**Topic Case Study – The Vikings**

School: Kenninghall Primary School    Class: Jaguars Year 4/5

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<thead>
<tr>
<th>Brief outline of topic (including information about any trips and/or visits)</th>
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<tr>
<td>During this topic children covered a range of curriculum areas including: history, geography, art, science and design and technology. The children also had the opportunity to visit an Anglo-Saxon village to learn more about Viking life and place the Vikings in a context.</td>
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<th>Literacy (including an outline of text types covered and links to the topic, examples of writing for a purpose, examples of drama and speaking and listening opportunities, examples of reading for a range of purposes)</th>
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<td>In literacy there was a strong focus on creative writing. The children first studied a piece of fiction called <em>Viking Boy</em> which contained lots of information about Viking life. From this, children described a scene from a different point of view, described their own mythical creature and created their own ending to the book. They then studied several different Viking myths which enabled the children to develop their creative writing further. Children did focused pieces of writing including writing a conversation between two characters and describing a scene using personification. Children then used all of their knowledge about the features of a myth to write their own Viking myth.</td>
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Within this there were lots of opportunities for drama. Children used drama as a tool to enhance their writing, for example they re-told a scene using drama and acted out a conversation between two characters before doing their Big Write. Drama was also used to develop their understanding of characters, as children used role-play to ask and answer questions about the Viking goddess Freya. The topic also provided an opportunity for discussion and debate, as the children investigated the question: ‘Were the Vikings Warriors or Artists?’ During this, children read information and watched videos with evidence both for and against the question. Children then evaluated the evidence and debated the question as a class. This also provided speaking and listening opportunities, as children learnt to speak clearly and confidently and to listen and respond to the ideas of others. |

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<th>Maths</th>
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<td>In maths this term the children have: revised place value and ordering; used mental methods to add and subtract numbers; used written methods to solve addition and subtraction questions, including the column method; multiplied by 10, 100 and 1000; measured in mm, cm and m and converted between these measurements; told the time in analogue and digital and solved time word problems; and multiplied using the grid method.</td>
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Within this, children have conducted investigations to explore number patterns and prove rules and have worked systematically to find answers. |

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<th>Science</th>
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<td>During this topic the children covered Forces in their science lessons. This enabled cross-curricular links when the children were learning about Viking travel and Viking boats as they learnt about water resistance and floating and sinking. Children also learnt about gravity, friction and air resistance.</td>
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There was a strong investigative focus during all of the science lessons, for example children used Newton meters to investigate balanced and unbalanced forces and used timers to investigate how
different shapes affects objects falling in water.

During their science investigations children learnt how to keep an investigation fair, how to use different scientific equipment and how to write up a science investigation.11

Computing
Children frequently use iPads across the curriculum to aid and enhance learning. Children have used iPads to: present information to the class, record pieces of drama, use apps to enhance mathematical understanding.12

Children have also been studying e-safety in depth, learning acceptable and unacceptable ways to use the internet and have been working towards creating an e-safety assembly for the rest of the school.13

Languages
Year 4 have learnt introductions in French, for example saying hello, asking how someone is, saying how you are and asking for and giving someone’s name. They have also learnt numbers 1-20, learnt how to pronounce the French alphabet and learnt a French alphabet rap.

Year 5 have looked at schools. They have made cultural comparisons to English schools, named different subjects, expressed likes and dislikes for different subjects and given opinions using a connective. They have also used this information to make a rap about school. They have also learnt about clothes. They have named clothes in French, adding colours (learning the position of the adjective), saying what they wear and have learnt about colour agreement.14

History
In history children created timelines to further their understanding of the chronology of British history and to place the Vikings in context.15 Children learnt about Viking life, including religion, houses, food and drink, leisure and clothing, and created mirror books to compare this to life in modern Britain.

The children learnt about how Britain has changed over time and they created maps to compare Britain during the Heptarchy, Britain during Viking occupation and modern Britain. During this, the children learnt about the seven kingdoms of the Heptarchy and Danelaw and Danegeld.16

The children also learnt about how Viking longships were built, the main features of Viking longships and why their designs were so effective.

Viking art and culture was also studied by the children. They looked at Viking art including brooches, pottery and jewellery. The Viking language was also studied by the children, as they learnt about the Viking Rune alphabet and they looked at how Viking words have affected our language today. They also learnt about the impact of the Norman language on modern English.

Primary and secondary sources were used to debate the question: ‘Were the Vikings Warriors or Artists?’ Children analysed different sources and assessed whether this showed the Vikings to be warriors or artists. During a viewing of a Horrible Histories video, children also learnt about the idea of ‘bias’ and ‘unreliability’ in sources and how some secondary sources can be affected by a incorrect perception of historical events.17

Geography
During this topic the children created maps to show Viking journeys. This included labelling European countries, oceans and seas, major rivers and mountain ranges.18
Children also created maps to compare Britain during the Heptarchy, Britain during Viking occupation and modern Britain. This involved children using maps to correctly label the seven kingdoms of the Heptarchy and the kingdoms during Viking occupation. Children also used atlases to label some of the counties of modern Britain, the capital cities of British countries and key physical geography features including rivers, mountains and seas.

**Art**

During this topic children studied Viking artwork including brooches, pottery and jewellery. The children carefully studied this artwork to create their own Viking brooch designs. The children then used cardboard, string and tin foil to create their own Viking brooch.

During our Viking day, children learned about Viking pottery and experimented with making their own natural dyes to dye textiles.

Children have also used art for cross-curricular purposes as children read a description of a Valkyrie from *Viking Boy* and used this to draw the Valkyrie. This demonstrated to children the importance of descriptive language in writing and how readers should be able to accurately draw their Valkyrie based on their description.

**Design Technology**

Whilst studying Viking longships, children used their knowledge of the features of a Viking longship to create their own 3-D replica. Children had to create their own template using card and then decided on the best materials to use to create the mast, sail and oars.

During our Viking day, children learned about Viking food and made their own Viking bread. They also made their own natural dyes from fruits and vegetables and used these to create their own design on material. Children used clay to make their own Viking pots, using Viking designs and methods.

**Music**

In singing assemblies children have listened to and discussed a range of music by famous composers. Children will learn about how music reflects culture and religion through their dance workshops.

**PSHE**

This term, the class has learnt about the dangers of the internet through weekly half hour PSHE lessons about e-safety. The children have covered the following:

- The amazing internet – what do we use the internet for?
- The dangers of downloading unknown files
- The dangers of searching for images online
- The dangers of online gaming
- The term ‘personal information’
- The dangers of putting personal information on the internet
- The difference between online and offline conversations
- The idea of ‘stranger danger’
- How can we stay safe online? Golden rules for using the internet safely.

The children are currently writing an esafety assembly to perform to the rest of the school later in the term.

The following books have been shared during lessons: ‘Chicken Clicking’ by Tony Ross and ‘Dot’ by Randi Zuckerberg (link to Literacy).
Outdoor Education

Insert photos

Investigating water resistance

Making Viking brooches

Re-telling a Viking myth

Making Viking boats

1 Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
During their writing: children have had to: write for different purposes consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

1. recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones); order and compare numbers beyond 1000 (Year 4); read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (Year 5)

4. add and subtract numbers mentally with increasingly large numbers (Year 5)

5. add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate (Year 4); add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) (Year 5)

6. multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 (Year 5)

7. Convert between different units of measure (Year 4 and 5)

8. Read, write and convert time between analogue and digital 12- and 24-hour clocks; solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (Year 4)

9. Recall multiplication and division facts for multiplication tables up to 12 × 12; multiply two-digit and three-digit numbers by a one-digit number using formal written layout (Year 4)

10. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

11. Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

12. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

13. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

14. Pupils should be taught to:
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- describe people, places, things and actions orally and in writing
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language

15 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

16 Pupils should be taught the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion and further Viking invasions and Danegeld.

17 They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Speaking and listening: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.

18 locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

19 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

20 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

22 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

23 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

24 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

25 During music children should:
   - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
   - listen with attention to detail and recall sounds with increasing aural memory
   - appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians
   - develop an understanding of the history of music.

26 Computing- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact