



## Year 5 – Autumn 1

# Vicious Vikings



SMSC Links
<p><b>Spiritual</b></p> <p>Develop a sense of fascination, curiosity and mystery when learning about the past. Identify and discuss the Vikings beliefs and how they compare to our own.</p>
<p><b>Moral</b></p> <p>Children will consider when it is morally right to invade another country. They will discuss issues linked to this including war (linked to work in Yr4). What reasons do people migrate for today?</p>
<p><b>Social</b></p> <p>Children to work collaboratively. Children will also consider social hierarchy from the Viking era.</p>
<p><b>Cultural</b></p> <p>Children will discuss whether British culture has been enriched by invasion/immigration.</p>

<b>Trips and experiences</b>
<b>Celebrations</b>
Bake off competition
<b>British Values</b>
<p>Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths</p>



## History – Raiders or settlers: how should we remember the Vikings?

**Foundations of previous learning.** In Year 3, the children have learnt about the Roman invasion as well as the legacy they left behind them. In Year 4, the children continued to build on their understanding of British history when they learnt about what life was like in Anglo-Saxon Britain.

### Overview and rationale

In this unit, children will continue their learning about British history. They will continue to explore the theme of invasion and settlement by revisiting their learning from Year 3 about the Romans and in Year 4 about the Anglo-Saxon and Scot invasions. In 787 AD, the first three Viking ships landed on the Dorset coast from Denmark. As well as being excellent sailors, the Vikings were ferocious fighters. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland. This topic will provide children with the knowledge needed for the comparative study of the Islamic civilization in the spring term.

#### Key Concepts:

**Similarities and difference:** Children to compare the Anglo-Saxons and Vikings throughout the unit.

**Cause and effect:** Children should clearly identify why the Vikings chose to raid, invade and settle in Britain. What effect did this have on Saxon Britain?

**Continuity and change:** Identify the continuities and changes throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of religious beliefs, organization of society and way of life.

### Skills and concepts

#### Chronology:

- Understand the concepts of continuity and change over time.
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Begin to use dates and terms accurately in describing events.

#### Investigate and interpret the past:

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for their choices.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Offers reasons for different versions of the past.

#### Knowledge and understanding:

- Give a broad overview of life in Britain and some major events from the rest of the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past including ideas, attitudes, beliefs and experiences of men, women and children.

### Knowledge

- The Vikings invaded the Kingdom of England when the Anglo-Saxons lived in Britain.
- Viking contact with the British Isles lasted for a long time from the late eighth century until after the Norman Conquest.
- The Vikings travelled in long ships and were mainly from Norway and Denmark.
- They were great travellers and sailed to other parts of Europe, where they traded, raided, and often settled.
- Viking warriors fought using long swords and axes.
- King Alfred the Great, a Saxon King, defeated the Vikings in battle. After the defeat, the Vikings signed a treaty saying that they had to keep to their own land in England.
- Viking warriors believed that when they died in battle, they went to Valhalla, where the king of the gods lived. They believed in many Gods compared to the Saxons who were Christian.
- Some of our current towns and villages have elements of Norse language in them.
- Archaeology provides vital evidence about the Vikings producing a range of finds including combs, coins, lead weights and silver armbands.

### National curriculum coverage

Pupils should be taught about the Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor.

### Assessment Tasks

- 1 –Chronology:** To place the Viking period in chronological order and comment on their position in history.  
**2 –Evidence and interpretation:** Use sources of evidence to investigate how the Vikings were portrayed and why this may be biased.  
**3-Similarities and differences.** Investigate the similarities and differences between the Saxons and the Vikings.

### Sequenced Learning activities

1. To locate the Vikings in time and understand the significant events from this time.
2. To examine and interpret sources of evidence to discover what the Vikings were like and how they were viewed. What effect did this have on Saxon Britain?
3. To examine the conflict and changes in the Anglo-Saxon and Viking struggle for the kingdom of England.
4. To investigate how the Anglo-saxons and Vikings were similar and different.
5. To examine sources of evidence and identify if they change our view on the Vikings and why.

### Vocabulary

Vikings, raider, travellers, long boats, traders, beliefs, society, significance, conquerors, settlement, archaeological evidence, achievement, craftsman, legacy

### Big Ideas

**Comparison** – What are the similarities and differences between the Saxons and the Vikings.

**Significance** – Why was King Alfred considered significant?

**Humankind** – How were the Vikings portrayed? How should we remember them?

**Place** – Where did the Vikings come from? Why? What places in the UK were once Viking towns?

### Curriculum drivers

**Emotional Intelligence** - How did the Saxons feel when the Vikings first invaded? Why was this?

**Aspirations and possibilities for all** – Introduce children to the role of an archaeologist. Why is this an important job? What skills would you need to have?

**Oracy** - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

## Design and Technology – Cooking and nutrition

**Foundations of previous learning:** Children are taught about cooking and nutrition every year. They will continue to build upon their knowledge of where our food comes, food preparation and cooking skills. Children will use the knowledge and skills they developed when making biscuits to now make bread (Yr 4).

Overview and rationale	Skills	Knowledge
<p>In this unit, the children will continue to develop their knowledge of cooking and nutrition. In support of their history topic, the children will discover that the Vikings were skilled bread makers. The most commonly made bread was rye bread; a popular bread that exists today. The children will research the baker Paul Hollywood and use his work as inspiration for their design. They will prepare, weigh and combine food using a range of techniques controlling the cooking temperature where necessary. They will have an understanding of a healthy, balanced diet and will know how to store and handle the ingredients safely.</p>	<p><b>Where food comes from:</b></p> <ul style="list-style-type: none"> <li>• Know that food is grown, reared and caught.</li> <li>• Know how food is processed into ingredients that can be eaten or used in cooking.</li> </ul> <p><b>Food preparation, cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• Know that a healthy diet is made up from a variety and balance of food.</li> <li>• Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> <li>• Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• Use a range of techniques such as mixing, spreading, kneading and baking.</li> <li>• Create and refine recipes.</li> <li>• Adapt recipes to change the appearance, taste, texture and aroma e.g. by adding or substituting one or more ingredients.</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> </ul>	<ul style="list-style-type: none"> <li>• Our food is grown, reared or caught.</li> <li>• Flour is a grain that has been dried and ground into powder. It is usually made of wheat, but can be made from many other grains, nuts and other substances. Flour is used to make many foods.</li> <li>• Flour is used as an important part of bread, pasta, cakes and tortillas.</li> <li>• Paul Hollywood is a TV baker who is known for his bread making skills.</li> <li>• Almost all breads today are leavened, which means that a substance has been added to the dough to make it rise. The most popular and widely known leavening ingredient is yeast.</li> <li>• The dough needs to be kneaded to help the protein (gluten) soften and strengthen the dough.</li> <li>• The dough needs to be left to <i>rise</i> (or ‘prove’) to double its original volume.</li> <li>• Food must be prepared in a hygienic and safe manner.</li> <li>• Hand washing and cleaning equipment is important.</li> </ul>
National curriculum coverage	Assessment opportunities	
<ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>1 – Food knowledge.</b> To explain where food comes from and how it is processed using flour as an example.</p> <p><b>2 – Design.</b> Research existing products, draw annotated sketches and generate a simple design specification to meet the users needs.</p> <p><b>3 - Final piece:</b> Children to design, make and evaluate their product against the design criteria.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> <li>1. Explain where food comes from and how it is processed. Children will investigate Paul Hollywood as a significant baker.</li> <li>2. They will taste a range of breads and carry out a sensory evaluation. Children should share their likes and dislikes and understand that everyone has different preferences.</li> <li>3. Focus task – demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.</li> <li>4. Design and communicate plans for their product</li> <li>5. Make their product following a recipe drawing on the skills learnt in the focus tasks.</li> <li>6. Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ol>	<p>Bread, knead, mix, rise, yeast, hygiene, safe, clean, purpose, success criteria, design success, improvements, packaging, ingredients, measurement, tools, flour</p>	<p><b>Comparison</b> – What are the different breads on the market? How do they compare?</p> <p><b>Humankind</b> – Why is cooking important?</p> <p><b>Change</b> – How has bread making changed since when the Vikings made bread?</p> <p><b>Creativity</b> – What bread will you make? How will you design it to meet the users needs?</p>
Curriculum drivers		
<p><b>Emotional Intelligence</b> - Do you enjoy cooking? How does it make you feel? Why is it important that we have hobbies and interests? Can cooking help you when you feel sad/angry?</p>	<p><b>Aspirations and possibilities for all</b> – Children to explore why cooking is an important skill. Where do we find bakers? Why is this job important? Children will investigate Paul Hollywood as a celebrity baker.</p>	<p><b>Oracy</b> - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

	Computing – Online safety	Music – Living on a prayer
<b>Overview</b>	This topic covers some serious themes to help develop pupils' understanding of the importance of staying safe online, with children writing, designing, filming and editing stop motion animations for younger children to educate them about the potential dangers.	All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.
<b>Key Knowledge and assessment</b>	<ul style="list-style-type: none"> <li>• They are many possible dangers online.</li> <li>• We can keep myself safe by; not sharing any personal information, never meet with an online friend, don't open junk mail, always be aware that some people might not be who they think they are and always speak to an adult when you feel uncomfortable or worried.</li> <li>• Stop motion animation is a film making technique that makes inanimate objects appear to move on their own.</li> <li>• You need to moving objects a small amount to create the illusion of movement</li> <li>• The more photos (frames) that are taken and the smaller the movements, the smoother and more realistic the effect.</li> <li>• The animation needs to have a clear message appropriate to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Livin' on a Prayer is a Rock song that was released in 1986.</li> <li>• The words tell us about life in the 1980's.</li> <li>• Bon Jovi is an American rock band from New Jersey named after it's lead singer Jon Bon Jovi.</li> <li>• The style indicators of Rock music are heavily-amplified guitar, drums, keyboard sounds, often male vocals with backing vocals from other band members, frequent solo guitar, sometimes distortion of the sound and a heavy backbeat.</li> </ul>
<b>Key Skills and assessment</b>	<ul style="list-style-type: none"> <li>• Decomposing animations into a series of images.</li> <li>• Decomposing a story to be able to plan a program to tell a story.</li> <li>• Programming an animation</li> <li>• Using the animation software: Stop Motion to create video animation</li> <li>• Identify ways to improve and edit final products.</li> <li>• Identifying possible dangers online and learning how to stay safe.</li> <li>• Creating an animation about digital safety</li> </ul>	<p><i>Please see Charanga Key Skills map for Year 5</i></p> <ul style="list-style-type: none"> <li>• To know, understand and explain how tempo, dynamics, structure and timbre fit together and how they differ for each style of music. (Rock Anthem)</li> <li>• To compose a piece based on a style of music (Rock Anthems) and use its stylistic features to consider what dynamics, tempo and timbre they should use.</li> <li>• To read crochets, minims, semibreves and quavers on a treble clef staff.</li> <li>• To begin to become a conductor/leader themselves</li> </ul>
<b>Key Vocabulary</b>	Online safety, dangers, stop motion, audience, animation, images, story board, decompose, software, improve, evaluate	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose
<b>Big Ideas</b>	<p><b>Creativity</b> – What will you include in your storyboard? What presentation and music effects will you use?</p> <p><b>Humankind</b> – How do we work collaboratively with others? Why is it important that we keep ourselves safe?</p>	<p><b><i>Creativity is evident throughout all music lessons</i></b></p>
<b>Curriculum Drivers</b>	<p><b>Emotional Intelligence</b> - What does kind behaviour look like online? How do you feel when people are unkind? How do we manage this?</p> <p><b>Aspiration and possibilities for all</b> – Remind pupils that the software they used was free for the basic version and if they've enjoyed animating, they could do more at home.</p>	<p><b>Emotional Intelligence</b> - How does this song make you feel? Why? How does music make you feel? How does it help us?</p> <p><b>Aspiration and possibilities for all</b> – Explore with the children famous musicians and expose the children to famous rock stars from around the world.</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

	PSHE	RE – Buddha and his teachings
<b>Overview</b>		In this topic, the children make connections between stories from the life of the Buddha and his teachings about living a contented life e.g the early life of Prince Siddhartha, the Four Sights and the Enlightenment. They will make connections between the Buddha’s teaching that everyone can become awake to the truth (Enlightened) and the Buddhist way of life, which includes meditation and worship. Children will make connections between the symbolism of the Buddha rupa and qualities and practices that Buddhists aspire to e.g. fearlessness, contentment, kindness and meditation.
<b>Key Knowledge and assessment</b>		<ul style="list-style-type: none"> <li>• Buddha means ‘one who is fully awake to the truth’ or Enlightened.</li> <li>• Buddharupas express meaning about the life and teachings of the Buddha</li> <li>• The ‘four sights’ represent a spiritual turning point in the life of Siddhartha Gotama.</li> <li>• Siddhartha became ‘dissatisfied’ and gave up his wealthy life to look for meaning and purpose in life</li> <li>• The Buddha taught that greed causes dissatisfaction. With training, humans can stop wanting things and be contented</li> <li>• Buddhists try to live their lives by following the teachings of the Buddha.</li> <li>• Buddhists try to show the qualities of the Buddha in their own lives</li> </ul>
<b>Key Skills and assessment</b>	•	<p><b>Learning about religion:</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how beliefs shape the lives of individuals and communities.</li> <li>• Compare and contrast the lifestyle of different faith groups.</li> <li>• Explain some of the different ways that individuals show beliefs.</li> </ul> <p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities.</li> <li>• Reflect on what it means to belong to a faith community.</li> <li>• Show an awareness of morals and right and wrong rules.</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>
<b>Key Vocabulary</b>		Buddha, enlighten, belief, Siddhartha, teachings, values, qualities
<b>Big Ideas</b>		<p><b><i>Humankind is evident throughout all RE topics</i></b></p> <p><b>Comparison</b> –How do your own values and rules for living compare with those of Buddha? Reflect on similarities and differences</p> <p><b>Significant</b> – Why is Buddha significant to Buddhists?</p>
<b>Curriculum Drivers</b>	<p>Emotional Intelligence -</p> <p>Aspiration and possibilities for all –</p>	<p><b>Emotional Intelligence</b> - Children to reflect on things which provide continuity, identity and a sense of belonging</p> <p>How can we develop attitudes of respect towards different beliefs and lifestyles? Why is this important?</p> <p><b>Aspiration and possibilities for all</b> – What values do we need to be successful?</p>
Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.		

