



## Key Learning

1	To complete a Viking Time Line 787 – 1066	Use dates and appropriate historical terms to sequence events and periods of time.
2	To locate Where Vikings came from and places they raided.	Use a range of maps and other sources of geographical information
3	Norse Beliefs – what did the Vikings believe, thinking about Valhalla.	Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
4	To explain why the Vikings Invaded.	Use geographical language to identify and explain key aspects of human and physical features
5	To describe the first Viking raid on England.	Use appropriate vocabulary when discussing and describing historical events.
6	Raiding and Trading linked to critical thinking – where is the evidence?	Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
7	To explore Viking Jorvic Why did the Vikings rule the Danelaw from the City of York? (Jorvic Viking Centre)	Choose relevant sources of evidence to support particular lines of enquiry.
8	To explain the importance of Athelstan and Constantine in the defeat of the Vikings.	To understand cause and consequence and their importance in creating history as we know it.
9	To describe the end of Viking rule over England. The Conqueror is Coming.	Use appropriate vocabulary when discussing and describing historical events.
10	To explore heritage in relation to the historical event of the Viking Era.	To understand cause and consequence and their importance in creating history as we know it.

## Key People/Places/Facts

1	Lindisfarne 793	First Viking attack happens in Dorset Vikings attack the monastery of Lindisfarne
2	Wessex 829	Wessex becomes the Supreme Kingdom
3	Athelstan 851	Athelstan, son of the king of Wessex, defeats a Viking fleet in battle
4	865	Invasion of the Great Danish (Viking) Army
5	York 867	The Vikings kill rival kings of Northumbria and capture York –
6	878	Wessex is overrun by Vikings and King Alfred goes into hiding
7	886	England is divided – The Saxons retain the west, while the east was to be Viking
8	926	Eastern England is conquered by the Saxons
9	927	Athelstan, king of Wessex, takes York from the Vikings
10	939 954	Athelstan, first king of all England dies Eric Bloodaxe, is forced out of Jorvic

## Big Questions

1	Where the Vikings really brutal invaders?	What have the Vikings done for us?
2	Is it always necessary to go to war to solve conflicts?	Why do dragons often appear as the monster in stories?
3	How does each historical event effect the future?	Why were there so many battles and invasions in the past? Has this changed or does it still happen today?
4	How might our lives have been different if we had continued to be ruled by the Danish kings, becoming part of the Scandinavian Empire.?	Thinking about the historical events of the past, are we English?

## Vocabulary

Anglo-Saxons	Wergild
Danelaw	Treaty
Chieftain	Chronicle
Fyrd	Outlawing
Knarr	Saga
Scandinavia	Pagan
Norseman	Stalemate
Rune	Raid
Valhalla	Plundering
Danegeld	Priory

## ENGLISH

**Reading:** Class Novel - How to Train your Dragon by Cressida Cowell.

Knowledge, Skills, Understanding

Reading – read, listen and respond to different texts in order to access ideas and information.

Speaking & Listening – talk clearly about thoughts and opinions, listening carefully to others.

Writing – write and present a range of ideas, in a variety of forms with awareness of different audiences and purposes.

### **Key activities as vehicles for learning**

Discussion- These are to be based around the big questions above.

- The Vikings are invading – newspaper report
- To write in role as a Viking Invader
- Write a poem about a dragon
- The Year 5 guide for how to capture a dragon (instructions)
- The Year 5 Informative text on how to train a dragon

## MATHS

Place value skills to 1000000 including:

Reading and writing numbers

Ordering and comparing numbers

Counting forwards or backwards in steps of powers of 10,

Interpreting negative numbers in context,

Count forwards and backwards with positive and negative whole numbers,

Rounding,

Calculations – written methods for addition, subtraction, multiplication and division.

Geometry – measures and angles

solve number problems and practical problems that involve all of the above.

**Year:5**  
**Term:Autumn**  
**One**  
**Theme:Vikings**

## ART & DESIGN

Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.

To create a own Viking shield using mosaic style art for display. Children will look at examples Viking shield designs.

Use charcoal to create a drawing of a dragon using different techniques.

## MUSIC

The children will explore the music of Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments

## PE

Dance Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.

## COMPUTING

Use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved with contact and content. Develop an understanding of digital footprints.

Understand what acceptable and unacceptable online behaviour is.

## SCIENCE - Properties and Changes of Materials

The children will compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) Apply this understanding to explain scientifically the reasons for choosing particular materials for everyday uses. Children will apply existing knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. They will explore and explain the concepts of reversible and irreversible and recognise that some changes result in the formation of new materials. Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations and explorations of the above enquiries.

### Vocabulary

Property, transparent, opaque, soluble, insoluble, solute solution, solvent, conduct, insulate, thermal, magnetic, filter, filtrate, evaporate, gas, solid, liquid, distillation. state, burning, oxygen, particles

## RE

Norse Beliefs linking to topic.

World Religion Sikhism - Key question for this enquiry: How far would a Sikh go for his/her religion? Learning to compare the different ways Sikhs put their religion into practice.

Hinduism - Key question for this enquiry: What is the best way for a Hindu to show commitment to God? Learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.

## SEAL/PSHE

Getting on and Falling Out

Rule of Law linking to United Nations Declaration of the Rights of the Child.

## LANGUAGES

Understand the main points from a spoken passage with some repetition. Learn how to ask and answer simple questions such as where do you live?

What is your name? How are you feeling

Ask and answer simple questions and use a negative – learn how to give their opinions about school – what they like/dislike.