



Moorside Community Primary Academy - Theme Overview

Year: 5

Term: Autumn One

Theme: Vikings



History/Geography

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?	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 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.
10		

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	Were 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? What does it mean to be English?

Vocabulary

	Tier 2	Tier 3	
	Timeline Battle	Danelaw Treaty	
	Chronology Monastery	Chieftain Chronicle	
	Locate Explore	Invaders Outlawing	
	Beliefs Era	Settlers Saga	
	Invade Conquer	Scandinavia Pagan	
	Raid Trade	Norseman Stalemate	
	Cause Consequence	Rune Raid/ Raiders	
	Brutal Heritage	Valhalla Plundering	
	Rival Kingdom	Danegeld Priory Long ship Anglo Saxon	

ENGLISH- Gothic Fiction

Reading: Class Novel – Goth Girl by Chris Riddell

Pleasure- How to Train your Dragon by Cressida Cowell.

Writing Opportunities:

Explore how atmosphere, settings and characters are created. Pupils will create their own setting, character atmosphere in our own fictional texts.

Grammar:

- Relative clauses
- Adverbs of possibility
- Punctuating dialogue and how to use it to move the story on

Instructions

Features of instructions and features of explanations

Writing Opportunities:

Explore the features of instructions and explanations. Plan a mixed genre text (instruction and explanation) linked to how to Train a Dragon.

Grammar:

- Adverbs for cohesion
- Adverbs for linking ideas in a paragraph
- Parenthesis- brackets, commas or dashes

MATHS

Compare order numbers to 1,000,000

Partition numbers beyond 1,000,000

Round whole numbers to the nearest 10, 100 & 1000

Powers of ten

Addition & Subtraction

Add and subtract whole numbers including four digits

Rounding numbers

Inverse operations

Multistep addition and subtraction.

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ART & DT- Design technology: Design for a purpose

The children will design to a specific criteria specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. The children will learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts.

MUSIC

Livin' On a Prayer – listen, appraise, sing, find the pulse, rhythm, pitch.

They will also perform, listen and appraise with other classic rock songs.

PE

Invasion games

Striking and fielding

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.

Learn how to create a strong password.

The class will look at ensuring reliability using different forms of communication.

Learn about manipulation of photo images – link to images on social media.

SCIENCE - Properties of Materials/ Changes to 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). Know that some materials will dissolve in liquid to form a solution. Recognise that melting and dissolving are different processes. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Apply this understanding to explain scientifically the reasons for choosing particular materials for everyday uses. Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible. 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, material, suitable, transparent, translucent, opaque, conduct, insulate, thermal, rigid, erode, flexible, strong, weak, smooth, rough, lightweight, waterproof, soluble, dissolve, evaporate.

RE

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.

Jigsaw/PSHE

Being Me in My World - United Nations Declaration of the Rights of the Child understanding my rights. Compare how I live to the lives of others – migrants, disability.

LANGUAGES

Learn how to ask and answer simple questions such as What is your name? Greetings – hello/ goodbye. My family. Recap numbers to 10.

Ask and answer simple questions.

