

Summer 2 Vikings

SUMMER 2 TOPIC:

Historical, Geographical and Social Understanding

L1 How societies have been organised and governed in different ways at different times.

I can identify who were the Kings of the Viking era

L2 To distinguish between fact and opinion and make choices about sources of online information and to find out about communities, locations and events.

I can research and identify what is believed to be factual evidence of events, communities and locations of the Viking period.

L4 How rights need to be balanced to protect individuals and communities from injustice.

I know what injustices took place in the Vikings period and can identify how the rights of the people could have been protected.

L8 A range of factors that cause change in the physical and human world in different places (including erosion, and deposition and patterns of climate).

I can understand the affect that Viking exploration had on different communities and civilisations.

L9 How human patterns and distributions are influenced by both human and physical geography

I can identify the factors that cause population movement during Viking times.

L14 To understand the broad chronology and major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied.

I know what key events and changes took place during the Viking period.

I can plot when key events and changes took place in the Viking period.

Understanding Arts

L8 To develop and refine their movement repertoire and show understanding of artistic meanings and intentions when they dance.

I can develop and improve my movements to convey meaning through dance.

L9 To analyse, compare and evaluate dances and aesthetic qualities (eg. the sensory and expressive qualities of dance phrases and how these convey feelings, ideas and meaning) using appropriate dance and vocabulary.

I can review a dance performance and identify the feelings, ideas, meaning, techniques and skills used.

Scientific and Technological Understanding

Living things and their habitats

I can describe the differences in life cycles of a mammal, an amphibian, an insect and a bird

I can describe the life processes of reproduction in some plants

I can describe the life process of reproduction in some animals

Religious Education

L1 To describe and discuss some key aspects of religions and beliefs.

L2 To investigate the significance and impact of religion and belief in some local, national and global communities.

L3 To consider the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them.

L4 To reflect on the challenges of belonging and commitment both in their own lives and traditions, recognising how commitment to a religion or belief is shown in a variety of ways.

Religious Education

L1 To describe and discuss some key aspects of religions and beliefs.

I can tell the main stories from Christianity, Islam, Sikhism, Judaism and Hinduism and say some things that people believe. AT1

I can talk about some of the things that are the same for different religious people. AT1

L4 To reflect on the challenges of belonging and commitment both in their own lives and traditions, recognising how commitment to a religion or belief is shown in a variety of ways.

I can describe why people belong to religions and explain how similarities and differences between them can make a difference to the lives of individuals and communities. AT1

Speaking and Listening Opportunities

5R's: Reflective, Relationships, Resilient, Resourceful, Risk Taking

PSHE

Inquire, Research, Investigation