Core links through the curriculum.

Basic Skills

History	Geography	Art	Computer Science
Children will look at event that shaped Britain from the Anglo-Saxons to the Viking age. They will put events in order and discuss why these events happened. Children will learn about the Viking raids on Britain. They will look at Viking culture and how this shaped Britain.	In this topic, children will look at where the Anglo-Saxons and Vikings came from. They will study a map of Europe and become familiar with some European countries.	Children will create their own Viking shields using clay. They will create long ship pictures using a variety of media. They will create a wash using paint and block colour using coloured pencils.	**Digital Literacy** Combining words and pictures Multi-media software and presentations **E communication and collaboration** Children will use different websites to research the Vikings Collaboratively creating and publishing Wikis and Blogs **Computer Science**

Key texts	Writing opportunities	Reading opportunities	Numeracy opportunities
• Language and Literacy Anthology (Folktales, Biography and Autobiography,) • Viking Myths and Legends.	Diary entry of a journey on a Viking longship/battle description. Descriptive writing-attack on Lindisfarne. Re-telling Viking legends.	Reading and answering questions about Viking Myths. Poetry- Beowulf.	Continue with the four operations. Look at symmetry on Viking brooches.

Real World Applications

Using Technology	Application of skills
E-Safety and using search engines for reliable information.	Finding information researching The Vikings

Citizenship

Modern Britain	SMSC	Enterprise
Coming to Britain- Invaders and settlers. IHow Britain has come to be a diverse multicultural society. Equality.	**Going for goals (SEAL)** **Go-Givers –** Animal Care +Creature Kindness Coming to Britain Equal Opps For and Against where do you stand History of the Olympics (Brains v Brawn) Magna Carta Microorganisms RE Agreed Syllabus – Saints and Heroes Explore lives of faith members who are perceived as heroes; include past and present saints from different world faiths and to consider their commitment. Start with local hero who has done something to celebrate in their community.	Viking coins Viking trade

Digital Literacy Combining words and pictures Multi-media software and presentations	E communication and collaboration Research Vikings Collaboratively creating and publishing Wikis and Blogs	Computer Science
KS2 Computing Curriculum Objectives		
The child can use a range of programs on a computer. The child can use a range of software on laptop or tablet computers with some degree of independence. Software might include video editing, diagnostic tools, email clients, videoconferencing (with the teacher or another adult), survey design software, spreadsheets and presentation software.	The child can use digital technology safely and show respect for others when working online. The child should know that they need to keep themselves safe when using digital technology. E.g. They should show respect for others when filming and should not normally post videos online. They should take care when using the Command prompt and should treat links and attachments in emails with caution. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out.	

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
Digital Literacy		

C.3.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices	The child can use a range of software on laptop or tablet computers with some degree of independence. Software might include video editing, diagnostic tools, email clients, videoconferencing (with the teacher or another adult), survey design software, spreadsheets and presentation software.	The child can use multiple programs on laptop or tablet computers to achieve particular goals. E.g. They might create a presentation and then email this to a classmate; create a survey using a survey design application, analyse the results in a spreadsheet and then make a presentation about their findings.
C.4.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices.	The child can use and combine a range of programs on a computer. The child can use multiple programs on laptop or tablet computers to achieve particular goals. E.g. They might record audio and then use this as samples in a composition; create HTML content in a text editor and preview it in a browser; analyse data in a spreadsheet and then create a presentation to show the results of their analysis.	The child can use and combine a range of programs on multiple devices. The child can use multiple digital devices (such as tablets and laptops or digital cameras and laptops) to achieve particular goals. The devices might include web servers, allowing them to use cloudbased applications. E.g. They might use portable audio recorders to collect audio samples and then laptop-based sequencing software to use these in their own composition; a laptop text editor and a web server to create and host a web page; a digital weather station and a laptop spreadsheet program to collect and record weather data.
C.3.1.2. Design and create a range of programs, systems and content that accomplish given goals.	The child can design and create content on a computer. The child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey.	The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey. They should evaluate how effectively they have met the requirements of the original goal.
C.4.1.2. Design and create a range of programs, systems and content that accomplish given goals	The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do so; plan and create a presentation about the weather. They should evaluate how effectively they have met the	The child can design and create content on a computer in response to a given goal, paying attention to the needs of a known audience. With a given goal and a known audience in mind, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do

	requirements of the original goal.	so; plan and create a presentation about the weather. They should evaluate how effectively they have met the requirements of the original goal and the needs of the intended audience.
C.4.1.3. Collecting, analysing, evaluating and presenting data and information.	The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do so; plan and create a presentation about the weather. They should evaluate how effectively they have met the requirements of the original goal.	The child can design and create content on a computer in response to a given goal, paying attention to the needs of a known audience. With a given goal and a known audience in mind, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do so; plan and create a presentation about the weather. They should evaluate how effectively they have met the requirements of the original goal and the needs of the intended audience.
C.3.1.3. Collecting, analysing, evaluating and presenting data and information.	The child can collect and present information. The child can use computers to collect information and present this to an audience. E.g. They could shoot and then show a video, read and respond to an email or conduct an online survey and present the results. They should be able to do this with a degree of independence.	The child can collect, evaluate and present information. The child can use computers to collect and evaluate information and present this to an audience. E.g. They could shoot, review and then show a video; read, consider and respond to an email or conduct an online survey, evaluate or summarise the results and present these. They should be able to do this independently for the most part.
E communication and collaboration		
C.3.1.1. Use technology safely, respectfully and responsibly.	The child can use digital technology safely and show respect for others when working online. The child should know that they need to keep themselves safe when using digital technology. E.g. They should show respect for others when filming and should not normally post videos online. They should take care when using the Command prompt and should treat links and attachments in emails with caution.	The child can demonstrate that they can act responsibly when using computers. The child can demonstrate that they act responsibly when using computers. E.g. They should contribute positively to online communities, if allowed to do so, observing the terms and conditions. They should take care

	If responding to online surveys, they should do so anonymously, thinking carefully about information they give out.	*when filming others and should not post videos of others online. They should treat links and attachments in emails* *with caution. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out.* *(E.g. In 3.1 and 3.2, contribute positively to the Scratch community,*
C.3.1.4. Be discerning in evaluating digital content.	*The child can decide whether a web page is relevant for a given purpose or question. The child can form a judgement about whether a web page is appropriate for finding out the answer to a question they have or for a given purpose.*	*The child can decide whether digital content is relevant for a given purpose or question. The child can form a judgement about whether a web page or other digital content is appropriate for finding out the answer to a question they have or for a given purpose.*
C.3.2.1. Use search technologies effectively.	*The child can search for information within a single site. The child can use browser-specific tools (e.g. the Find command) and site-specific tools (such as the search tools for Wikipedia or YouTube) to locate particular information on a web page or within a website.*	*The child can use a standard search engine to find information. The child can use a common search engine (such as Google with safe search mode locked in place) effectively to search for particular information on the web.*
C.4.1.1. Use technology safely, respectfully and responsibly.	*The child can demonstrate that they can act responsibly when using computers. The child can act responsibly when using computers. E.g. They should act responsibly when developing computer games or prototype products. They should behave responsibly when using sampled music or creating a composition. They should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions. They should contribute positively to a shared wiki.*	*The child can demonstrate that they can act responsibly when using the internet. The child can act responsibly when using the internet. E.g. They should act responsibly in participating in an online community, such as the Scratch community, if they are allowed to use this. They should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions. They should contribute positively to a shared wiki and/or Simple Wikipedia.*
C.4.1.4. Be discerning in evaluating digital content.	*The child can decide whether digital content is relevant for a given purpose or question. The child can form a judgement about whether a web page, such as a Wikipedia article, or other digital content is appropriate for finding out the answer to a question they have or for a given purpose.*	*The child can decide whether digital content is reliable and unbiased. The child can discuss whether particular content, such as a Wikipedia article or a page in a class wiki, is reliable and whether it has been written from a neutral point of view. They should be able to spot some examples of bias in digital content.*
C.4.2.1. Use search technologies effectively.	*The child can use a standard search engine to find information. The child can use a common search engine (such as Google with safe search mode locked in place) effectively, to search for particular information on the web, such as answers to questions they identify in a research project.*	*The child can use filters to make more effective use of a standard search engine. The child can use a common search engine (such as Google with safe search mode locked in place) effectively, to search for particular information on the web, such as answers to questions they identify in a research project. They should use built-in search tools to filter their results, such as by time, location or reading level.*
C.3.1.5. Understand the opportunities networks offer for communication and collaboration.	The child can use email and videoconferencing in class. When working as part of the class, the child can use email effectively and participate in a whole-class videoconference.	The child can use email and videoconferencing effectively for a given purpose. When working as part of the class and with a given purpose, the child can use email effectively and actively participate in a whole-class videoconference.

C.4.1.5. Understand the opportunities networks offer for communication and collaboration.	The child can work collaboratively with classmates on a shared wiki. The child can work collaboratively with their peers on a shared project, such as a class wiki, making useful contributions and providing feedback to others.	The child can work collaboratively on a shared wiki, making changes to others' pages. The child can work collaboratively with their peers on a shared project, such as a class wiki, making useful contributions and constructive edits to pages begun by others.

History	Geography
Children will look at events from the Viking age in chronological order. They will find out reasons why the Vikings invaded other countries and why they settled here. They will focus on the Viking invasion of Lindisfarne and describe the events that took place there. Children will look at some areas of Viking culture, such as their clothes, jewellery, gods and every day artefacts. They will find out about Alfred the Great and the events surrounding his reign over Wessex.	Children will research where the Vikings came from using maps of Europe. They will track the routes that the Vikings took and look at the places where they settled. They will locate and name some European countries. Children will locate the island of Lindisfarne.

Geography

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
2. The world and continents		
G.2.2.6.a. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	G.2.2.8.a. The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)	G.2.2.9.a. The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)

History

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
HISTORICAL KNOWLEDGE		
1. Constructing the past H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth	H.2.1.3. The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements.	H.2.1.4. The child can describe the main context of particular themes, societies, people and events including some explanation. E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.
2. Sequencing the past H.2.2.1. Develop	H.2.2.3. The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key	H.2.2.4. The child can sequence accurately the key events, objects, themes, societies, periods and people within and across

	chronologically secure knowledge and understanding of British, local and	Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages.	topics confidently using key dates, period labels and terms. E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.
HISTORY CONCEPTS			
3. Change and development H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time	H.2.3.3. The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age.		H.2.3.4. The child can explain why certain changes and developments were of particular significance within topics and across time periods. E.g. Explain why some changes within the Stone Age were of particular importance.
4. Cause and effect H.2.4.1. Address and devise historically valid questions about cause.	H.2.4.3. The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.		H.2.4.4. The child can explain with confidence the significance of particular causes and effects for many of the key events and developments. E.g. Explain and justify their decisions about the priority of different causes and effects affecting childhood over time.
5. Significance and interpretations H.2.5.1. Address and devise historically valid questions about significance. H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.4.a. The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant H.2.5.4.b. The child can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoint about Boudica.		H.2.5.5.a. The child can explain independently why a historical topic, event or person was distinctive or significant. E.g. Explain what made the Roman period distinctive.

H.2.5.5.b. The child can explain historical situations, events, developments and individuals from more than one viewpoint. E.g. Explain how and why different people might have interpreted the benefits of Roman rule in Britain. |

Programme of study and Teaching and learning outcomes (AT1 and AT2) from RE Agreed Syllabus:

Lower KeyStage 2 Drawing With coloured pencil, he/she can block colour by applying pencil strokes in the same direction.	Drawing and painting Viking long ships. Use of block colour to create a vibrant mast.
Lower KeyStage 2 Drawing With coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip.	As above, create different wood effects to draw the Viking ship
Lower KeyStage 2 Painting he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.	Create a wash background for the Viking ship to sail upon.
Lower KeyStage 2 Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.	Create and decorate a Viking brooch using clay.
Lower KeyStage 2 Drawing he/she can work with a variety of pen types.	Use pen to sketch Viking artefacts

Identity & values

explore commitment as demonstrated in the lives and work of significant people of faith

describe the effect of life-changing events on the commitment of significant people of faith

share ideas as to how the lives of significant people of faith have affected the lives of others

Beliefs & practices

explore teachings of other significant religious people

describe the teachings of significant religious people, identifying some similarities and differences

reflect on the teachings of significant religious people and how these teachings impact on society

RE Objectives from Rising stars	RE Objectives from Rising stars
Lower KeyStage 2 Health and Wellbeing he/she can share personal successes and describe how they achieved them.	Lower KeyStage 2 Religious Knowledge he/she can ask important questions about religion and beliefs, making links between his/her own and others'' responses.
Lower KeyStage 2 Health and Wellbeing he/she can describe a variety of ways to stay safe in different environments. e.g. On the street, at school, on the internet etc..	Lower KeyStage 2 Religious Knowledge he/she can identify the impact of religion on believers'' everyday lives.
Lower KeyStage 2 Relationships he/she understands how his/her actions impacts on others and how they can address problems caused.	Lower KeyStage 2 Religious Knowledge he/she can explore similarities and differences in how religion is expressed in different world religions.
Lower KeyStage 2 Relationships he/she recognises from his/her own and others actions what is fair and unfair, kind and unkind and right and wrong	Lower KeyStage 2 Religious Knowledge he/she can make links between values and commitments, and his/her own attitudes and behaviour.
Lower KeyStage 2 Relationships he/she can describe	Lower KeyStage 2 Religious Knowledge he/she can respond to questions that cause wonder, staying

how they are important to others and how they can care for others.	respectful to others'' beliefs and ideas.
Lower KeyStage 2 Relationships he/she understands that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex, etc.	Lower KeyStage 2 Religious Knowledge he/she can ask important questions about religion and beliefs, making links between his/her own and others'' responses.
Lower KeyStage 2 Living in the Wider World. he/she understands his/her responsibilities at school.	Lower KeyStage 2 Religious Knowledge he/she can identify the impact of religion on believers'' everyday lives.