

YEAR 5/6	CYCLE A	BLOCK 5
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	GA4: European study - Scandinavia	
	<ul style="list-style-type: none"> 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of physical geography, including climate zones and water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Using a map of Europe, identify and record the countries and oceans within the continent → Identify the location of Scandinavia (study of Norway, Sweden and Denmark): record and identify the capital cities and other key cities → Annotate a blank world map to show the location of Scandinavia in relation to bullet point 2 → explore the climate and weather of Scandinavia → explore the Scandinavian Mountains, fjords, waterfalls and glaciers → learn about the water cycle</p>
Phase 2	GA4: European study - Scandinavia	
	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes 	<p>Investigate and research the human features of Scandinavia → complete an online investigation into currency, languages, population, imports/exports, largest cities, foods eaten, transport and royalty → plan a tourist visit to a Scandinavian destination → compare and contrast these with the UK.</p>
Phase 3	HA5: Vikings / CA2: concept maps	
	<ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion / further Viking invasions and Danegeld / Anglo-Saxon laws and justice 	<p>Complete unit 5.7 concept maps → complete a concept map to record information learned below. Identify where the Vikings came from → explain when the Vikings came and why they raided Britain → research the Viking/Anglo-Saxon struggle for England → study beliefs and weapons of Viking warriors → using written sources learn about Viking raids → Danelaw → understand the design and purpose of longboats.</p>
Phase 4	HA5: Vikings / AA4: Viking art	
	<ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p>Research trade undertaken by the Vikings → study Viking houses and purpose of aspects → investigate Viking clothing and jewellery → research Viking culture and mythology → investigate Viking knots, sketching warriors and creating Jewellery → draw Viking patterns → create a piece of Viking jewellery → create a piece of Viking animal artwork → accurately sketch a Viking dragon head → draw a portrait of a Viking warrior . Visit Jorvic - York</p>

HA6: Alfred the Great / SA5: Viking Science		
Phase 5	<ul style="list-style-type: none"> • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> ○ resistance by Alfred the Great and Athelstan, first king of England ○ Edward the Confessor and his death in 1066 • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics 	<p>Investigate Alfred the Great and his rule → complete a timeline and reach 1066 → link this into the timeline of other historical times that have been studied → opportunity for self-research into an area of interest.</p> <p>learn about the science behind Viking food production methods, compare with modern production of dairy foods → know about the process of fermentation to produce food and drinks → devise and conduct tests to compare the effectiveness of glue, reporting findings → investigate Viking oil lamps: make own</p>