

Peace and Conflict: Respect
for all individuals

Year 4: the Vikings

At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do



Peace and Conflict: Respect for all individuals

Year 4 – The Vikings



Through this topic focus, children will learn about the coming of the Vikings to Britain and the legacy their arrival and settlement has left. They will make links with their knowledge of the Anglo-Saxons and understand how the two groups interacted.

The topic will be driven by their learning in **History**, where children will learn details of the Vikings coming to Britain, from Lindisfarne and the initial raids, to the settlement of Britain, interaction with the Anglo Saxons and Alfred the Great to the establishment of the Danelaw.

In **Art**, children will explore 3D sculpture in an exploration of Viking art and artefacts.

In **Science** children will be learning about their bodies: specifically, about the role of their skeleton and teeth, as well as the digestion system and what we need from different foods that we eat. They will go on to explore the importance of eating a healthy, balanced diet and taking care of our teeth.

In **English**, children will be learning about folk tales—particularly those of celebrated Danish author Hans Christian Anderson. They will also learn how to write persuasively and use these skills persuade people to visit a new Viking theme park of their own design.

Theme Impact

Children will have a deeper understanding of the history of Britain and how its culture, language and people have developed from a legacy of melding cultures and peoples. They will recognise that throughout history there have been conflicts between people with conflicting interests as well as people who sought peace in spite of this.

Catholic Social Teaching

Children will come to appreciate the importance of showing understanding towards other people and reflect on what Jesus meant when he said “Blessed are the peacemakers”, with reference to King Alfred.

They will understand how Christianity spread the Good News throughout the world as the Vikings began to embrace Christianity.

Peace can only happen when we learn to treat each other like brothers and sisters and recognise our shared vocation as children of God.

Curriculum Drivers

History

Nation Curriculum Objectives

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Knowledge and Skills Progression

K2: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

U1: Recall some facts about people/events before living memory

U2: Use evidence to describe everyday life in a studied period. Including; clothes, way of life, actions, culture and leisure activities from the past.

U4: Begin to describe how historical events studied affect/influence life today.

E2: Use documents, printed sources (e.g. archive materials) websites, pictures, photographs, music as evidence about the past.

E4: make comparisons from then to now

I1: Explore the idea that there are different accounts of history.

I2: Extract information from a variety of sources, including: books, videos, photographs, pictures and artefacts.

I3: Understand the terms primary and secondary sources.

I4: begin to evaluate the usefulness/reliability of different sources

C4: Use a timeline to place historical events in chronological order.

C5: Use vocabulary to help them to talk about the past including specific vocabulary from the period.

O2: Demonstrate understanding of historical event/people through different genres of writing, drama and role play.

O3: Communicate ideas about the past using lists, pictures and mind maps, including using ICT.

O4: label and annotate pictures and photos to show understanding

Vocabulary: invader, settler

Science
National Curriculum Objectives
<ul style="list-style-type: none"> • Look at the digestive system in humans. • Name and investigate teeth- in animals including humans
Knowledge and Skills Progression
<ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions
Working Scientifically
E1: asking relevant questions and using different types of scientific enquiries to answer them
E2: setting up simple practical enquiries, comparative and fair tests
E3: making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
E4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
Art
National Curriculum Objectives
Bayeux Tapestry <ul style="list-style-type: none"> • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products.
Knowledge and Skills Progression
E1 create sketch books to record their observations and use them to review and revisit ideas.
E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.
E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.
E4 think critically about their art and design work.
3D1 plan, design and make models from observation or imagination.
3D2 develop skills in joining, extending and modelling clay.

Application	
Pupils will produce a Persuasive Leaflet about a fictional Viking Theme Park and produce a display of the Bayeux Tapestry. Children will create a rule book exploring how conflict is managed in the present day, writing a letter to NATO suggesting our ideas about how we can manage conflict in this country.	
Wider Curriculum Opportunities	
Writing	Reading
Folk Tales <ul style="list-style-type: none"> • Stories of Hans Christian Anderson Persuasion: <ul style="list-style-type: none"> • Persuasion around visiting a Viking theme park Poems with a Structure <ul style="list-style-type: none"> • I am Brave 	Charlotte's Web
Computing	
Information technology How to avoid conflict presentation Presentation Sound	

Stand-alone objectives to be covered this term
PE
Music

Developing Singing Techniques and Keeping in Tune

PP2 Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.

PP5 Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.

AS4 Using musical vocabulary to discuss the purpose of a piece of music.

L3 Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

MFL

In the Classroom

Cooking in the Curriculum

Cheese and potato pie