History - The Viking

Vikings

Artefact session: What can you tell about the Vikings from a chess piece?

Longboat Enquiry:

Timeline Session:

Why did the Vikings conduct raids? Raiding monasteries e.g. The Viking Raid on Lindisfarne

Why do people migrate? Children could use evidence to begin to construct their own views of everyday life during Viking times e.g. farming

Communicating findings (Non-fiction e.g. What were the Viking like?):

Invasion
Civilisation
Sources and evidence
Historical interpretations

DT

Aspect: Food- Scones
Focus: Celebrating culture and seasonality

Designing
• Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Making
• Write a step-by-step recipe, including a list of ingredients, equipment and utensils
• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
• Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating
• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
• Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical knowledge and understanding
• Know how to use utensils and equipment including heat sources to prepare and cook food.
• Understand about seasonality in relation to food products and the source of different food products.
• Know and use relevant technical and sensory

Autumn Term
Goldfinch
(Discrete subjects taught in blocks over the term)

Science

Animals, including humans

Pupils should be taught to:
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Notes and Guidance (non-statutory):
Pupils should build on their learning from previous years about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by:

exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Geography - South America – Argentina (module on RGSwebsite (human geography, study of place)

In the context of the study on Argentina develop:

Locational knowledge

locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region within South America

Human and physical geography

Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains (focus more on this in Summer term topic on rainforests)

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of South America/ Argentina

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Art

3D- Clay- Viking longboat

- Shape, form, model and construct from observation or imagination.
- Use recycled, natural and man-made materials to create sculptures.
- Plan a sculpture through drawing and other preparatory work.
- Develop skills in using clay including slabs, coils, slips, etc.
- Produce intricate patterns and textures in a malleable media.

Ongoing Drawing Skills

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Develop close observation skills using a variety of view finders.
- Use a journal to collect and develop ideas.
- Identify artists who have worked in a similar way to their own work.

Lines, Marks, Tone, Form and Texture

- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Explore colour mixing and blending techniques with coloured pencils.
- Use different techniques for different purposes i.e. shading, hatching within their own work.

Science

Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Notes and Guidance (non-statutory):

Pupils should build on their learning about grouping living things in previous years by looking at the classificationsystem in more detail. They should be introduced to the idea that broad groupings, such as micro- organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (e.g. insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds andmammals). They should discuss reasons why living things are placed in one group and not another.

Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Pupils might work scientifically by:

- *using classification systems and keys to*
- *identifying some animals and plants in the immediate environment*

researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

PSHE, PE, Modern Foreign Languages, RE, Music and Computing are collated separately. Please see individual subject documents on class pages.