land in Britain that made it such a great find for the Vikings and made them want to come and use it. Show them some pictures and maps of the Vikings and where they came from and ask them to share anything they already know about this period of time in Britain's history. Ask the children to complete the pre-learning challenge.</p>		
<b>English</b>	<b>Maths</b>	<b>History</b>
Writing own narratives that involve an adventure. This is child interest led and will culminate in children being authors of their own individual stories.	<b>Maths No Problem: Time</b> Pupils will learn about the 24hr clock and how to convert hours, minutes and seconds.	What happened in Britain when the Vikings invaded?
<b>Art and Design</b>	<b>Design and Technology</b>	<b>PSHE and Citizenship</b>
<b>Kapow Scheme of Work</b> Painting and mixed media: Light and dark	<b>Kapow Scheme of Work</b> Digital world: Mindful moment timer	<b>Jigsaw Scheme of Work</b> Healthy Me
<b>Science</b>	<b>RE</b>	<b>Computing</b>
<b>Living things and their habitats</b> Children will be exploring how living things can be grouped in a variety of ways as well as use classification keys to help group, identify and name a variety of living things in their local and wider environment. They will also explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.	<b>2022 Newham Agreed Syllabus Plans</b> <b><i>What is special to me and the people in my community?</i></b> Investigating the relationship between religion and our neighbourhood. Why is Easter important to Christians?	<b>NCCE Scheme of Work</b> Data and Information Data logging
<b>PE</b>	<b>Music</b>	<b>Spanish</b>
Handball Basketball	Music and Nature Bedřich Smetana Beethoven	Spanish endangered animals: <i>el lince</i> Children will learn about the endangered Iberian Lynx. They will describe the lynx in detail, discuss reasons for its endangered status and will make posters to promote its protection.
<p><b>Links to the National Curriculum (what must be covered) and assessment descriptors:</b></p>		
<p><b>English</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Draft and write by:             <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures and</li> <li>○ in narratives, creating settings, characters and plot.</li> </ul> </li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul>		

## Maths

Pupils should be taught to:

- read, write and convert time between digital and analogue clocks, 12hr and 24hr
- Solve problems involving converting time from hours to minutes, minutes to seconds, years to months and weeks to days.

## History

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

### Working Towards

I can **give simple reasons** as to why the Vikings came to Britain **using simple historical language**.

### Expected

I can **examine** and **compare** artefacts and sources of information and **explain** what they show about the Vikings in Britain and their reasons for invading. I can **demonstrate an awareness** of key events and people.

### Greater Depth

I can **find similarities and differences** between these events and other events in history. I can **discuss** what was happening in Britain before the Vikings and what happened after the Vikings.

## Art and Design

Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.

Pupils will be taught to explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. They will develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects. They will work selectively, choosing and adapting collage materials to create contrast and considering overall composition.

### Lesson 1: Tints and Shades

To investigate different ways of applying paint. To mix tints and shades of a colour.

### Lesson 2: Three dimensions

To use tints and shades to give a three-dimensional effect when painting.

### Lesson 3: Painting techniques

To explore how paint can create very different effects.

### Lesson 4: Composition

To consider proportion and composition when planning a still-life painting.

### Lesson 5: Still life

To apply knowledge of colour mixing and painting techniques to create a finished piece.

Pupils who are secure will be able to:

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

### Knowledge of artists

- Use subject vocabulary confidently to describe and compare creative works.
- Analysing different painting techniques, comparing paintings by artists according to elements such as texture or colour and practising creating tints and shades when colour mixing.
- Use their own experiences of techniques and making processes to explain how art works may have been made.

### Evaluate

- Build a more complex vocabulary when discussing their own and others' art.

- Evaluate their work more regularly and independently during the planning and making process.

Pupils who are secure will be able to:

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

Working Towards	Expected	Greater Depth
I can <b>describe</b> how to create a <b>shade</b> and a <b>tint</b> of a colour.	I can <b>explain</b> how <b>shades</b> and <b>tints</b> have been <b>used by artists</b> to show light and dark.	I can <b>paint a still life composition</b> using <b>shades</b> and <b>tints</b> to show <b>three dimensions</b> .

## Design and Technology

### Lesson 4: Prototypes

To develop and communicate ideas.

### Lesson 5: Brand identity

To develop ideas through computer-aided design.

### Lesson 6: An Exhibition

To consider feedback and evaluate.

### Design

- Writing design criteria for a programmed timer (Micro:bit).
- Exploring different mindfulness strategies.
- Applying the results of my research to further inform my design criteria.
- Developing a prototype case for my mindful moment timer.
- Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo.
- Following a list of design requirements.

### Make

- Developing a prototype case for my mindful moment timer.
- Creating 3D structures using modelling materials.
- Programming a Micro:bit in the Microsoft Micro:bit editor, to time a set number of seconds/minutes upon button press.

### Evaluate

- Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages.
- Evaluating my Micro:bit program against points on my design criteria and amending them to include any changes I made.
- Documenting and evaluating my project.
- Understanding what a logo is and why they are important in the world of design and business.
- Testing my program for bugs (errors in the code).
- Finding and fixing the bugs (debug) in my code.
- Using an exhibition to gather feedback.
- Gathering feedback from the user to make suggested improvements to a product.

Working Towards	Expected	Greater Depth
I can <b>describe</b> what features my product should include. I can <b>recall</b> the name of key tools used in Sketchpad (CAD) software.	I can <b>write a program</b> that displays a timer on the virtual micro:bit based on my design and test and correct errors. I can <b>recall</b> and <b>describe</b> the name and use of key tools used in Sketchpad (CAD) software.	As before and I can evaluate the appeal of the virtual micro:bit timer and its function. I can <b>explain</b> how to make a design stand out.

## PSHE and Citizenship and Emotional Literacy/Social Skills

- I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.
- I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions.
- I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations.
- I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.
- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
- I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.
- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want.
- I can identify feelings of anxiety and fear associated with peer pressure.
- I know myself well enough to have a clear picture of what I believe is right and wrong.
- I can tap into my inner strength and know how to be assertive.

Working towards	Expected	Greater Depth
I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this. I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices.

## Science

### Living things and their habitats.

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Working Towards	Expected	Greater Depth
I can <b>recognise</b> that living things can be grouped in a variety of ways and <b>identify</b> plants and animals found locally using simple keys. I <b>recognise</b> that we need to care for the environment.	I can <b>explain</b> why living things need to be classified. I can also use and have begun to make simple keys to <b>identify</b> a range of living things. I can <b>describe</b> some things that can be done to care for the environment.	I can <b>create</b> keys independently to <b>identify</b> a range of living things. I can <b>describe</b> how the environment changes over time and suggest whether this is a good or bad thing. I can <b>explain</b> how the environment can be protected.

## RE

Pupils should be taught how Easter is celebrated, how Easter symbols are used during the build-up and celebration and why the Last Supper and the Garden of Gethsemane are important parts of the story for Christians.

Working Towards	Expected	Greater Depth
I can <b>recall</b> why Easter is important to Christians.	I can <b>give reasons</b> to <b>explain</b> why Easter is important to Christians and <b>discuss</b> some of the <b>similar and different</b> things Christians do to celebrate Easter.	I can <b>explain</b> why the Last Supper and the Garden of Gethsemane are important to Christians and make suggestions as to which parts of the Easter story have the biggest impact on Christians.

## Computing

Pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

Working Towards	Expected	Greater Depth
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I can <b>use software to view</b> collected data and <b>recognise</b> some data points in the data, with support.	I can <b>use software to view</b> relevant data and <b>recognise</b> how some data points are different.	I can <b>use zoom features</b> to look at sections of data more closely and <b>describe the differences</b> in data points.
<b>PE</b>		
<p><b>Music</b></p> <p>Explore pieces by Bedřich Smetana and Ludwig van Beethoven related to nature. Include <i>Vlatava</i> from <i>Ma Vlaast</i>. The children use the music describing the river to explore tempo, dynamics timbre and texture. Repeat with Beethoven's Pastoral Symphony.</p> <p>Children create their own composition based on a river's journey.</p> <p>Recorder lessons: learn to play Old MacDonald Had a Farm, revising low D and low E.</p>		
<p><b>Working Towards</b></p> <p>I can <b>name</b> and <b>describe</b> two compositions by two different composers.</p> <p>I can <b>recognise</b> a recorder and <b>hold it</b> correctly.</p>	<p><b>Expected</b></p> <p>I can <b>layer</b> sounds to create effects.</p> <p>I can <b>play</b> identifiable chords on the recorder.</p>	<p><b>Greater Depth</b></p> <p>I can <b>explain</b> what I think a piece of music's purpose could be.</p> <p>I can <b>play a tune</b> on the recorder.</p>
<p><b>Spanish:</b></p> <p>To describe an animal orally and in writing.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding.</p>		
<p><b>Educational Visits and Visitors</b></p> <p>The British Museum – Vikings artefacts</p> <p>History Off The Page workshop – Vikings</p> <p>Jorvik Centre (York) virtual outreach session:  <a href="https://learning.yorkarchaeology.co.uk/virtual-outreach/">https://learning.yorkarchaeology.co.uk/virtual-outreach/</a></p>		
<p><b>Sequence of Key skills/objectives/context (Key teaching points)</b></p> <ul style="list-style-type: none"> <li>To use a timeline to sequence key events in history.</li> <li>Understand that the Vikings invaded Britain and be able to suggest some reasons why.</li> <li>Understand when the Vikings invaded in the context of the history of Britain and around the world.</li> <li>To make comparisons between Kings in this time.</li> <li>Know some facts and information about the Vikings.</li> <li>Describe and explain the struggle between the Anglo Saxons and the Vikings</li> <li>Understand that our knowledge of the Vikings comes from a range of historical sources.</li> <li>To explain what crimes and punishments were like in this period and to make comparisons between Viking and Anglo Saxon justice systems.</li> <li>Understand what made the Vikings successful.</li> <li>Understand why we are not a country of Vikings now.</li> <li>Understand how the invasion of William the Conqueror ended the Viking conquest of England.</li> </ul>		
<b>Key Vocabulary</b>		
Archaeologist Attack BCE/CE Century Danegeld Danelaw Decade Expedition Gods Heathen Invader Invasion	Longboat Loot Monasteries Norse Pagans Pillage Plunder Raids Runes Saga Scandinavia Settlement	Viking Place Names Suffixes – -by (Grimsby) -thorpe (Scunthorpe), -ness (Skegness) -kirk (Ormskirk) -croft (Lowescroft)
Days of the week Monday – linked to the moon by the name Mani – Norse for Moon. Tuesday named after the Viking God of War – Tyr. Wednesday – named after Woden.		

Jorvik (York)	Viking		Thursday – named after Thor, the God of thunder.
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### Additional Information

Yorvik information for teachers <https://research.yorkarchaeology.co.uk/>

Yorvik website with additional information about the Vikings:

<https://www.jorvikvikingcentre.co.uk/the-vikings/>

### Evidence in the books and on display:

- The children write in their books about what Britain was like before, during and after the Vikings.
- The children will annotate maps showing where the Vikings came from and where they invaded.
- The children will have written about important people and events from the time of the Vikings and written explanations about danegeld and how the laws changed during this time.
- The children will have written about the different sources archaeologists have used to find out about the Vikings and they will have explored the impact on British history of the Vikings.

### Outcomes:

- The children will have learnt about an important period of time in British history.
- The children's understanding of Britain's chronology will have improved.
- The children will have learnt how to make good, healthy choices and have strategies to resist peer pressure.

### Helpful Websites

<https://www.bbc.co.uk/teach/topics/c3g2e1v85ndt> - BBC Teach videos

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6> - BBC Bitesize Viking videos

### SMSC

Spiritual	Moral	Social	Cultural
- Awe and wonder thinking about the people who have lived here before us.  -Looking at and connecting with different artefacts.	-Can we hold the Vikings to the same moral standards we have today?	-How did the social system of the Vikings work (e.g. hierarchy)?	-How did the Viking culture compare to ours?

### FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-How do the rulers of England in the time of the Vikings compare with rulers today?	-What rights did the Vikings have?  -Did the Vikings respect the rights of others?	-Did the Vikings tolerate the religion(s) of England and vice versa?	-Compare the rules the Vikings followed with the rules we follow today.

### Links to Rights Respecting Schools

- Article 14: Freedom of thought and religion – every child has the right to choose and follow their own religion.
- Article 30: Children from minority or indigenous groups - every child has the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.
- Article 38 –protection from fighting in a war.

### Links to Safeguarding

- Opportunity given for pupils to speak out about peer pressure.
- Opportunities for pupils to speak about any concerns they have around tobacco and alcohol.

### Celebrating Heritage

- Growing understanding of how the historical events in Britain have formed the community we live in today.