History

Vicious Vikings!

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

National Curriculum Links:

- To develop a chronologically secure knowledge and understanding of British History.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses that involve thoughtful selection and organisation of the past is constructed from a range of sources.

The children will learn about:

- Viking Raids and Invasion
- Resistance by Alfred the Great and Athelstan, first king of England.
- Further Viking invasions and Danegeld.
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

The children will achieve these objectives by:

- Showing that I understand the chronology of Britain's settlement by the Anglo-Saxons, Scots and Vikings.
- Recognise and understand the importance of change during the struggle for the Kingdom of England between the Vikings and Anglo-Saxons.

Year 5

Spring Term

Topic: Vikings

PE

Swimming

Pupils will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

Computing

Spreadsheets

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Maths cross-curricular links: Use spreadsheets to convert between m & km; find area and perimeter; and apply to real life situations.

Databases

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Game Creator

- Design, write and debug programs that accomplish specific goals.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of

• Think about the differences and similarities between the Anglo-Saxons and the Vikings and how this compares to my own life • Understand and analyse how our knowledge of the past is constructed from a range of different sources. • Use historically relevant terms to describe the Vikings. • Discuss the significance of the Vikings in developing modern Britain. • Recognise the importance and impact of Kings in England between 600-1066. • Understand the importance of Anglo-Saxon and Viking laws. • Recognise the significance of Edward the Confessor and the Battle of Hastings in 1066 and how this changed Britain.	• perform safe self-rescue in different water based situations. **Invasion Games – Football** • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Play Competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Dance** • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **3D Modelling** • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Cross Curricular Anglo-Saxon and Viking Research** • Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content.
Geography • Locate the world's countries, using maps to focus on Europe. • Understand geographical similarities and differences between Britain in the Viking period and Britain today. • Understand how settlement and land use influenced the Vikings.		
Art & Design • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • To learn about great artists, architects and designers in history. • Create mood boards in art. • Describe how the art of the Vikings contributed to the culture and can be used as a historical source. • Evaluate and analyse creative works using the language of art, craft and design.		RE **Inspirational People** • Have the opportunity to reflect on what it means to be an inspirational person. • Have the opportunity to know what it means to be a follower of Jesus.
Design & Technology Viking and Danish Inspired Food		

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To prepare and cook a Viking/Danish inspired meal using a range of resources, including a hob and oven.
Prepare and cook savoury dishes using a range of cooking techniques.
Understand and apply the principles of a healthy and varied diet
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Use research and develop design criteria to inform the design of a meal.
Select from a wider range of materials including ingredients according to their qualities.

<u>Music</u>

<u>Units Covered - Make you Feel My Love & The Fresh Prince of Bel-Air</u>

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Listen with attention to detail and recall sounds with increasing aural memory.
Use and understand staff and other musical notations.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

<u>MFL</u>

All About Me

French
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<u>Educational Visit</u>

An educational visit to Tatton Park for the Anglo-Saxons and Vikings covering History and Design and Technology objectives, including:

Building shelters
Deer talk/walk
Exploring Anglo-Saxon weapons such as shields and shield walls.
Outdoor cookery
Threshing and winnowing

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Have the opportunity to know how Jesus described a true disciple.
Have an opportunity to reflect on the life of a person who showed great love for those rejected by society.
Have the opportunity to reflect on how we can serve others at home, school, locally, globally during Lent.

Reconciliation

Have the opportunity to reflect on wrong choices and the consequences of our actions.
Have the opportunity to know what sin is and what it means to be truly sorry for our sins.
Have the opportunity to know what sin is and what it means to be truly sorry for our sins.
Have the opportunity to know and understand the story of the lost son.
Have an opportunity to understand the importance of the Sacrament of Reconciliation & know what happens during Reconciliation.

<u>PSHE</u>

<u>Going for Goals</u>

-Skills and attributes of an effective learner
-Being a critical friend
-Recognising and celebrating achievements
-Setting goals and challenges
-Research, discuss and debate topical issues
-Ambitions
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<td colspan="2">Topics – That's Tasty! & Family and Friends

• Listen attentively to spoken language and show understanding by joining in and responding.
• Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
• Appreciate stories, songs, poems and rhymes in the language.
• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
• Describe peoples, places, things and actions orally and writing.
• Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance to build sentences; and how these differ from or are similar to English.</td>
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<td rowspan="2"><u>Good to be me!</u>
-Feeling positive
-Recognising the difference between being proud and boasting
-Disagreements
-Making mistakes
-Healthy diet and food preparation
-Cultural differences regarding diets</td>
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<td><u>Science</u>

Working scientifically

• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
• Take measurements using a range of scientific equipment with increasing accuracy and precision.
• Record data and results of increasing complexity using scientific diagrams and labels,</td>
<td><u>Maths</u>
Number: Multiplication and Division

• Multiply and divide numbers mentally drawing upon known facts
• Multiply numbers up to 4 digits by a one or two digit number using a formal written method
• Divide numbers up to 4 digits by a one digit number using the formal written method of short division
• Interpret remainders appropriately for the context
• Solve problems involving addition and subtraction, multiplication and division and a combination of these</td>
<td><u>English</u>

Fiction

Historical Narrative- Beowulf by Michael Morpurgo & The Saga of Ragnar
Holes by Louis Sachar

Non-Fiction

• Discussion Texts – Should video games be banned?
• Recount- Trip to Tatton Park.
• Newspaper Article – Scarlet Shadows saves the day</td>
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classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from enquiries, including in written forms such as displays and other presentations. • Identify scientific evidence that has been used to support or refute ideas or arguments. **Forces** • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Properties and Changes of Materials (Testing)** • Compare and group together everyday materials on the basis of their properties, including their hardness,	• Under the use of the equals sign. **Fractions:** • Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other. • Write mathematical statements greater than 1 as a mixed number. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers. • Read and write decimal numbers as fractions. • Solve problems involving multiplication and divisions including scaling by simple fractions and problems involving simple rates. **Decimals and Percentages:** • Read, write, order and compare numbers up to 3 decimal places.	**Grammar** • Clauses- distinguishing between main and independent. • Use brackets, dashes and commas to demarcate relative clauses. • Complex sentences, including the use of subordinate conjunctions with a comma to separate clauses. • Use brackets, dashes and commas to indicate parenthesis • Use modal verbs and adverbs to indicate degrees of possibility. • Use a thesaurus to refine word choice • Using commas to clarify meaning or to avoid ambiguity.	

solubility, transparency, conductivity and response to magnets. • Know that's some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. • Demonstrates that dissolving, mixing and changes of state are reversible changes. **Irreversible** • Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.	• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving numbers up to 3 decimal places. • Recognise the percent symbol and understand that percent relates to 'number of parts per hundred' and write percentages as a fraction with the denominator 100, and as a decimal. • Solve problems which require knowing percentage and decimal equivalents of ½ ¼ 1/5 2/5 4/5 and those fractions with a denominator of a multiple of 10 or 25.		

• Investigate and research Spencer Silver, who invented the glue for sticky notes.			