

As Designers we will:

- design and make a piece of Roman weaponry/ i.e. Swords, shields
- Design and make our own Roman plaques
- Explore the designs of longboats and explore the idea that Vikings were craftspeople. We will create our own Viking longboat using pictorial evidence to aid our design.
- Create a sea monster with a moving part

As Artists, we will:

- design and make a mosaic

As Scientists, we will learn:

- how things move on different surfaces
- that some forces need contact between two objects
- How magnets attract or repel

As Geographers we will learn:

- whereabouts, in the world, Celtic settlers were found and consider the reasons for settlements
- whereabouts, in the world, Roman invaders came from and why they invaded Britain
- to locate Britain and Italy on a map of Europe
- Which countries the Vikings came from and their route to Britain and why they came here.

As Historians we will learn:

- how Ancient British society was shaped by the movement and settlement of Romans
- what legacy the Romans have left us with, today
- to use our skills of research and enquiry
- When the Vikings came to Britain to raid and why they stayed
- Why they raided monasteries and about their motives

Immersion Activities

WOW - Roman themed art, the children will find out what the Romans wore and about typical Roman objects by creating their own during a carousel wow afternoon.

Class Reader : Roman Diary: Journal of a Young Slave by Richard Platt
Viking Boy by Tony Bradman
Norse Myths and Legends.

Finale: Invasion Party

Invite parents in to share our Roman/Viking themed learning. Children will perform Roman/Celtic/Viking songs, etc. Children will make invitations etc.



Independence

As independent people we will:

Plan our own Toga Party to invite families and friends to. We will create our own invitations and flyers to promote the event.

We will choose our own topics to research as part of our non-fiction themed writing.

Complete our own project for homework about a topic of our choice relating to the Vikings.

ICT

As people concerned with computing we will:

We will use Roman based app's to support our learning, we will use Roman Numerals app game to support our learning of Roman numerals in numeracy.

Use the internet to research information about the Romans and Vikings.

International

To link with our international partners we will:

We will compare the places that the Romans and Viking come from with each other and with the UK

Invasion!

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

Narrative linked to historical settings
Diary entry of a Roman soldier/slave
Play scripts relating to our key text
Non-chronological reports/Information booklets about the Romans

http://www.bbc.co.uk/learning/schoolradio/subjects/english/viking_sagas

Viking Sagas/Myths

Diary of a Captains Log

Create a sea shanty/warrior chant

Use figurative language to write a poem about a sea monster

Persuasive letters – to join the Vikings and sail to England

How to catch a Viking berserker 'How to look after your dragon' – Instructions

Using mathematics

Modelling

- Visualizing mosaics
- Roman symmetrical patterns

Calculating

- Costing for Roman event
- Working with roman numerals

Justifying

- Using mathematical words to explain

Use coordinates and direction to help the Viking explorers reach their destination.

Using ICT

Searching

- Websites for information related to Celtic and Roman Britain

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- Invitation
- Graphs

Personal development

Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Communicating using data and the written word

Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Working independently in written work
- Managing feelings and becoming self aware when discussing

Social skills

- Listening and responding appropriately to visitors from our local community
- Working collaboratively
- Giving constructive support and feedback to others

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.