

**Year 3 Topic: The Vikings****Term: Spring 2****Topic Length: 6 weeks**

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>										
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
<b>Learning Behaviours</b>			<b>Disciplinary Knowledge</b>			<b>Substantive Knowledge</b>						
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge						
<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>	
	<b>Topic Purpose</b>	Finding out about why the Vikings invaded Britain and what it felt like to be a Viking										
		Hook: To create Viking longboats					Celebration: To re-enact the battle and showcase their dance to the Year 4s					
	<b>Main Subjects</b>	History				Geography			Dance			
	<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>To understand how our knowledge of the past is constructed from a range of sources.</li> <li>To evaluate evidence from historical sources and use comparisons to hypothesise and predict.</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>				<ul style="list-style-type: none"> <li>Using maps and atlases to locate countries</li> <li>Understand how counties have changed over time</li> <li>Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>			<ul style="list-style-type: none"> <li>Pupils should develop flexibility, strength, technique, control and balance when learning how to move within dancing.</li> <li>Pupils should perform dances using a range of movement patterns.</li> <li>Looking back at older dances, pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			
<b>Our Overarching Themes</b>	Relationships	Mastery	Community	Vocabulary/Oracy		Being Healthy/ Active		Equity of Education	Developing Learning Behaviours	Fluency		

## Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, cricket, etc...)

Subject	Key Performance Indicators
Computing	<p><b>Sequence in Music</b>            Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts            Use sequence, selection, and repetition in programs; work with variables and various forms of input and output            Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
PE	<p><b>Netball</b>            Pupils should play competitive games (netball) modified where appropriate and apply basic principles suitable for attacking and defending            Pupils should use running, jumping, throwing and catching in isolation and in combination.            By looking at previous skills and games played, pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PSHE	<p><b>Healthy Me</b>            Understand how exercise affects the body and which organs are important.            Know that the amount of fat and sugar put into a body will affect health.            Identify how to keep safe.            Understand how important it is to take care of the body.</p>
RE	<p><b>How do festivals and family life show what matters to Jews?</b>            Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean            Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people            Make simple links between Jewish beliefs about God and his people and how Jews live</p>
Science	<p><b>Light</b>            Recognise that they need light in order to see things and that dark is the absence of light            Notice that light is reflected from surfaces            Recognise that light from the sun can be dangerous and that there are ways to protect their eyes            Recognise that shadows are formed when the light from a light source is blocked by an opaque object            Find patterns in the way that the size of shadows change.</p>



<p>Outdoor Learning</p>	<p><b>Wood Craft</b>                  Learner can demonstrate the fore hand grip                  Learner can use a knife to put a point on the end of a stick                  Learner can use a knife to flatten one side of a stick                  Learner can use a flexible, natural material to make a ring/hoop                  Learner can carve a wooden knife</p>
<p>DT</p>	<p><b>Easter Baskets</b>                  I select the appropriate textile(s) for my product.                  I use sharp scissors accurately to cut textiles.                  My designs improve as I go along.                  I use my art textiles skills such as stitching to help create a product that is sturdy and fit for purpose.                  I identify what is working well and what can be improved</p>
<p>Music</p>	<p><b>Ukulele Saga Songs</b>                  Sing and perform six Viking Saga Songs on ukulele                  Learn banjo style accompaniments on open strings (G,C,E and A)                  Learn shuffle strums technique and accompaniments on open strings                  Learn the Chords – C, F, G and A minor.</p>



**Key Objective Progression**

Prior Knowledge	Year 3 – The Vikings Key Objectives	Future Learning
<b>Year 1 Discovery</b> – To have knowledge of key events <b>Year 2 Blast off</b> – Events in living memory	<b>History</b> - To understand how our knowledge of the past is constructed from a range of sources.	<b>Year 4 - Ancient Greeks</b> - Use evidence to reconstruct life in time studied.
<b>Year 2 Health Heroes</b> – Events beyond living memory – the great plague to compare against modern COVID-19.	<b>History</b> - To evaluate evidence from historical sources and use comparisons to hypothesise and predict.	<b>Year 4 - What did the Romans do for us?</b> - Use evidence to build up a picture of a past event
<b>Year 2 Fire Fire!</b> – To know key figures in history	<b>History</b> - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<b>Year 4 - What did the Romans do for us?</b> - British Resistance; Boudicca and The Icini tribe.
<b>Year 2 Ready Steady Go!</b> - Name the 7 continents and have an understanding about where they are located on a map.	<b>Geography</b> -Using maps and atlases to locate countries	<b>Year 4 – The Caribbean</b> - Use maps and atlases
<b>KS1:</b> no evidence of prior learning related to this objective on curriculum map	<b>Geography</b> - Understand how counties have changed over time	<b>Year 6 – Vile Victorians</b> - Name and locate counties and cities of the United Kingdom
<b>KS1:</b> no evidence of prior learning related to this objective on curriculum map	<b>Geography</b> - Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	<b>Year 4 – The Arctic</b> - Locate the world’s countries, using maps to focus on Europe (and Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
<b>Year 2 Fire Fire – Invasion Games</b> - To perform dance using simple movement patterns (body position, movements and short sequences).	<b>Dance</b> - Pupils should develop flexibility, strength, technique, control and balance when learning how to move within dancing.	<b>Year 4 – The Arctic</b> - Pupils should develop flexibility, strength, technique, control and balance when learning how to move within dancing.
	<b>Dance</b> - Pupils should perform dances using a range of movement patterns.	<b>Year 4 – The Arctic</b> - Pupils should perform dances using a range of movement patterns.
<b>Year 2 Ready Steady Go!</b> - To master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities	<b>Dance</b> - Looking back at older dances, pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Year 4 – The Arctic</b> - Looking back at older dances, pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.