

Our REAL Project

Project Name

The Vikings

Project Summary

Children will find out all about the Vikings. Who they were, why they settled and how we can learn from them today. Children will develop good understanding about how the Vikings lived and how that differs from our life in the modern day world.

Essential Question

Who were the Vikings?

How are your children meeting the four components of effective projects?

Rigorous

How will students show in depth subject knowledge?

Through challenge based sessions promoting an understanding of life as a Viking and what we can learn from them.

Development of an explorer log (topic books) to document our learning, magpie key information and to showcase learning experiences across the project.

Real life archaeology opportunity at a local level. With a real archaeologist coming in to work with the children and perform a dig.

A trip to the Jorvik Centre in York will enhance children's knowledge at a half way point through the term.

Engaging

How will students engage with the learning?

Children will be introduced to the Topic through an archaeological dig with a real Archaeologist joining them for the day. Children will also go on a trip to Jorvik in York to enhance their learning.

Children will design shields for their very own long boat and will create coins made from clay. There will be the opportunity to compare long boats with Shackleton's ship from their previous topic. Children will act out what life was like as a Viking through role play. They will create newspaper articles for their very own 'Viking Times'. Throughout the Topic, children will be working towards the creation of their very own Viking magazine. Children will make their own food as if they were a Viking and will 'be a Viking for the day'. They will have the opportunity to eat around the camp fire and read their stories as an immersive experience.

Authentic

What will our authentic audience be?

Parents and families will be invited in to the exhibition of the children's learning.

Children will have the opportunity to present their magazines within school to peers in other classes as well as at their exhibition.

Learning

How will students show their learning of key skills in this project?

Through purposeful weekly outcomes, addressing the key questions and working towards a self directed and produced magazine.

Who Were the Vikings?

Project Overview

Children will be immersed in our topic right from the start through a visit from an Archaeologist where children will carry out their very own archaeological dig in school. Children will find out about the Viking alphabet as part of their topic launch and make their very own Viking money and shields. Children will learn about why the Vikings invaded and where they settled. They will get the chance to immerse themselves through the day of life as a Viking. They will find out about their homes and how they lived. Children will have the interesting debate about whether Vikings were raiders or traders. Children will find out about food that Vikings used to eat and make this for themselves. Children will also receive some first aid training which will support their learning about survival. At the mid point of our topic children will be paying an exciting visit to Jorvik and Jorvik Dig in York where they will enhance their learning and immersion one step further. Throughout the topic, children will be working towards creating their own Viking magazine which will include many of their pieces of work.

Please note that this is an OUTLINE PLAN which may well change depending on the children's own ideas and interests.

Project Timeline

- Week 1: Who were the Vikings?
- Week 2: Why did the Vikings invade and where did they come from?
- Week 3: Where did the Vikings settle and why?
- Week 4: How did the Vikings live?
- Week 5: Raiders or traders?
- Week 6: What did Vikings eat?
- Week 7: What has been found that tells us about Viking life?
- Week 8: What would it be like to be a Viking for a day?
- Week 9: What happened to the Vikings?
- Week 10: Exhibition & Magazines presentation.

Curriculum links and focus

- Maths - measures, money, data handling, 4 operations, fractions.
- English - My Secret Viking Diary, How to train a dragon, Beowulf—Michael Morpurgo, Viking at School/ in my bedroom. (Diary Entry, newspaper report, narrative (Myths and legends), narrative poem)
- History/geography— Vikings + where settled
- Science—
- Art— Clay pots, textiles, cross stitch, tie dye, make a tunic, sewing, clay jewellery
- DT— Food
- Music— Viking sagas
- RE— Christian Journeys and Stories
- PE— Viking Athletics, Rounders, Cricket, Swimming
- PSHE— Good to be me

Real world experiences

First aid training

Trip to Jorvik

Archaeological dig in school

Long boat in classroom

First Aid training

Day in the life of a Viking

Interview a Viking

Cooking over camp fire

Reading stories around camp fire

Design and make a tunic and jewellery

Immersive Learning

Project launch: Archaeologist visit to complete archaeological dig in school.

Real Viking magazine to be made

Working inside long boats in classroom + other immersive environment areas.

Completing work around the camp fire.

Making own tunics and jewellery.

Project Outcomes

Viking magazines (newspaper articles, persuasive writing, diary entries etc)

Viking shield

Clay coin

Clay bowls

Clay jewellery

Decorated tunic

Longboat with key features identified

Comparison in perspective of King Arthur and a Viking of Danelaw.

Debate work (persuasive writing)

Design a Viking menu

Make Viking food

Museum of artefacts

Viking saga songs

Interview a Viking

Enterprise— jewellery making kit

Invasion map

Journey of a Viking