

GARP/GASP: The roles of women in Viking times. Viking women often fought in battles and worked manual labour jobs. This contradicts the stereotype of women in the present era who stereotypically work in less physically tasking roles

Subject: History

Concepts and LEAPS:

Chronology

I understand that the past can be divided into different periods of time and can place the current period study on a timeline in relation to other studies.

I can name and place dates, events, artefacts and historical figures on a timeline.

Knowledge and Understanding

I can use evidence to describe settlements, clothes, way of life and actions of people

Historical Interpretations

I can identify/explain some of the different ways in which the past is represented.

Historical Enquiry

I understand the difference between primary and secondary sources of evidence and can use them to answer questions about the past.

Organisation and Communication

I can use dates and historical terminology terms with increasing accuracy.

Core Knowledge

- Vikings - 793CE to 1066CE
- Viking men, women and children lived in settlements.
- In Scandinavia, Vikings mostly settled along the coast which gave them farming, fishing and transport opportunities.
- When the Vikings came to England they settled in the North East.
- Some Vikings were warriors.
- Viking 'heaven' - Valhalla
- The Vikings had their own rules and laws.
- Vikings worshipped many gods
- They did not like Christians.
- Vikings travelled in boats called Longships.



Viking Helmet
discovered in 1943 in England

Excavation (Norway, 1889)
The bones of a warrior.

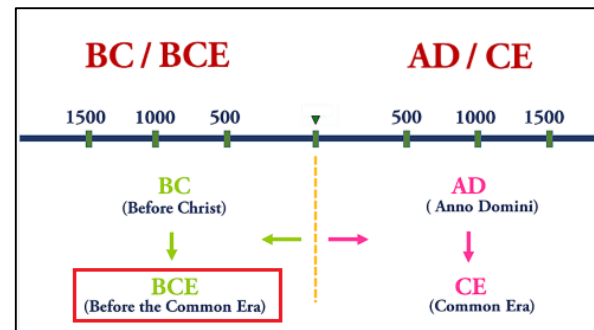


The places in England that were under control by the Vikings were called Danelaw.

AD793 (CE)	AD 866 (CE)	AD 878 (CE)	AD 886 (CE)
Vikings raid Lindisfarne Monastery. First time in Britain.	Vikings capture the city of York.	Vikings permanently settle in Britain.	King Alfred of the Saxons creates a treaty with the Vikings.

Viking clothes were made from

- Wool
- linen
- animal skins
- The Vikings made their own clothes from wool and used natural dyes from plants to give it colour.
- Men wore tunics and trousers.
- Women wore a long dress with a pinafore over it.
- Their clothes were fastened with belts and brooches.



Vocabulary

Secondary Sources	Primary Sources	Artefacts
Documents, texts, images, and objects about an event created later on by someone who was not there.	Original records created by first-hand witnesses of an event.	Objects made by human beings that tell you about the past.
Scandinavia The name given to the collection of countries: Denmark, Norway and Sweden	BCE - Before the Common Era, or used for dates before the Christian Era.	BC - Before Christ, the number of years before the birth of Jesus Christ
King Alfred King of Wessex, a Saxon kingdom in south-western England. He prevented England from falling to the Vikings.	AD - Anno Domini, the number of years after the birth of Jesus Christ	CE - Common Era, or the number of years after the birth of Jesus Christ
Lindisfarne Lindisfarne, also known as Holy Island, was one of the first landing sites of the Vikings	Anglo Saxons originally migrated from northern Germany to the island of Britain in the 5th century CE	Monasteries Places where monks lived and worshipped.

Quiz

1. Who were the Vikings?
2. Which time periods is the past divided into?
3. How do we know the Vikings existed?
4. Who was King Alfred and what did he do?
5. In which place and year was the first Viking Raid?
6. How did the Vikings keep warm and find food?



Subject/Conceptual

knowledge/skills: PSHE - SCARF

Me and my relationships,
British Values, Self -
esteem, Bullying, British Values

LEAPS:

I can...

- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.
- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.
- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.
- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.
- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.
- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Core Knowledge

- 'Not so good' feelings make you feel uncomfortable.
- Feelings can make you worried, sad, sweat, cry or quiet.
- Feelings can make you feel happy and smile.
- You may say 'no' to situations that make you feel uncomfortable or hurt you.
- Bullying is deliberately hurting someone emotionally or physically several times on purpose.



Key Vocabulary

Feelings, physical states, positive, relationship, strategies, pressure, unhealthy, assertive, change

Subject/Conceptual

knowledge/skills: Science - Sound

LEAPS:

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

Core Knowledge

Sound travels from its source in all directions and we hear it when it travels to our ears.

Sound is created when something vibrates. The vibrations cause sound waves which we hear through our ear.



Sound travel can be blocked.

Sound spreads out as it travels. Changing the shape, size and material of an object will change the sound it produces.

Sound moves through all materials by making them vibrate.

Changing the way an object vibrates changes its sound.

Bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds.

Faster vibrations produce higher pitched sounds.

Key Vocabulary

Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation

Subject/Conceptual knowledge/skills:

French

Speaking and Reading

LEAPS:

- I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.
- I can present short pieces of information to another person.
- I can apply phonic knowledge to support speaking (also reading and writing).
- I can accurately read and understand familiar written words, phrases and short sentences.

Core Knowledge

Zéro= Zero	Onze = Eleven	rouge = red
Un = One	Douze = twelve	bleu = blue
Deux = Two	Treize = thirteen	jaune = yellow
Trois = Three	Quatorze = fourteen	vert = green
Quatre = Four	Quinze = fifteen	noir = black
Cinq = Five	Seize = sixteen	blanc = white
Six = Six	dix-sept = seventeen	gris = grey
Sept = Seven	dix-huit = eighteen	orange = orange
Huit = Eight	dix-neuf = nineteen	violet = purple
Neuf = Nine	vingt = twenty	marron = brown
Dix = Ten		

Dimanche = Sunday
Lundi = Monday
Mardi = Tuesday
Mercredi = Wednesday
Jeudi = Thursday
Vendredi = Friday
Samedi = Saturday

Subject/Conceptual knowledge/skills:

Computing

Internet Safety (iSafe)

LEAPS:

- I can recognise the risks of sharing publicly online and what to do when something does not feel safe.
- I can understand consent and when it is appropriate to share something online.
- I can understand some of the ways we can protect ourselves online against manipulation.
- I can understand the misconceptions that the internet sometimes conveys (lifestyle, self-esteem etc).
- I can understand the need for strong passwords.
- I can identify forms of advertising online.

Core Knowledge

Never put online:

- Full name
- Address
- Friends names
- Passwords
- Birthdays
- Bank details
- Consent is when someone clearly agrees to something. It must be a clear 'yes'.
- Pop ups and emails can advertise services that can cost money such as apps. If you see a pop up or an email that you do not recognise, do not click or open it and report it.
- A trusted adult can be your parents or teachers.
- The report button is for reporting people or information that upsets you to the administrator.
- A strong password is one that only you would remember and is difficult for others to guess. A strong password keeps you safe online.

Key Vocabulary

Information, risk, online, private, personal information, scams, plagiarism, consequences, password, spam, permission, bullying, cyber bullying

Subject/Conceptual knowledge/skills: PE

Fundamental Movement Skills

Invasions

LEAPS:

Football

- I understand game tactics and can vary how I should respond.
- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games
- I can use skills with co-ordination and control.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.
- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/ defending.

Dance

- I can begin to improvise independently to create a simple dance.
- I can change level and speed within a routine.
- I can begin to improvise with a partner to create a simple dance.
- I can translates ideas from stimuli into movement with support.
- I can begin to compare and adapt movements and motifs to create a larger sequence.
- I can use simple dance vocabulary to compare and improve work.

Core Knowledge

Dribbling with the outside of your foot

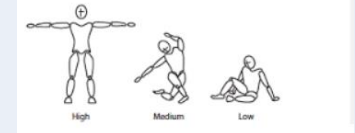
- Keep the ball close to your feet and in front of you.
- Turn the foot inwards, so the toes and tip of the foot make contact with the ball
- Keep the touch on the ball light
- Use both feet
- Change pace to beat a defender



- Look forward when attacking.
- Use short passes to keep possession
- Show support, encouragement and good sportsmanship

Dance

level. The height of the dancer's movements in relation to the floor, usually measured as high, medium, and low.



Key Vocabulary

Invasion: tactic, technique, Cooperation, striking, control, defence, attack, defend, score, shoot, intercept, possession, accuracy, dribble
Dance: speed, pace, levels, beat

Subject/Conceptual knowledge/skills: RE: Christianity

Do people need to go to church to show they are Christians?

- I can explain some of the feelings my special place gives me and suggest why that is.
- I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.
- I can start to understand the impact a Christian's special place has on him/her.

Core Knowledge

Christians may choose to pray or worship in a church because of the peace/quiet or sense of community. Many churches have art and symbols, which remind them of their beliefs. Christians take part in church as an aspect of service and commitment.

Baptism - Baptism is a ceremony that symbolises a commitment to living a life as a Christian. Holy water is put on baptised people by a church leader as a symbol of being cleansed and made ready for a new life for God.

Holy Communion - Communion means, simply, 'togetherness' and this is a ritual to show the togetherness of Christians and God. The Holy Christian ritual that recalls the last supper of Jesus Christ.

Eucharist - A celebration of the Lord's Supper and is also referred to as the Holy Communion

Sacrament - Outward signs of faith where God's love is shared.

Key Vocabulary: Church, Sacraments, rituals, Holy Communion, Eucharist, Worship, Prayer, font

