

As Historians we will be studying the background of the Vikings, the life of the Vikings and why they travelled to many different countries.

Year 4 Creative Curriculum Theme 1  
(Spring 1)  
The Norse Code

As Artists we will be using a range of skills to create Celtic prints.

In Computing we will be researching about the Viking warriors and explaining what made them so successful.

# The Vikings

In Design Technology we will design and make our own Viking bread.

We will be looking at the religions which the Vikings followed and compare it to the religions which we have already studied in R.E.



During our English lessons, we will be making links with our learning by reading and studying 'Arthur and the Golden Rope'



Diversity and heritage	Fresh Experiences	Creative Opportunities	Wellbeing
Using books and the internet to research 'I wonder' statements. Children to create independent questions and select appropriate resources to find answers.	Learning about different cultures from another historical perspective by visiting the Jorvik centre.	Baking foods in relation to a period in History. Looking at how food preparation differs today.	Understanding the role of war and effects on societies and people - Lindisfarne  Finding out about Norse religion/spirituality - link to own experiences of religion/spirituality.

## Capthorne Curriculum

### Medium Term Planning Overview

Theme: The Norse Code

Timescale: 6

Week	Objectives and Milestones	Content / Activities
1	<p>To understand Britain's settlement by Anglo-Saxons and Scots</p> <p>Geography - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Geography - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>	The Anglo-Saxon and Scot Invasion
2	<p>To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon life and culture.</p> <p>History - Suggest suitable sources of evidence for historical enquiries.</p> <p>History - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	Anglo-Saxon Settlements - Sutton Hoo Children to design an Anglo-Saxon settlement based on the evidence they have researched. They will then look at the evidence found at the Sutton Hoo burial site to gain an understanding of how the Anglo-Saxon's lived their daily lives, their culture and beliefs.
3	<p>To understand why the Vikings settled in Britain and where they travelled from.</p> <p>History - Use evidence to ask questions and find answers to questions about the past.</p>	Labelling Maps  Longboats

	<p>History - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Longhouses - Similarities and differences with Anglo-Saxons</p>
4	<p>To gain an understanding of the lifestyles of the Vikings.          To undertake a local history study.          Personal development - Enjoy new experiences.          DT - Prepare ingredients hygienically using appropriate utensils.          Measure ingredients to the nearest gram accurately.          Follow a recipe.          Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).          History - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>York Case Study          Undertake a case study of a local area - York - in response to a school trip to Jorvik Viking Centre.          Baking like a Viking</p>
5	<p>To gain an understanding of the Vikings' religious beliefs.          History - Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>The Norse Gods          Study of Norse mythology (links with English - Arthur and the Golden Rope) looking at belief systems and how this differed from the views of the Anglo-Saxons who had been converted to Christianity.          Art - celtic prints with religious imagery.</p>
6	<p>To understand the Anglo-Saxon and Viking struggle for the Kingdom of England.          History - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Alfred the Great          The Battle of Hastings          Using drama to rein act scenes taken from a range of evidence. Children to compare their evidence to understand how points of</p>

		<i>view can differ, therefore affecting account of history.</i>
<i>Continuous Provision</i>	<p><i>Understand chronology.</i></p> <ul style="list-style-type: none"> <li>• <i>Place events, artefacts and historical figures on a time line using dates</i></li> <li>• <i>Use dates and terms to describe events.</i></li> </ul> <p><i>Communicate historically</i></p> <ul style="list-style-type: none"> <li>• <i>Use appropriate historical vocabulary to communicate, including:</i> <ul style="list-style-type: none"> <li>• <i>dates</i></li> <li>• <i>time period</i></li> <li>• <i>era</i></li> <li>• <i>change</i></li> <li>• <i>chronology.</i></li> </ul> </li> </ul>	<p><i>Timeline</i></p> <p><i>Children to each be provided with a timeline. This is to be added to throughout the course of the topic. This timeline can then be subsequently used in further History topics (Romans and Buildings).</i></p>