

Topic Hook	Where would our language be without the Saxons? (Anglo- Saxons) Should the Vikings be viewed as just killers and thieves? (Vikings)					
	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy- Application of skills	ICT- Application of skills	Assessment
Science	<p>Animals including humans: Identify that animals including humans need the right types and amount of nutrition; and they cannot make their own food. vertebrates/invertebrates muscles</p> <p>Working Scientifically: identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Research Identify different animals and nutrition - what do they eat?</p>	Make moving muscle model	Write up of experiments, enquiries and explanations	<p>Measurements - observe temperatures over time.</p> <p>Data handling</p>	Research - Look at weather conditions/environment in Anglo Saxon times	<p>Written work</p> <p>Weekly retrieval PPTs</p> <p>Discussions</p>
STEM	<p>Viking Raid: Digital animation of a Viking raid</p> <p>Boat building and floating</p>		Playscript	Space, shape and measure	Graphic design	
History	<p><u>Anglo Saxons</u></p> <p>Chronology Placement and duration on a timeline</p>	GN Museum	Non-chronological report		Research	Weekly retrieval PPTs as starters

	<p>Similarity/differences Compare and contrast Romans and Anglo Saxon settlements</p> <p>Life Style Conversion to Christianity</p> <p>Significant Historical People Saint Bede Gildas</p> <p>Cause and Consequence Language - English Conversion to Christianity</p> <p><u>Vikings</u></p> <p>Chronology Discuss and explore how the two timelines interact (Anglo Saxons and Vikings)</p> <p>Enquiry Should the Vikings be viewed as just killers and thieves? Linking with sources of information that contain negative views and accounts - Vikings/ raided villagers</p>					<p>Written work</p> <p>Discussions</p> <p>Drama/role play</p>
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	<p>Can King Alfred be viewed as 'Great'?</p> <p>Similarity/differences Compare and contrast Romans, Anglo Saxons and Vikings.</p> <p>Life Style Anglo-Saxons views on the Viking invaders</p> <p>Significant Historical People King Alfred The Great</p> <p>Cause and Consequence How the conflict between Saxons and Vikings changed Britain</p>					
Geography	<p>Physical geographical change</p> <p>Knowledge of locations Locate where the Anglo-Saxons and Vikings came from. Describe why they came to Britain.</p> <p>Human and physical Compare and contrast Anglo-Saxon and Viking settlements</p>	GN Museum				<p>Map skills</p> <p>Weekly retrieval PPTs as starters</p> <p>Written work</p> <p>Discussions</p>

	<p>Geographical enquiry Why did they come to Britain?</p> <p>Skills and fieldwork Identify Anglo- Saxon settlements Map out the Viking invasion of Britain</p> <p>Collect, interpret, communicate information What impact did they have on Modern Britain?</p>					Drama/role play
Art	Personalised illuminated letters		<p>Write place names and street names</p> <p>Senses writing (artistic journey - settlements sketches)</p>	Grid references	Find maps online	<p>Discussion and use of key vocabulary</p> <p>Techniques acquired and developed through the unit</p>
Music	<p>Charanaga</p> <p>Bringing us Together- Disco</p> <p>Reflect, Rewind & Replay- Classical</p>		Record music in different ways			Speaking and listening

D/T	Kapow: Mechanical Systems: Pneumatic toys (Viking Dragons/Mythical creature/wolves)	Design and make clay rune stones	Evaluating and reviewing Instructions	Shape, space and measure	Research	Discussions and use of key vocabulary Techniques acquired and developed through the unit Impact and use of product
RE	What do Hindus believe?	Interview a Hindu Visit a temple (physically or virtually)				Discussions Written work R.E. scrap book
ICT	Programming B: Repetition in games Data & Information: Data Logging					
MFL	Classroom objects Food & Drink	Food tasting with French delicacies	Design and create a menu in French		Video and record children speaking in French to persuade an	Speaking and listening Discussion

					audience to visit their restaurant based on their menu	Drama/role play Written work
PE	Coach Ball skills and tactics: Football Tennis			Position and direction		Discussion with coaches Self-reflection and evaluation
PSHCE	Healthy Lifestyles First Aid Environmental news/current affairs. Courageous Advocacy	Interview staff who are first aid trained Organise a visit to/from a paramedic	Design informative posters		Video and record first aid skills to upload onto our website Video and record a news bulletin to share during worship.	Discussions Questioning Written work PSHCE file
Global links	<p>Gender equality vs inequality</p> <p><i>Awareness raising:</i> Discuss how it could be argued there was more equality within the Anglo-Saxon and Viking era in relation to gender roles and lifestyle. Compare then to now. Discuss where the world is now with equality in gender. Look at key significant people who have used courageous advocacy to promote equality. Ask chn to carry out a worship to educate others in school about equality in gender- the girls' football club could get involved and contribute via interview.</p> <p>Cost of Health Care</p>					

	<p>Is it fair to pay for health care? Inequality of low income families who therefore can't be treated in some countries/states. Linking with the rich and poor divide that we have learned about throughout our history topics over the years.</p> <p>Engage with decision makers: Speak to local GP surgeries and ask questions on how patients could look after themselves more (e.g. smoking) and from this, create informative posters/information to put up in the waiting areas.</p> <p>Lifestyle changes and awareness raising: Discuss the financial strains on the NHS in England and sustainability of this. Discuss how we can look after ourselves through a balanced diet, exercising and taking care of our well-being. Chn self-reflect and make personal targets. Chn use a variety of media such as recordings etc to teach people how to live healthily: how to brush your teeth,tips on how to look after your mental health, how to make a balanced meal (based on previous terms learning) etc.</p>
<p>Career links</p>	<p>Interview: Museum worker Clergy Sports coach</p>