



Moorside Community Primary Academy - Theme Overview

Year: 5 Term: Autumn One Theme: Vikings

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		

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

Vocabulary

	Anglo-Saxons	Longship	
	Danelaw	Treaty	
	Chieftain	Chronicle	
	Invaders	Outlawing	
	Settlers	Saga	
	Scandinavia	Pagan	
	Norseman	Stalemate	
	Rune	Raid/ Raiders	

Big Questions

B i g Q u e s t i o n s	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		

	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.

	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?

	Valhalla	Plundering
	Danegeld	Priory

ENGLISH
Reading: Class Novel - How to Train your Dragon by Cressida Cowell.
 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.
Writing Opportunities:

- The Vikings are invading – newspaper report
- The Year 5 guide for how to capture a dragon (instructions)
- Scientific writing

Grammar:

- Phrases & clauses (noun phrases)
- Word classes/ determiners
- Apostrophe's
- Direct speech
- Commas in complex sentences



SCIENCE - Properties 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. 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

MATHS
 Compare & order numbers beyond 1000.
 Round whole numbers to the nearest 10, 100 & 1000.
 Compare & order decimals to 3dp.
 Round decimals to the nearest whole, tenth, hundredth.
 Money problems – decimals in context.
 Time – analogue & digital.
 Properties of quadrilaterals & triangles.
 Multiplication & division.
 Arithmetic.
 Find a fraction of a quantity.

ART & DT
 To create a own Viking shield using mosaic style art for display. Children will look at examples Viking shield designs.
 Design & create models for a Viking village using plasticine.
MUSIC
 Livin' On a Prayer – listen, appraise, sing, find the pulse, rhythm, pitch. Perform. Compare with other classic rock songs.
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.

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.
SEAL/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.

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.

Learn about manipulation of photo images – [link to images on social media](#).