



Year Group 4	Term 1 2 3 4 5 6 A B	Year Autumn 2023	Title: The Vikings	Main driver: History
Topic description: In this topic children will learn where the Vikings came from and where they invaded and settled. They will discover the reasons why they were such good invaders whilst exploring their understanding of boat building and how their weapons and fighting methods helped them to be such successful invaders. They will go on to learn about the Viking farm settlements, their way of life and how they traded. As well as this, the children will explore their beliefs, learning about the Gods they worshipped, their food and way of life.				
Science NATIONAL CURRICULUM	Term 2 - Light: 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.			
History NATIONAL CURRICULUM	The Viking and Anglo-Saxon struggle for the Kingdom of England Chronology - Create a timeline showing change and continuity over a period studied. Use dates and terms. Compare different aspects of history including rulers, monarchs, everyday life, homes, work, technology, innovation, leadership, significant events, historical features of a time period, invasion by a leader or army. Identify and give reasons for historical events, situations and changes Identify some of the results from these events, situations or changes			
Geography NATIONAL CURRICULUM	Name and locate counties and cities of the UK- link to Viking invasion			
Art NATIONAL CURRICULUM	Story telling through drawing unit Key Concepts: • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery.			
DT NATIONAL CURRICULUM	Pop up story page –linked to Viking myth/legend apply their understanding of how to strengthen, stiffen and reinforce more complex structures			



	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Music NATIONAL CURRICULUM	Term 1 - Poetry unit-linked to performance Environment unit – link to composition Term 2 – Sounds unit Building unit -linked to Beat
MFL NATIONAL CURRICULUM	Term 1 – All around town Term 2 – On the move
PSHE TAKEN FROM 1DECISION FRAMEWORK	Cycle safety – How can we stay safe at home, at school and in the community? How can we stay safe when riding a bike? who can help keep us safe? When and why should we call 999? Understand safe and unsafe choices. Term 2 – Healthy living – What is a healthy diet? How can we maintain a healthy lifestyle?
RE TAKEN FROM THE LINCOLNSHIRE AGREED FRAMEWORK	Unit 1; 'being human' (Hinduism). How do Hindus express their beliefs personally and collectively? Unit 2; 'being human (Islam) How is Muslim worship expressed collectively?
PE NATIONAL CURRICULUM	Term 1 – Handball/ gymnastics (Synergy) Term 2 – Football/ gymnastics (synergy)
Computer NATIONAL CURRICULUM	Purple Mash units Unit 4.1 Coding – 6 lessons Unit 4.2 Online safety – 4 lessons
Writing Genres	Poetry Recount



Mathematical links	Measuring-DT project Using scales/measures for cooking-harvest dish Temperatures- Scandinavian countries Investigations with Runes-Viking money
Quality Texts	How to train your dragon- Cressida Cowell The Incomplete Book of Dragons-Cressida Cowell The Dragon's Hoard Arthur and the Golden Rope Vikings in 30 seconds
Key experiences	Art work related to dragons-clay eyes Harvest cooking with seasonal produce Performing poetry
Discreet Subjects	Music Art PSHE MFL PE COMPUTING
Linked Subjects	Art – Create a comic strip linked to the sound collector. DT- design pop up story page-Viking theme