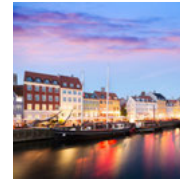




## Science

### "Viking Science"

1	Test and improve methods for preserving dairy foods.
2	Discover how micro-organisms can be helpful or harmful for humans.
3	Make glue and devise an effective test of its strength.
4	Make oil lamps, then ask and answer scientific questions about how they work.
5	Test, measure and compare the absorbency of a variety of materials including those in disposable nappies.
6	Using models, test and measure Viking longboats, identifying improvements to their design.
Objectives:	<ul style="list-style-type: none"> <li>Year 5 - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Year 5 - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Year 5 - 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</li> <li>Year 5 - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Year 5 - identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Year 6 - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Year 6 - using test results to make predictions to set up further comparative and fair tests</li> <li>Year 6 - identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>Year 6 - 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</li> <li>Year 6 - give reasons for classifying plants and animals based on specific characteristics</li> </ul>



## Geography

### "Exploring Scandinavia"

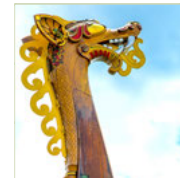
1	Locate Scandinavia and begin to identify some of its features.
2	Study the changing seasons and daylight hours inside the Arctic circle.
3	Compare the physical geography of Norway to that of Sweden and Denmark.
4	Research, compare and contrast the human geography of three Scandinavian countries.
5	Discover and consider differences between Scandinavia and the UK.
6	Apply knowledge of Scandinavia's geography by promoting it as a holiday destination.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - 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)</li> <li>KS2 - 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</li> <li>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>KS2 - 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</li> <li>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>



## History

### "Vikings vs Anglo Saxons"

1	Learn about Anglo-Saxon life in England prior to the first Viking invasions.
2	Consider the impact of one of the earliest Viking invasions: Lindisfarne, 793.
3	Find out about the continued raids of Anglo-Saxon England by the Vikings, and the peace accord they eventually reached.
4	Discover fascinating facts about the reign and achievements of Alfred The Great.
5	Learn about life for Vikings settled in Britain, and compare and contrast them with Anglo-Saxons.
6	Discover how, by 1016, England came to be a unified country under the control of a Viking king.
7	Find out how Viking and Anglo-Saxon life in England changed due to the Battle of Hastings.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>



## Art

### "Viking Art"

1	Study Viking artefacts and start to learn about different styles of Viking art.
2	Learn how to draw intricate Viking knots.
3	Build on prior learning about Viking art, drawing animal heads in the Viking style.
4	Draw Viking dragons and develop shading skills.
5	Draw Viking warrior portraits, using shading to add depth to drawings.
6	Weave or sculpt to make Viking jewellery decorated with runes.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</li> </ul>

# Vikings Topic Bundle

## Teacher's Topic Planner

Maths

Computing

Art

"Viking Art"

PlanBee 

DT

English

Science

"Viking Science"

PlanBee 

History

PlanBee   
"Vikings vs Anglo Saxons"

Geography

PlanBee   
"Exploring Scandinavia"

RE

Languages

Music

# Vikings : Topic Bundle : Year 5/6

Teacher's notes:



**Science**

**"Viking Science"**



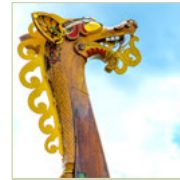
**Geography**

**"Exploring Scandinavia"**



**History**

**"Vikings Vs Anglo Saxons"**



**Art**

**"Viking Art"**

# Viking Science : Science : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To learn about the science behind some Viking food production methods, and find out about the modern production of dairy foods.	Children will find out about foods produced by Vikings and consider how and why they processed milk to produce other foods. They may then either make butter – developing a method, then observing and recording changes – or conduct research and present findings about modern dairy food production methods.	<ul style="list-style-type: none"> <li>Can children use prior knowledge and/or secondary sources to suggest ways in which foods are produced?</li> <li>Can children make observations and record data accurately?</li> <li>Can present findings from enquiries or secondary sources?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Double cream, jam jars, sieves, mixing bowls, dessert spoons, chopping boards, foil, plastic food containers</li> <li>Challenge Card 1 (FSD...? activity only)</li> </ul>
<b>Lesson 2</b>	To identify, describe and classify micro-organisms.	Children will learn a little about how micro-organisms are important in the production of fermented foods, going on to find out more about what micro-organisms are, where they are found, how they are classified and how they may be helpful or harmful. They may then either continue to conduct research, or undertake a practical investigation about yeast.	<ul style="list-style-type: none"> <li>Can children share prior knowledge about micro-organisms?</li> <li>Can children theorise, formulating answers to questions about micro-organisms?</li> <li>Can children present findings about micro-organisms, based on their scientific enquiries?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 2</li> <li>Micro-organism Question Cards</li> <li>Internet access</li> <li>Big sheets of paper (for mind maps)</li> <li>Yeast Experiment 2 (FSD...? activity only)</li> </ul>
<b>Lesson 3</b>	To devise and conduct tests to compare the effectiveness of glue, reporting findings.	Children will consider ways in which adhesives are used all around us, then learn about how Vikings made glue from milk. They may then either make and test Viking milk glue, or devise a fair test to compare the strengths of a variety of adhesives.	<ul style="list-style-type: none"> <li>Can children devise and conduct a test of the effectiveness of glue?</li> <li>Can children interpret their results, reporting findings?</li> <li>Can children suggest ways of improving a test, or altering a variable, to learn more?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 3</li> <li>Teacher's Notes</li> <li>Glues, glue testing materials and equipment (see Teacher's Notes)</li> <li>Viking Glue 3 (FSD...? activity only)</li> <li>Milk glue materials and equipment (see Viking Glue 3; FSD...? activity only)</li> </ul>
<b>Lesson 4</b>	To plan and conduct scientific enquiries, presenting findings.	Children will make simple oil lamps, then consider what scientific questions can be asked about them. They may then either devise scientific enquiries to try and answer their questions, or make and test a clay oil lamp of their own design.	<ul style="list-style-type: none"> <li>Can children raise scientific questions based on their observations of phenomena?</li> <li>Can children plan and conduct appropriate scientific enquiries to try and answer a question?</li> <li>Can children interpret findings of a scientific enquiry and raise further questions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Teacher's Notes</li> <li>Oil lamp equipment &amp; materials (see Teacher's Notes)</li> <li>Test Your Theory! sheet (FSD...? activity only)</li> <li>Clay (FSD...? activity only)</li> </ul>
<b>Lesson 5</b>	To plan and conduct scientific enquiries, presenting findings.	Children will learn about Viking uses of absorbent natural materials, then examine, identify and learn about the materials used in modern, disposable nappies. They may then either devise and conduct tests on disposable nappies, or carry out a fair test, comparing the absorbency of a variety of materials.	<ul style="list-style-type: none"> <li>Can children ask scientific questions about the properties of a product?</li> <li>Can children devise scientific enquiries to answer scientific questions?</li> <li>Can children interpret and present their findings in a way that others can understand?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 5A/5B/5C</li> <li>Teacher's Notes</li> <li>Nappies, zip-lock bags, measuring jugs/cylinders, digital scales, bowls/trays</li> <li>Worksheet 5D (FSD...? activity only)</li> </ul>
<b>Lesson 6</b>	To use observations and test results to make predictions and to set up further tests on a model boat.	Children will consider the forces acting on a boat in a variety of conditions, then devise and conduct scientific enquiries, either to determine how hull shape affects buoyancy, or how friction acting on a boat dragged over land can be reduced.	<ul style="list-style-type: none"> <li>Can children devise scientific enquiries to try and answer a question?</li> <li>Can children improve their methods of enquiry based on observations?</li> <li>Can children interpret and present their findings?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Teacher's Notes</li> <li>Worksheets 6A/6B/6C</li> <li>Challenge Card 6 (FSD...? activity only)</li> </ul> <p><i>Refer to Teacher's Notes for additional resources for Main Activity and FSD...? activity</i></p>

# Exploring Scandinavia : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to locate Scandinavia's countries and major cities on a world map.	Children will identify the three countries that make up Scandinavia and learn the difference between Scandinavian and Nordic countries. They will locate these countries on a world map as well as their capital cities. They will start to identify some of the main features of Scandinavia by exploring images and using online mapping.	<ul style="list-style-type: none"> <li>Do children know that Scandinavia is a region in Europe made up of three separate countries?</li> <li>Can children locate Norway, Sweden and Denmark on a map?</li> <li>Can children identify and locate the capital cities of Scandinavia?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Scandinavia Map</li> <li>Atlases</li> <li>Access to internet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the climate and weather of Scandinavia.	Children will recap the three countries and capital cities of Scandinavia before exploring the climate zones of northern Europe, focusing on Scandinavia in particular. Children will use line graphs to explore and compare average temperatures. They will also explore how the seasons affect the hours of daylight and how climate informs national activities and identity.	<ul style="list-style-type: none"> <li>Can children make predictions about what the climate in Scandinavia is like based on its geographical location?</li> <li>Can children use graphs and charts to explore the climate in Scandinavia?</li> <li>Do children understand why parts of Scandinavia have no sunlight during parts of winter and no darkness during parts of summer?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Climate Cards</li> <li>Question Cards A/B</li> <li>Average Climate Sheet</li> <li>Location Cards (FSD? activity only)</li> <li>Access to internet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore the physical features of Scandinavia.	Children will explore the physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls. They will use images and information to gather facts, and express what they have learnt through descriptive writing or art.	<ul style="list-style-type: none"> <li>Do children understand the difference between physical and human geography?</li> <li>Can children identify some aspects of the physical geography of Norway?</li> <li>Can children define and describe some aspects of the physical geography of Norway?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D</li> <li>Picture Cards</li> <li>Art materials (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore some aspects of the human geography of Scandinavia.	Children will identify aspects of human geography and ask a variety of questions to find out about the human geography of Scandinavia. They will compare the human geography of the three Scandinavian countries, or choose one particular country to investigate.	<ul style="list-style-type: none"> <li>Do children understand what human geographical features are?</li> <li>Can children identify a variety of human geographical features in Scandinavian countries?</li> <li>Can children identify how human features can contribute to national identity?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Fact Cards</li> <li>Fact Files</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to compare and contrast an area in the UK with an area in Scandinavia.	Children will identify key questions they can ask in order to compare and contrast an area in the UK with an area in Scandinavia. Children will carry out their own research to compare two locations independently, or work as a group to compare two locations in more depth.	<ul style="list-style-type: none"> <li>Can children compare aspects of physical geography in an area in Scandinavia and an area in the UK?</li> <li>Can children compare aspects of human geography in an area in Scandinavia and an area in the UK?</li> <li>Can children make inferences about how life is different in two different locations based on its physical and human features?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>UK and Scandinavian Location Cards</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to plan a tourist visit to a Scandinavian destination.	Children will consolidate their learning about Scandinavia by planning a holiday for tourists visiting a particular Scandinavian location. Children will need to provide information about location, climate, landscape, possible activities and other aspects of human geography. They will write persuasively to encourage tourism to their chosen area.	<ul style="list-style-type: none"> <li>Can children share facts they have learnt about Scandinavia?</li> <li>Can children suggest locations for a Scandinavian holiday based on various criteria?</li> <li>Can children write persuasively to advertise a Scandinavian holiday destination?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card A/B/C</li> <li>End of Unit Quiz</li> </ul>

# Vikings vs Anglo-Saxons : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore what Britain was like before the first Viking invasions.	Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.	<ul style="list-style-type: none"> <li>Can children explain how the Anglo-Saxons came to Britain?</li> <li>Do children know why this period is often referred to as the Dark Ages?</li> <li>Can children give an overview of what life was like in the 8th century before the Viking invasions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Fact Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the Viking invasions of Britain.	Children will recap the seven Anglo-Saxon kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.	<ul style="list-style-type: none"> <li>Do children know when the Vikings first invaded Britain?</li> <li>Can children offer reasons for why the Vikings invaded?</li> <li>Can children recognise and describe the different perspectives of the Viking invasions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Information Sheet A/B</li> <li>Viking Invasion Song (FSD? activity only)</li> <li>Viking Invasion Backing Track (FSD? activity only)</li> <li>Viking Invasion Song Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.	Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.	<ul style="list-style-type: none"> <li>Do children know that the Vikings settled in Britain after the first raids in the 8th century?</li> <li>Can children use a variety of sources to gather information?</li> <li>Can children describe how the Vikings gained control of the northeast of England?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Timeline Cards</li> <li>Information Sheet</li> <li>Timeline Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out why King Alfred was dubbed 'Alfred the Great'.	Children will recap the agreement between Anglo-Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.	<ul style="list-style-type: none"> <li>Can children describe the role King Alfred played in making England a unified country?</li> <li>Can children suggest reasons why he was dubbed 'Great'?</li> <li>Can children use a variety of sources of information to find out the life of King Alfred?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore what life was like for Vikings living in Britain.	Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.	<ul style="list-style-type: none"> <li>Can children describe what life was like for Vikings in Britain?</li> <li>Can children identify differences between Viking and Anglo-Saxon life?</li> <li>Can children identify similarities between Viking and Anglo-Saxon life?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A</li> <li>Sentence Cards A/B</li> <li>Challenge Cards (FSD? activity only)</li> <li>Beowulf Story Sheet (FSD? activity only)</li> <li>Runic Alphabet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out how and when England became a unified country.	Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.	<ul style="list-style-type: none"> <li>Do children know that by 1016, England was a unified country under the control of a single king?</li> <li>Can children name the key historical figures and describe their role in events?</li> <li>Can children discuss causes and effects of historical events?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Sentence Cards</li> <li>Character Cards</li> <li>Digital cameras, props, costumes - optional (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To find out about the end of the Anglo-Saxon and Viking era in Britain.	Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.	<ul style="list-style-type: none"> <li>Do children know why the Battle of Hastings took place?</li> <li>Can children describe the main events surrounding the Norman conquest?</li> <li>Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>Challenge Card (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Viking Art : Art : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore Viking art and identify its key characteristics and features.	Children are introduced to the Vikings and Viking art. They will look at examples of Viking art from existing artefacts before being given a quick history of the six main styles of Viking art and how these developed throughout the Viking period. They can then study these examples more for themselves and sketch sections that they find interesting.	<ul style="list-style-type: none"> <li>Can children describe some of the main features of Viking art?</li> <li>Can children describe particular works of Viking art in detail, explaining what they think of different works?</li> <li>Can children describe some of the ways in which Viking art changed over time?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards 1A/1B/1C</li> <li>Worksheet 1A or sketchbooks</li> <li>Challenge Card (FSD? activity only)</li> <li>Access to the internet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to draw Viking patterns.	Children will look at the use of knots in Viking art, recognising the similarities between Viking and Celtic art. They will then be taken through some simple step-by-step processes for drawing Viking knots on their own. They will have time to practise these knots and consider how the basics could be extended to create more intricate pieces of art.	<ul style="list-style-type: none"> <li>Can children recognise the style of Viking knots and patterns?</li> <li>Can children follow instructions carefully to create a Viking pattern?</li> <li>Can children use a sketchbook to try out ideas to extend upon?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Instruction Card 2A/2B/2C</li> <li>Worksheet 2A or sketchbooks</li> <li>Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to create a piece of Viking animal artwork.	Children will look at some examples of animals in Viking art, noting common features and popular animals. They will then look at how to draw some animal heads in the Viking style and how to incorporate these with the knots they created in the previous lesson to create Viking animal art.	<ul style="list-style-type: none"> <li>Can children discuss and comment on examples of animals in Viking art?</li> <li>Can children incorporate Viking knots and patterns into a picture of a Viking animal?</li> <li>Can children add features to a basic animal shape to create effects?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Snake Head Instruction Sheet</li> <li>Horse Head Instruction Sheet</li> <li>Dragon Head Instruction Sheet</li> <li>Example Sheet</li> <li>Template Sheets (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to accurately sketch a Viking dragon head.	Children will look at some recreations of Viking dragon heads from longships. They will then look at how to accurately sketch a Viking dragon head, using a variety of different shading techniques.	<ul style="list-style-type: none"> <li>Can children use techniques to sketch a dragon head that is proportionally accurate?</li> <li>Can children use different techniques to add shading to an outline?</li> <li>Can children choose appropriate techniques to include in a final piece of artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Practice Sheet</li> <li>Picture Card 4A/4B/4C/4D/4E/4F</li> <li>Worksheet 4A/4B (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to draw a portrait of a Viking warrior.	Children will find out how to use a grid to help them accurately copy a picture, namely a Viking warrior portrait. The slides go through some tips for how to create a proportionally accurate portrait using a grid, as well as how to include shading to give depth to a sketch. An alternative activity gives some step-by-step guides on drawing Viking warrior portraits.	<ul style="list-style-type: none"> <li>Can children sketch a portrait that is proportionally correct?</li> <li>Can children use various shading techniques to create light and shade in a portrait?</li> <li>Can children review their work and the work of others, expressing what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Grid Template 5A/5B/5C</li> <li>Picture Sheet 5A/5B/5C</li> <li>Instruction Sheet 5A/5B (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to create a piece of Viking jewellery.	Children will be shown the steps they need to take in order to create a piece of Viking jewellery - either a pendant made from clay or a woven bracelet. The clay pendant will give them the chance to incorporate what they have learnt about Viking art, or they can use runes to 'engrave' a coin for their bracelet.	<ul style="list-style-type: none"> <li>Can children draw upon their knowledge of Viking art to design a piece of Viking jewellery?</li> <li>Can children work with clay to create their piece of jewellery as it was designed?</li> <li>Can children assess their own work and state what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Picture Sheet</li> <li>Runes Alphabet Sheet</li> <li>Clay and clay tools</li> <li>Leather string, wool or thread</li> <li>Help Sheet (FSD? activity only)</li> <li>Wool and cardboard (FSD? activity only)</li> </ul>