



**Long Term and Medium-Term Planning  
History And Geography Focus With Art And DT As Secondary Subjects**



<b>Term and Year: Autumn Term, 2019.</b>	<b>Topic: Viking – raids and invasions</b> <b>Topic to focus on historical interpretation of events from different points of view and the impact of the Vikings on our everyday life.</b>
<b>Teacher: M. Churchill – Year 3/4/5</b>	<b>Key question(s): Were the Vikings vicious?</b>

**All challenge activities and related ‘I can’ statements are to be highlighted in green.**

<b>Subject</b>	<b>National Curriculum Objectives</b>		<b>‘I can...’ Statement(s)</b>	<b>Activities</b>
<b>History</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	Lesson 1 – Viking raids and invasions	<p><b>wb: 9.9.19</b></p> <ul style="list-style-type: none"> <li>I can place events in chronological order using my knowledge of times and dates.</li> </ul> <p style="color: green; margin-left: 20px;"><i>Some of use will be able to:</i></p> <ul style="list-style-type: none"> <li style="color: green;"><i>Explain who the Vikings were and give reasons why they invaded Britain.</i></li> </ul> <p><u>Year 3/4 Chronological Understanding:</u></p> <ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ol style="list-style-type: none"> <li>1. HOOK ACTIVITY-teacher to ‘destroy’ classroom and ‘steal’ items-re-create an invasion. Leave clues in class and around school for children to solve to discover that our history topic is about the Vikings.</li> <li>2. Children to watch introductory clip of the Vikings from Literacy Shed-complete KWL grid.</li> <li>3. Teacher to model where the Vikings came from, the reasons they invaded and when-discuss how the invasion affected people’s lives.</li> <li>4. Children will then be provided with events on timeline cards-children to sort using chronological order. The children to then create their own timeline of significant events from the era.</li> <li>5. Children to empathise with people from the past-how would the Vikings and the people being invaded feel? What would they think?</li> </ol> <p style="color: green; margin-top: 10px;"><i>Challenge – some children will be able to empathise with the people being invaded and provide insights into how their lives were changed.</i></p>

	Lesson 2 – Enrichment Day	<p><b>wb: 16.9.19</b></p> <p>Viking Day’ to take place on the 18/9/19 – children to be exposed to an overview of Viking life in order to begin forming opinions, ideas and theories about the Vikings, their way of life and to engage fully in the content of the historical period being studied.</p> <p style="text-align: center;"><u><b>EVIDENCE ACTIVITIES IN FLOOR BOOK</b></u></p> <p>Year 3/4 Range and Depth of Historical Knowledge:</p> <ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul>
	Lesson 3 – Life as a Viking	<p><b>wb: 23.9.19</b></p> <ul style="list-style-type: none"> <li>• I can use sources of information to learn about the past.</li> </ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>• Use empathy and historical sources to imagine what life was like as a Viking and articulate this effectively.</li> </ul> <p>1. Children to use their experiences from the enrichment day and various sources of information to create a poster showing what life would have been like as a Viking. The poster will be used for display in the class museum.</p> <p>2. Children need to ensure that they use appropriate research methods and sources of information to ensure that the information presented is factually accurate.</p> <p>Challenge-can children provide a personal insight into what they think life could have been like by using the evidence available and empathy.</p>

	Lesson 4- Viking Laws	<p><b>wb: 30.9.19</b></p> <ul style="list-style-type: none"> <li>I can explain that the Vikings had laws and used them to maintain order.</li> </ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>Explain why the laws were important and what having them achieved in society.</li> </ul>	<ol style="list-style-type: none"> <li>Teacher to ask the question-why did the Vikings have laws when they are viewed by some historians as blood-thirsty invaders?</li> <li>Children to analyse laws and state why they think they were important for the society- COMPARE to modern day-what do the children think our world and society would be like if we didn't have laws to help govern it?</li> </ol> <p>Challenge-some children will be able to explain why laws are important and how they have evolved to accommodate the society in which they are used.</p>
	Lesson 5 – DT week	<p><b>wb: 7.10.19</b></p> <ul style="list-style-type: none"> <li>I can design and construct a Viking longhouse.</li> </ul> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>Alter our design as we progress through the process to ensure that it still meets the design brief.</li> </ul>	<ol style="list-style-type: none"> <li>Children to be presented with a design brief-can they design and manufacture a Viking longhouse from a variety of materials?</li> <li>Children to use research tools to investigate the design brief and decide how best to proceed. Children will then be given a range of materials and tools in order to construct their designs.</li> <li>Once completed, children will evaluate the designs and the techniques they used in order to make improvements.</li> <li>Finished longhouses will be used for display purposes in the museum display on the <b>17.10.19</b>.</li> </ol> <p><u>RECORD EACH STAGE OF THE DESIGN AND CONSTRUCTION AND EVIDENCE IN FLOOR BOOK</u></p> <p>Challenge-some children will be use a variety of materials, techniques and methods to meet the design brief.</p>

	Lesson 6 - Class museum	<p><b>wb: 14.10.19</b></p> <p>Children in Year 3/4/5 to use the class worship slot on <b>Thursday 17.10.19</b> to run a class museum. The children will have prepared a presentation to share with parents, carers and the whole school.</p> <p style="text-align: center;"><u><b>EVIDENCE MUSEUM IN FLOOR BOOK</b></u></p>
	Lesson 7 – Reflection Activity	<p><b>wb: 21.10.19</b></p> <ul style="list-style-type: none"> <li>I can present an argument and support it using historical evidence.</li> </ul> <p>Some of use will be able to: Provide a balanced argument giving evidence and reasons from all sides of a historical event/race of people in order to support and justify opinions and statements.</p>
		<ol style="list-style-type: none"> <li>Children to use their learning throughout the whole topic to answer the question: Were the Vikings vicious?</li> <li>Children must present their arguments and focus specifically on the use of viewpoints, bias and perspective.</li> <li>Children to be able to decide on the format of their recording.</li> </ol> <p>Challenge: Some children will be able to consider all sides of a debate and use specific historical evidence to support and justify their conclusions.</p>

ICT-planned by MC . PE-delivered by the Foundation of Light.

Music – Managed by the Music Co-Ordinator. Charanga to be used in school.

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units