**SCHOOL NAME: FOUNDATION PLANNING YEAR A**

**GOLD**

**Theme: Viking Longships Year: 5-6 Term: Autumn 1**

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| **ART** | **D&T** | **Geography** | **History** | **ICT** | **MFL** | **MUSIC** | **PE & SPORT** | **PSHE/SMSC** | **RE** | **SCIENCE** |
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| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **1** | **L.O. To understand how to carry out research to inform my Longship design.**  Success Criteria:   1. I must know what a Viking Longship looks like. 2. I should know what the main purpose of a Longship was. 3. I could carefully consider how the boats uses and features will affect my design. | **Input:** Allow the children to pair share what we have learnt so far and what they know about Viking Longships. Tell them that in this topic they are going to be designing their own Viking Longboat and making it. Tell them that today they are going to research the ships in order to inform their design. Allow them time to generate their own research questions. Take feedback and ask the children what makes research successful?  **Task:** Children label a Viking Longship, identifying the key features.  **Plenary:** In their books children answer the following to guide their research:   1. What were Viking Longships made out of? 2. How big were the Longships? 3. How did the Longships move? 4. What were the Longships used for? 5. What features does the Longship need to have? | Computers/tablets  <https://www.bbc.com/bitesize/clips/zgmxpv4>  <https://www.bbc.com/bitesize/articles/zw3qmp3>  <https://www.bbc.com/bitesize/articles/zy9j2hv#z96f34j>  <https://www.historyhit.com/facts-about-viking-longships/> | * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups |

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| **2** | **L.O. To understand the importance of a prototype model.**  Success Criteria:   1. I must be able to follow instructions carefully. 2. I should be able to use the template to carefully construct a prototype. 3. I could use ideas from the porotype when thinking about my Viking Longship. | **Input:** Introduction: Recap previous lessons.  What is a prototype? Why do designers use them? Tell the children that today they are going to make a prototype in order to plan their Viking Longship more effectively.  **Task:** The children should construct a small model of a Viking Longship using the template provided. Children will learn that it is useful to have tabs to join the model together.  **Plenary:** Gallery viewing of models. Children consider how this will impact the making of their model. | Art books  Longship template  Scissors  Colouring pens/pencils | * generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |

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| **3** | **L.O. To understand how to select which materials are suitable to build my Viking Longship.**  Success Criteria:   1. I must be able to suggest sensible materials to build my Anderson Shelter from. 2. I should be able to test the materials in order to see their effectiveness. 3. I could carefully evaluate the materials, suggesting which ones are the best to use and why. | **Input:** Brainstorm what recycled materials there are at home that we could make our longships from, e.g. cardboard, egg boxes etc…  The most important point when choosing the materials is will they be strong enough to make a structure from and that children can adapt them too using school equipment, i.e. small scissors, craft knife etc.  **Task:** Using the different recycled materials the children have brought in use the test sheet template to test how suitable each material is for use. When it comes to testing the strength of the material the children should make a hole in the material and then using the force meters, try and rip a section of the material open by dragging on the force metre when it is hooked into the hole.  **Plenary:** Which materials seemed more suitable then others? | Recycled materials  Materials worksheet | * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups   . |

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| **4** | **L.O. To understand how to plan my Viking Longship.**  Success Criteria:   1. I must be able to visualise what my final product will look like, using what I have learnt about longships so far. 2. I should be able to produce an annotated sketch of my design that is clearly labelled and well thought out. 3. I should be able to plan some parts of my design in more detail. 4. I could think of a design criteria for my longship. | **Input:** Explain that any invention was thought out on paper first where the designer drew a picture of what they wanted to build and then thought about each step of the process that was necessary, including listing the materials required.  Explain that the children will be creating a design of their longships. Show the children that the prow of the ship was normally a dragon or fierce creature that was designed to scare away potential rivals.  **Task:** In their topic books the children draw and label the Viking longship they are aiming to construct detailing what material is going where and why. They will also need to design the shields and the oars of their ships.  **Plenary:** Gallery viewing of plans. Children will then think of a design criteria that their longship will need to fulfil | Art books  Pencils  Rulers  Pen  <https://www.bbc.com/bitesize/articles/zy9j2hv#z96f34j> | * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. |

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| **5** | **L.O. To understand how to build a successful Viking Longship.**  Success Criteria:   1. I must follow my plan. 2. I should be able to select and work with a range of materials. 3. I should be able to work logically and methodically taking time over each step. 4. I could decorate my longship so that it looks authentic. | **Input:** Recap work done last week. What does your Longship look like? How are you going to make it? Show the children a video, what steps are we going to take? Tell them that first they need to make their template which they will trace round onto the cardboard. Remember they will need a dragon/animal head. Teacher to model this and then model how to trace round and cut out using a craft knife (health and safety).  Children then decorate the base of the boat before making a sail and attaching it using dowling. Finally they make the oars, seats and shields before painting and attaching them to the boat.  **Task:** Children build their longship. Teacher must take photographs.  **Plenary:** Gallery viewing of longships. | Recycled materials Glue/glue guns  Sellotape  Masking tape  Paint  Card  Felt  Wooden dowling  Saws  Template for LA  [Making a Viking longboat - Primary school year 6 History project - YouTube](https://www.youtube.com/watch?v=ghnoIRS1ifo) | * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials |

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| 8 | **L.O. To understand how to successfully evaluate my model.**  Success Criteria:   1. I must be able to say what went well with my Viking Longship. 2. I should be able to explain the choices that I made. 3. I could suggest what I would do differently next time. | **Input:**  Congratulate the children on making their Viking Longships. Say that an important part of the process is evaluating their models. What does this mean?  **Task:** Children evaluate their Viking Longships in their books, thinking back to their design criteria.  **Plenary:** Children share their evaluations and reflections. | Art books  Pencils  Rulers  Handwriting pens | * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |