



# The Dragon's Hoard

## Synopsis:

Children carry out an in-depth study of the Vikings including the invasions, longboats, houses and sagas. Children explore the themes of sagas and draw on this understanding to write their own version of The Dragon's Hoard. In Science, children investigate different types of rocks. In History, children use range of sources to compare different eras / understand different representations of past. In D&T, research features of, design and create a Viking longboat

## History

### Learning Sequence:

Recap chronology and what this means and use of timeline to date

Provide a range of sources of the Viking period (eg. dates, images, pictures etc.) and place Vikings onto a timeline, justifying reasons

Use a range of sources to investigate the Viking period and answer historically-valid questions (eg. Where did come from? Why did they arrive in Britain? How did they travel?)

Introduce specific vocabulary eg. invader, settler, agriculture, warrior etc.

Generate questions from sources provided about various aspects of Viking life (eg. boats, diet, house, clothing, jobs etc.)

Create a Viking fact file to record information found, using pictures and text

Use stories and sources to explore the Viking invasion from two different perspectives: 1) the view of a Viking invader 2) the view of a monk on Lindisfarne

Record the similarities and differences of this invasion after a class debate

### Historical Concepts

Compare different eras considering similarities and differences

Order key dates on a timeline to demonstrate chronology of British and world history

### Stories & Sources

Begin to understand how knowledge of the past is constructed from a range of sources

Develop understanding of how and why the past is represented in different ways

Select key information from a range of sources to answer a historical question

### Historical Questions

Understand what types of question are historically valid and identify how to find the answer

### Historical Vocabulary

Develop a range of historical vocabulary eg artefact, chronology, invade, settle

## D&T

### Learning Sequence:

Compare different types of Viking boats eg. warship (langskip) and merchant ship (knorr)

Record the differences / similarities (eg. streamlined structure, length of ship, size of sail, number of oars etc.)

Provide the challenge of creating the fastest Viking longship

Create design criteria for longship with focus on speed / streamlined

Use different materials to create the longship (eg. wood, dowel, card etc.)

Test the different boats (adapting as necessary) and record findings

Evaluate materials used that were most successful and explain why

<b>Design</b>	Communicate ideas using different strategies eg discussion, sketch Use research to inform design
<b>Evaluate</b>	Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work
<b>Technical Knowledge</b>	Apply understanding of how to strengthen, stiffen and reinforce structures
<b>Make</b>	Select from and use a wide range of tools, equipment, materials and components accurately

## Science

### Learning Sequence:

As archaeologist, excavating a site, come across different rocks

Define what a rock is

Sort different types of rocks according to their properties

Suggest ways to test properties of rocks eg permeability, fizziness, hardness etc and decide how to record this

Investigate 3 main types of rock: igneous, metamorphic and sedimentary

Use diagrams of rock formation to help explain using scientific language

Associate different rocks with their uses, based on properties

Research different types of fossils and how these are formed

Understand that soil is made from tiny particles of rock

Categorise different soil types based on their properties and use this understanding to explain uses of different soils eg clay, chalky, loamy, peaty etc.

<b>Make Observations</b>	Develop skills of systematic observation
<b>Perform Tests</b>	Set up simple practical enquiries Understand comparative and fair tests
<b>Ask Questions</b>	Ask relevant scientific questions and suggest how to answer eg practical test vs secondary sources
<b>Gather Data</b>	Gather, record and present data in variety of ways eg drawings, labelled diagrams, charts
<b>Analyse Data</b>	Use results to draw simple conclusions and make predictions Identify similarities, differences, changes related to scientific processes and ideas

## Writing

### Learning Sequence:

#### Saga

Read The Dragon's Hoard to children (preferably round a makebelieve campfire outside to recreate the oral Viking saga)

Discuss characters, plot and language – what do you notice? Draw out features

Share a number of other sagas with children both online and in writing eg. Odin Creates The World, Freya and the Goblins

Generate a list of features of sagas eg, gods / goddesses / shapeshifters and key language to draw on eg. bold, valiant, mystical etc.

Explore characters in more depth - Guess Who games, writing character description using key grammatical features taught (expanded noun phrases, verbs, adverbs, preposition phrases, similes, alliteration etc.)

Take key parts / images from The Dragon's Hoard and encourage children to use their descriptive skills eg Fafnir the dragon lying on pile of gold etc. 'Paint a picture' in the reader's mind

Role-play interaction between characters focusing on dialogue (a Y4 skill though children may want to incorporate speech in their own saga)- what might they say?

Introduce speech bubbles and then inverted commas, exploring the conventions of speech

Children transpose speech bubbles into dialogue

Model variety of sentence openers and types of sentence (simple, compound and complex) and discuss effect of each

Children plot their own saga, either independently or using The Dragon's Hoard as a basis and changing key elements of it eg. characters, setting, ending

Draft, edit and upskill to produce final version

Read to class orally

### Diary to reflect different perspectives

Recap features of diary writing- what do children already know?

Encourage children to imagine they are Viking warriors crossing the sea to

Britain – what do you think it was like?

Watch class clip about Viking invasions and take notes as watching to gather ideas eg. wild, stormy weather; huge, crashing waves etc.

Generate ideas together using class clip and images, drawing on skills taught eg expanded noun phrases, effective verbs and adverbs, figurative language (alliteration, similes, collective nouns)

Take some mediocre examples of descriptive words and phrases and upskill to reflect ambitious vocabulary (could use thesaurus to support). Ensure words and phrases are in a context and children can explain meaning

Model how to use the children's ideas to create a range of sentences with a variety of sentence openers eg. wild, storm becomes The wild waves whipped the storm up into a frenzy, tossing the ship up into the air

Children plan orally then draft their diary entry using skills taught

Edit and upskill to produce final draft

### Language & Vocabulary

Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)

Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration

Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses

Discuss words and features of texts that capture the reader's interest

### Plan, Draft, Edit & Evaluate

Draw on examples of writing (structure, vocabulary and grammar) when planning their own work

Assess own and others' writing, suggesting improvements

Suggest changes to grammar and vocabulary

AProof -read work for spelling and punctuation errors

### Grammar & Punctuation

Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)

Use present perfect verb tense (I have seen )

Express time, place and cause using: conjunctions - (when, before, after, while, because), adverbs - (then, next, soon, therefore) - prepositions (before after, during, in, because of)

### Text Structure & Features

Recognise themes eg good over evil, use of magical devices

Be exposed to books that are structured in different ways

Identify how language, structure, vocabulary, grammar and presentation contribute to meaning

Organise paragraphs around a theme

Build cohesion within a paragraph

### Transcription

Use a wider range of prefixes and suffixes

Spell wide range of homophones)

Spell words that are often misspelt

Use possessive apostrophe for plurals

Use a dictionary to spell words correctly

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