



History

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 why they invaded Britain.	Use a range of maps and other sources of geographical information. Give reasons for their invasion.
3	To explain why the Vikings Invaded.	Use geographical language to identify and explain key aspects of human and physical features
4	Name Viking trade routes.	Identify Viking trade routes. Find out what goods were exchanged.
5	Explain why trade routes were important to the Vikings.	Discover why trade routes were important to the Vikings.
6	Sequence events according to their significance for groups of people.	Categorise and sequence events relating to the Vikings and Anglo Saxons.
7	Find evidence and make inferences from sources.	Choose relevant sources of evidence to support particular lines of enquiry. Identify Viking stereotypes.
8	Identify the differences between Viking sagas.	I can suggest reasons for different versions of the same saga. I can identify significant details to write my own saga.
9	To explain why the Vikings settled in Britain.	Name some Viking settlements. Explain the impact of Viking invasions and settlement. Use primary sources.
10	Evaluate the impact of Viking achievement.	Identify significant achievements of the Vikings and explain why they were important.

Key People/Places/Facts

1	Lindisfarne 793	First Viking attack happens Vikings attack the monastery of Lindisfarne
2	Leif Erikson	Famous Viking explorer
3	Jorvik	Viking settlement in York
4	Danelaw	Area of England under Viking control
5	Dublin	Founded by the Vikings and became an important city for the Vikings.
6	Vinland	Possibly part of North America reached by Leif Erikson.
7	Scandinavia	Norway, Sweden, Denmark – countries that the Vikings originated from.
8		
9		
10		

Big Questions

1	Were the Vikings really brutal invaders?	What have the Vikings done for us?
2	How might our lives have been different if we had continued to be ruled by the Danish kings, becoming part of the Scandinavian Empire.?	Why were there so many battles and invasions in the past? Has this changed or does it still happen today?
3	How does each historical event effect the future?	Thinking about the historical events of the past, are we English? What does it mean to be English?
4		

Vocabulary

	Tier 2	Tier 3	
	Timeline discover Exploration	Anglo Saxon	
	Chronology Community cultural exchange	Viking	
	Locate Expand Explore navigate	Primary source secondary source	
	Era balanced viewpoint Dublin impact raids	Saga Oral tradition	
	Invader Settlers significance	Scandinavia	
	Raider Trader Trade wealth Artisans Warriors	Norseman Leif Erikson	
	Exchange goods Settlement trade route	Rune	
	inference observation achievement connections	Vinland Danelaw	
	Impression stereotype Impact creator	Jorvik	
		Long ship Anglo Saxon	

ENGLISH- Gothic Fiction

Reading: Class Novel – Goth Girl by Chris Riddell

Writing Opportunities:

Explore how atmosphere, settings and characters are created. Pupils will create their own setting, character atmosphere in our own fictional texts. They will move on to writing a tour guide around Ghastly Ghorm Hall along with creating a new chapter for the novel.

Grammar:

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

Poetry- Anthologies

Children will study a poetry anthology and unpick a range of chosen poems. They will recite and perform a range of poems including Macbeth's 'Witches Song' and learn about the use modal verbs and parenthesis in poetry.

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.

Year:5
Term:Autumn
One
Theme:Vikings

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.

ART & DT- Design technology: Make my voice heard

Drawing- make my Voice Heard

In this unit the children will annotate and compare different styles of art. The class will use tools effectively to explore a range of effects and respond to the meaning of a spirit animal through drawing. They will then create a tile using colours, patterns and symbols that represent themselves and apply chiaroscuro to create light and form through tonal drawing.

MUSIC

Living' On a Prayer – listen, appraise, sing, find the pulse, rhythm, pitch. They will also perform, listen and appraise with other classic rock songs. The class will be taught this half term by the Specialist Music Teacher, learning how to play the ukulele. They will also learn about a range a vocab such as fortissimo, pianissimo, tempo etc.

PE

Rugby- WLSF- The class will be taught a range of skills such as throwing, passing scoring a tri in rugby. They will build up to playing tag rugby.

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.

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.

Emotions

Body parts

At the doctors- linked phrases

Ask and answer simple questions.