



# I've taken a Viking to you



## GEOGRAPHY

### Where does all our stuff come from?

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.

## GEOGRAPHY SKILLS

- GES2:** Observe and record
- GES3:** Express their own views about people, places and environments
- LK2:** Name and locate counties and cities
- GSF2:** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world
- PK2:** Understand geographical similarities and differences
- GES5:** Communicate understanding through writing at length.
- GES7:** Use fieldwork skills
- LK1:** Locate the world's countries,

## HISTORY

- Timeline and chronology of Viking invasion
- Traders or raiders – investigation and debate
- Viking food tasting
- Viking use of natural resources
- Viking runic code
- Viking Gods, burials, legends and ceremonies
- Comparing Roman & Viking life

## HISTORY SKILLS

- AS2** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- KU1** Choose reliable sources of information to find out about the past.
- KU2** Give own reasons why changes may have occurred, backed up by evidence.
- HE3** Investigate own lines of enquiry by posing questions to answer.
- CU2** Order significant events, movements and dates on a timeline.
- CU3** Describe the main changes in a period in history.
- OC1** Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- OC2** Plan and present a self-directed project or research about the studied period

## ART

- Viking settlement models
- Viking longboat models using woodcraft skills
- Detailed sketches of Viking longboats
- Norse art carvings
- Viking mosaic pictures using slate interpretation
- Viking medallions with runic code

## ART SKILLS

- E3** question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks
- D1** work on sustained, independent, detailed drawings
- D2** develop close observational skills
- D7** begin to use simple perspective in their work i.e. by using single focal point on horizon
- D8** begin to develop an awareness of composition, scale and proportion
- PR2** develop techniques
- 3D1** shape, form, model and construct from observation and imagination
- 3D4** develop skills in using clay including slabs, coils, slips etc

## SCIENCE

- Forces – gravity, resistance
- Properties and changes of material – dissolving, irreversible changes

## CROSS-CURRICULAR MATHEMATICS

- Viking themed problems and puzzles
- Runic – code nrich  
<https://nrich.maths.org/2186>
- Viking coordinates
- Viking fraction flags

## CROSS-CURRICULAR ENGLISH

- Texts linked to Vikings – fiction and non-fiction including 'How to Train your Dragon'
- Diary writing based on story texts set in Viking times
- Newspaper reports based on Viking invasions and battles
- Viking historical guides for children
- Viking myths and legends

## Computing

Creating blogs and leaving quality comments.

## Music

- **Make you feel my love** – pop ballads
- **Fresh Prince of Bel Air** – Old School hip hop

## ENRICHMENT OPPORTUNITES

- Viking experience and workshop – Tatton Park [www.tattonpark.org.uk](http://www.tattonpark.org.uk)
- Real Viking visitor to school, Njal Thorfinnson – [www.visitingvikings.co.uk](http://www.visitingvikings.co.uk)