

Title: Warriors!	Project overview The aim is to establish the history of the Vikings and anglo-saxons	Hook A carousel of activities looking at Viking pictures and discussing them. Residential to Hooke Court	Text(s) Charlotte's Web by E.B White for Guided Reading Atlases for Geography	Maths overview Recap of 2,5,10, 3, 4, 8 times tables Place value Addition and subtraction
Year group 4				
Driving question Are Vikings misunderstood?	Key Vocabulary History: Warrior, invasion/invading, settlement/ settlers, farming, land, crops, raiding/raiders, conquer, shield, battle, longship, figurehead Geography: Major cities, tropics of Cancer/ Capricorn equator	Intended outcome By the end of the project, children will share what they have learnt from our residential trip and debate our driving question. Children will show parents the Viking museum to show art printing, scratch invasion game, jewellery, longships (DT)	Resources Range of artifacts & pictures - part or whole to interpret Clay - dragon long boat head.	Areas of learning subjects History Geography Science Maths DT Computing
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
Links to Prior knowledge in Y1 - building on identifying materials such as water Y3 - links with Victorian empire and how it was sustained How we know about the past (Yr 2 WW2/Yr 3 Victorians) questioning sources Lnk to RIC questions in Guided reading and RIC in artifacts.	Chronology - <i>who they are and where they fit in?</i> Interpreting sources - <i>how do we know about the Viking and is it reliable? (including Victorian images/popular culture of Vikings and misconceptions)</i> Questioning sources/artefacts/interpretation	DT and Art: Clay work - ship's prow Create Viking jewelry Create a longboat and sail it Cooking viking food ICT: Create Scratch Viking invasions	<i>Don't forget community links too or people who embody those values</i> Resourcefulness - to think creatively for making scratch Viking games Responsibility - to be aware of choices and actions when doing art and DT work	Links with Y5 Greek and Roman empires Geography

	<p><i>What does it tell us/ what we can deduce from it?</i></p> <p><i>Map skills (Geog-link)- where they were from and where do they go? (why?)</i></p> <p>Viking life - was it always raiding?</p> <p>Look at settlements, daily life, farming (why they settled here) trade</p> <p><i>(Trading) Empire (link to Victorian/British empire)</i></p> <p>How did the Anglo Saxons react to the Vikings?</p> <p><i>Where do they fit in and what happened?</i></p> <p><i>How was anglo saxon life similar and different? (comparison skills)</i></p> <p>Legacy - place names language Residential focus on Viking life</p> <p>Art link - creating their own viking artefacts</p>			
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