The Vikings are Coming – Term 5

Southville Primary School

Year 5

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Maritime history and trade routes and language legacy.	Marvellous History - Hook Day visit	St Cuthbert and St Benedict	**History:** Explanation text - Who are the Vikings and why did they come to Britain? **DT:** Design a boat to meet a brief.

Diversity, Equity and Inclusion	Linked Learning
Understand the diversity of religion, informing the approach to battle and the concept of right and wrong.	**History:** Anglo saxons **Science:** Air resistance, friction, gravity and forces **Literacy:** Explanation text and narrative - considering different perspectives (Anglo Saxons/Monks and Viking Warriors)

Driver 1: History

Why did the Vikings come to Britain?

Driver 1 Objectives

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use sources of evidence to deduce information about the past
- Sources of evidence about the Vikings and challenging misconceptions
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline - Chronological historical timeline
- The Lindisfarne raid and Viking invasions into Britain
- Viking settlers
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Substantive Historical Concept:
Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:

- Community and culture
- Conflict and disaster
- Exploration and invention
- Hierarchy and power

Driver 2: DT

Can we follow a design brief, and use our knowledge of water resistance, to build a Viking longboat?

Driver 2 Objectives

- Apply their computing knowledge to program, monitor and control a product.
- Be introduced to 2Design and 2Make on Purple Mash.
- Design a 3D model to meet specific criteria.
- Explore and edit polygon models for a purpose.
- Refine a chosen design for printing.
- Print a 2D net and assemble it into a 3D model.

Design

- use research and develop design criteria to inform the design of a functional, appealing product that fits the brief
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world Technical knowledge

Linked Science: To identify and explain the effects of water resistance

- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Investigate how different shapes move through water
- Explore resistance in water by making and testing boats of different shapes.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Driver 1 Disciplinary Knowledge and Skills

This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.

- **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied
- **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability
- **Cause and Consequence** – the reason and result of the things that happened in history
- **Change and Continuity** – how key people, places and events changed or stayed the same over time
- **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?
- **Historical significance** – why people, events and ideas are important in our studies

Driver 2 Disciplinary Knowledge and Skills

- **Investigate:** this includes researching and finding about existing products and designers.
- **Design**: the art or process of deciding how something will look or work.
- **Make**: create something by combining materials or putting parts together.
- **Evaluate**: form an opinion of the value or quality of something after careful thought.
- **Apply**: use something or make something work in a particular situation.

Additionally, we teach children that a designer:

- Problem Solves
- Uses tools safely
- Tests, reworks, adapts and improves
- Evaluates and uses feedback
- Works as part of a team
- Follows instructions carefully
- Is technically accurate

Driver 1 Key Vocabulary

- **Tier 1:** dates, change, invade, settle.
- **Tier 2:** chronological, invasion, myth, legend, time period, century, decade, legacy, continuity, chronology.
- **Tier 3:** artefact, Vikings, anglo-saxons, nordic, norse, era, archaeological

Driver 2 Key Vocabulary

- **Tier 1:** Design,product, edit, sink/sinking, float/floating
- **Tier 2:** aesthetics, evaluate, refine, adapt, reinforce, resistance, template, models, design
- **Tier 3:** materials, components, upthrust, buoyancy, design brief, template

Driver 1 Sequence: Why did the Vikings come to Britain?

1. **WALT:** use sources of evidence to deduce information about the past
2. **WALT:** use sources of evidence about the Vikings to challenge misconceptions
3. **WALT:** describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
4. **WALT:** understand the chronology of the Anglo Saxon and Viking era
5. **WALT:** explain where the Vikings came from and why they came to Britain
6. **WALT:** explain where the Vikings came from and why they came to Britain
7. **WALT:** explain why Vikings raided
8. **WALT:** know key facts about the Lindisfarne raid
9. **WALT:** understand why the Vikings were such successful travellers and explorers
10. **WALT:** consider how and why different sources can give us different impressions of history
11. **WALT:** understand how we know about the past by exploring different types of evidence

Driver 2 Sequence

1. **WALT:** explain the forces friction, air resistance and water resistance.
2. **WALT:** identify shapes that are effective for moving through water.
3. **WALT:** identify shapes that are effective for moving through water.
4. **WALT:** design a boat to meet a brief.
5. **WALT:** build a boat as a team, based upon design and brief. *(Part 1 – begin building boats in groups)*
6. **WALT:** build a boat as a team, based upon design and brief. *(Part 2 – continue construction and refining design)*
7. **WALT:** build a boat as a team, based upon design and brief. *(Part 3 – finalise construction and check against brief)*
8. **WALT:** build a boat as a team, based upon design and brief. *(Part 4 – prepare boats for testing)*
9. **WALT:** test whether our designs meet the set brief requirements.
10. **WALT:** evaluate our design.