

# BARNSTON PRIMARY SCHOOL MEDIUM TERM PLANNING SUMMER



**SUBJECT:** Vikings

**YEAR GROUP:** 3/4

**YEAR IN CYCLE:** 2

	NATIONAL CURRICULUM	ADDITIONAL SCHOOL CURRICULUM
<b>Summer Term</b>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Name and locate counties and cities of the United Kingdom.</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and key physical and human characteristics, countries, and major cities – where else did the Vikings land??</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Viking raids and invasion.</li> <li>Resistance by the Anglo Saxons</li> <li>Viking Law</li> <li>Viking culture and how they lived</li> <li>Viking religion and beliefs</li> <li>The death of Edward the Confessor in 1066.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Sketches of Viking Longboats and adding detail using charcoal.</li> <li>Create landscape pictures of hills and water including a Viking Longboat using watercolours.</li> <li>Artwork using runes. Experiment with materials, sketch books and parts of designs.</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Making Viking shields and long boats.</li> </ul>	<p>Where did the Vikings come from? Locate countries on map of Europe and draw arrows to show where they came from.</p> <p>Looking at the life of a Viking (Clothes, Lang hus, jobs, language, daily life and religious beliefs) Compare and contrast laws and justice in Viking day to modern day life.</p> <p>Viking Day – looking at shields, runes and long boats.</p> <p>Viking Day – Viking Tour Company.</p>

	<ul style="list-style-type: none"> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Food technology – Viking food – experience making it, writing similar menus and creating the food for a Viking banquet. Measure and plan, cook and refine and taste each other’s food to make comparisons of the success</li> </ul>	
	<b>ENTERPRISE</b>	<b>SOCIAL, SPIRITUAL, MORAL &amp; CULTURAL</b>
<b>SCHOOL DRIVERS</b>	<p>Provide opportunities for children to solve problems that arise as they learn. Promote and provide opportunities for children to ask questions to further deepen their understanding and learning.</p>	<p>Promotion of British Values and culture.  Able to work as part of a team or individually.  To actively problem solve.</p>