



Year 5

Were the Vikings vicious?



Learning Journey
Engaging
Authentic
Rigorous
Nova Curriculum

Launch:

- Creating immersive learning environment- Viking long ships work space/display with children as vikings
- Viking experience at Mojo Active to impart knowledge
- Creating helmets and shield

Landing: *(Purpose and authentic audience)*

- Creating a Viking ship
- Viking invasion of local library to deliver 'Viking ology' books

Children's questions:

'Where did Viking come from?'
'What weapons did they have?'
'What did they eat?'
'Did they believe in any Gods?'
'Who did they attack?'

Experiences to engage and inspire *(trips, visitors etc)* :

- Viking experience trip
- Design Viking helmets/shields
- Designing and waterproofing a long ship
- Testing ship designs
- Investigating gears and pulleys
- Making gears and pulleys to raise a long ship sail
- Make Viking trinkets
-

Key skills and Knowledge Coverage from NC & Nova Skills Progressions

As Writers we will:

- Create and describe a Viking considering their features and characteristics
- Plan write a Viking saga including our own characters
- Write a letter inviting our Viking hero to complete a challenge
- Write an instructional text describing how to make a long ship

As Mathematicians we will:

- We will interpret negative numbers when ordering chronological events.

As Historians we will:

- Learn about Anglo-Saxons and Vikings Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the kingdom of England
- Continue to develop chronologically secure knowledge of history time periods studied
- Place current study on time-line in relation to other studies (using key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings)
- Describe / make links between main events, situations and changes within and across different periods/societies, including Egyptians, Romans, Anglo-Saxons, Vikings present day
- Identify and give reasons for, results of, historical events, situations, changes

As Geographers we will:

- I can describe the geographical similarities and differences of a region of the UK and a European country.
- I can explain how the physical features of two contrasting regions influence how and where people live (Europe and UK)
- I can use a range of different maps to make inferences about the natural resources, economic trade and trade links

As Designers we will:

- Understand and use mechanical structures in their products e.g. gears, pulleys, levers and gears
- Join materials using appropriate methods
- Use a hand drill to drill tight and loose fit holes
- Justify their decisions about materials and methods of construction

As Scientists we will:

- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations