



Year 5 - Autumn

How did the Vikings and Anglo-Saxons change Britain?





Year 5

Summer – How did the Vikings and Anglo-Saxons change Britain?

Intent: The Why Behind our Topic

Rationale

How did the Vikings and Anglo-Saxons change Britain? will give children an in-depth insight into the Viking and Anglo-Saxon struggle for the Kingdom of England and its impact on Britain, human history and societal development. The Vikings and Anglo-Saxons left a legacy on modern Britain. This legacy included many concepts that are still very important even today. Systems of laws and government, architecture, literature, and language are just a few key concepts brought to us by the Ancient Romans. The children will develop their historical skills by studying evidence and representations of Vikings and Anglo-Saxons and make informed inferences about their prominence. They will develop decision making and judgment skills through stories and debate. Looking at the past shows children models of good and responsible citizenship and also teaches us how to learn from the mistakes of others. The topic will help to understand change and societal development and will provide context from which to understand ourselves and others. Through these aims the children will experience becoming: a historian, a geographer, an artist and a designer.

Key Curriculum Areas: History, Geography, Art, DT.

We will meet the S&L needs of our children by: Providing opportunities for debates and discussions, giving children relevant key historical and geographical vocabulary – names of countries, places, invasion, conquest, see word bank for topic related words.

We will allow children to understand cultural differences and break down stereotypes by: Acceptance of different religions and beliefs over time. Was it right to invade a country? Were the changes to Britain beneficial and in what way?

We will meet the SEMH needs of our children by: Acceptance towards people of different backgrounds, cultures and religions. The Vikings and Anglo-Saxons had to adapt to a new place - what did they do for leisure?

We will meet the socio-economic disadvantages of our children by: Trip/experience – Viking/Anglo-Saxon experience day at Ryedale Folk Museum.

Purposeful Outcome:

Most children will be able to explain the impact the Vikings and Anglo-Saxons had on Britain and why they invaded.

Some children will be able to critique the changes the Vikings and Anglo-Saxons made to people's lives in Britain.

Golden strands – These core strands will thread through the History and Geography curriculums and be repeated each year to allow for progression and continuity. As the children revisit each strand, they will build on

History

Childhood
Diversity
Legacy / discoveries
People in power / leaders

Geography

How far is it from Hunslet and how could you travel there?
What is it like to live there compared to living in Hunslet?
How and why is it connected to Hunslet?

and
omic



Year 5 Summer – How did the Vikings and Anglo-Saxons change Britain?

Intent: Topic-developed NCS Requirements

Subject	NCS Requirements
History	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons – including art and culture, invasions, settlements and kingdoms: place names and village life. • The Viking and Anglo-Saxon struggle for the Kingdom of England – including Viking raids and invasion and Anglo-Saxon laws and justice. • Understand chronology and changes over time.
Geography	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, major cities and comparisons with the local area. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. • Describe and understand the key aspects of: human geography (types of settlement and land use, economic activity). • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Art	<p>Artist -</p> <ul style="list-style-type: none"> • To develop drawing techniques through: • Using a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight • Using a choice of techniques to depict movements, perspective, shadows and reflection • Choosing a style of drawing suitable for the work, e.g. realistic or impressionistic
DT	<ul style="list-style-type: none"> • Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities • Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Writing	<p>Talk for Writing Units: Conquering a Monster (Beowulf) Journey Tale (Viking Boy) Information Text (Anglo-Saxon way of life) Descriptive Poetry (Viking Battle)</p>



Year 5 Summer – How did the Vikings and Anglo-Saxons change Britain?

Intent: Topic-developed NCS Requirements

Subject	NCS Objectives
History	<ul style="list-style-type: none"> • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • Consider different ways of checking the accuracy of interpretations of the past; • Start to understand the difference between primary and secondary evidence and the impact of this on reliability; • Recognise when they are using primary and secondary sources of information to investigate the past; • Use a wide range of different evidence to collect evidence about the past • Order an increasing number of significant events, movements and dates on a timeline using dates accurately; • Accurately use dates and terms to describe historical events; • Identify and note connections, contrasts and trends over time in the everyday lives of people.
Geography	<ul style="list-style-type: none"> • Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; • Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;
Art	<ul style="list-style-type: none"> • Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • Depict movement and perspective in drawings; • Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • Design and create printing blocks/tiles; develop techniques in mono, block and relief printing; • Create and arrange accurate patterns;
DT	<ul style="list-style-type: none"> • Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities • Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Vocabulary	



Year 5 Summer – How did the Vikings and Anglo-Saxons change Britain?

Implement: Topic-developed NCS Requirements

Medium Term Skeleton

The key curriculum objectives will be met through:

Week 1:

History & Geography: Children learn how the Anglo Saxons and Vikings changed Britain. What was travel, transportation, religion and life like? Where did they come from? Look at globe, maps and position of Britain compared to Scandinavia. How did they invade? What did they change when they came to Britain and what effects can still be seen today?

Week 2:

Topic Week 2 – Art & DT: Develop drawing skills and techniques through sketching Anglo-Saxon artefacts/dragons. Develop designing, making and evaluating techniques through the construction of Longboats that are fit for purpose: are able to float and carry Lego people.

Week 3:

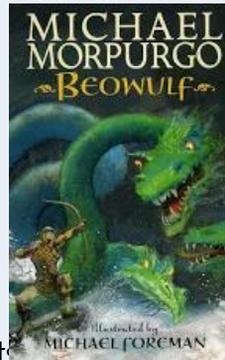
TBC: Added as topic goes on, allowing for reflection and reviewal of how topic is going. What still needs to be done to ensure children can answer the question "How did the Vikings and Anglo-Saxons change Britain?" and achieve the purposeful outcome.

Experience:

Visit to Ryedale Folk Museum or visiting actor?

Reading and Writing

Class Books – Viking Boy, Beowulf



Shared Learning Contracts, Viking Boy, Beowulf, Journey of a Viking (Literacy Shed), Viking Village (Literacy Shed), Longboat's story poetry, texts from SLS topic box

Talk for Writing Units:

- Conquering a Monster (Beowulf)
- Journey Tale (Viking Boy)
- Information Text (Anglo-Saxon way of life)
- Descriptive Poetry (Viking Battle)



Year 5 Summer – How did the Vikings and Anglo-Saxons change Britain?

Implement: Topic-developed NCS Requirements

Short Term Plan	
	<p>The key curriculum objectives will be met through:</p>
Week 1:	<p>History & Geography: <i>Within this week we will...</i></p> <p>Lesson 1: Show chn an email from Mr Lumb asking them to investigate the 'poo' left in the year 5 area. Chn to use clue sheets/images to help them dissect the poo and reach the conclusion it is from Vikings. Chn to record their findings in topic books/give reasons for their conclusions. KWL Grids.</p> <p>Lesson 2 PRE LESSON: Look at world maps/label features/how to use atlas.</p> <p>Lesson 2: Look at timelines to show when the Saxons /Vikings were in Britain/length of time they were in power. Discuss where the Anglo-Saxons came from, chn to use maps and atlases to find countries of origin and mark on own maps.</p> <p>Lesson 3: Watch clip on bbc history and discuss reasons for them invading. Chn use different to find out why they invaded. Chn complete a Saxon passport.</p> <p>Lesson 4: Recap previous lessons, chn use cartoon style text to find out why they came to Britain and where they settled. Chn to label a UK map with the key settlements.</p> <p>Lesson 5: Chn to carry out a range of timelining activities, including creating a giant class timeline and ordering the key events in Saxon times. Discuss when the Vikings arrived and watch Horrible Histories clip 1 - what did the Vikings want?</p> <p>Lesson 6/7: Recap/summarise who the Vikings were/where they came from and key reasons for moving to Britain. Watch Horrible Histories clips/look at artefacts and images – chn to give suggestions as to what everyday life was like. Chn in teams to research a given area e.g. homes/clothing/jobs and use research to create a knowledge organiser. Present back to class at the end.</p> <p>Lesson 8 /9: Chn to investigate the mystery of the Sutton Hoo burial. Go on a treasure hunt and work in teams to decide who was buried/why. Complete a free write based on a Sutton hoo video clip.</p>
Week 2:	<p>Art & DT: <i>Within this week we will...</i></p> <p>Lesson 1: hook (Viking video) introduce and evaluate structures</p> <p>Lesson 2: create a moodboard of ideas for own structure</p> <p>Lesson 3: mini structure test – can they make a strong structure with 4 straws</p> <p>Lesson 4/5 : Planning and cross sectional sketch of design</p> <p>Lesson 6/7/8: Making and evaluating Viking longboat</p>
Week 3:	<p>History: <i>Within this week we will...</i></p> <p>Lesson 1: Recap all learning about Saxons/Vikings so far. What were the main diffs between Saxons/Vikings? Similarities? Create a venn diagram of ideas so far. Show chn a ritual burial photo (reveal square by square) – why were these people buried like this? What message was being given? Discuss how the Vikings changed religion.</p> <p>Lesson 2: Look at town names / days of the week and discuss what they tell us about the Vikings (link to topic reading). Chn research different place names.</p> <p>Lesson 3: Discuss the Viking 'thing' vs the Saxon punishments. Chn create a organiser to show the key differences in law and punishment. Give groups diff 'crime' scenarios to act out from perspective of saxon or Viking. Which system do they prefer? Why? What changes did the Vikings bring to law?</p> <p>Lesson 4 onwards: Chn to use all their learning to create an exploding book to answer the original question.</p>
Experience:	



Year 5

Summer – How did the Vikings and Anglo-Saxons change Britain?

Impact: Subject Leader and Teacher Evaluation

How did the Vikings and Anglo-Saxons change Britain?

Teacher General Review of Topic:

Subject Specific Review of Topic:
History:

Geography:

Art:

DT:

Science:

Curriculum Coverage – Assessment Evaluation

History:

Geography:

Science:

Art:

DT: