



# Why were European invaders such successful conquerors?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 5

Terms 1 & 2

Big concept: Changes over time & legacy

**Overview:**

This enquiry enables learners to consider the Viking raids and invasion of the United Kingdom. We will also learn about the resistance of Alfred the Great. This builds on prior learning of the Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire. We will learn about the Anglo Saxon invasions, settlements and kingdoms including place names and village life.

Class texts have been chosen to enrich children's learning of sagas. Our first whole class novel is 'Erik The Viking'. We will also study a range of non-fiction texts to investigate how Viking long boats were built and produced. This will lead to exploration of life within a Viking or Anglo Saxon village.

As artists we will study Nordic painting, examining colours and styles before producing our own depiction of a Viking legend. We are hopeful to have a visit from Michael Gorely (English Heritage) who will help us to locate Viking place names that are still in use within The United Kingdom.

**Learning links (previous learning):**

In year 4, children will have already explored the Roman settlement within the UK.

Geography: locational and place knowledge of continents and oceans.

**Celebrating diversity and inspirational People:**

Creating Viking amulets and celebration of Nordic art.

**Launch and Landings**

**Launch:** create an immersive learning environment with a Viking longship. Create a crew of year 5 warriors.

**Landing:** Compile a Viking-ology book, to share our learning of European invaders and share with an audience.

**Experiential learning opportunities:**

Visit from Michel Gorely (English Heritage).

**NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry**

**History:**

**DT – Materials (textiles)**

**As Historians we will learn about.**

- Learn about Anglo-Saxons and Vikings Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the kingdom of England
- Continue to develop chronologically secure knowledge of history time periods studied
- Place current study on time-line in relation to other studies (using key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings)
- Describe / make links between main events, situations and changes within and across different periods/societies, including Egyptians, Romans, Anglo-Saxons, Vikings present day
- Identify and give reasons for, results of, historical events, situations, changes

**As Designers and Engineers we will**

- Understand and use mechanical structures in their products e.g Cam mechanisms
- Join materials using appropriate methods.
- Use a hand drill to drill tight and loose fit holes.
- Justify their decisions about materials and methods of construction.
- Evaluate and refine designs.

**Geography**

**History: Art – Textiles/ Collage**

**As Geographers we will:**

- Describe the geographical similarities and differences of a region of the UK and a European country.
- Explain how the physical features of two contrasting regions influence how and where people live (Europe and UK)
- Use a range of different maps to make inferences about the natural resources, economic trade and trade links

**As Artists we will:**

- Painting: create a painting depicting a scene from a Viking saga
- Experiment with brush widths and strokes
- Experiment with a variety of paints

**Opportunities for core subject learning across the curriculum**

**As readers and writers we will:**

**As Writers we will be writing:**

- Plan and write a Viking saga including our own quests, characters and beasts
- Write a report text describing how a long ship was made
- Write a fact file about Anglo-Saxon invasion of Britain
- Write a report about life in Viking Scandinavia
- Write a first person account of a Viking burial
- Describe the Viking invasion of Lindisfarne

**As Readers:**

**Shared Text: Erik the Viking**

**Non Fiction Text: Anglo Saxon's and Vikings**

**All about Viking beliefs (DK)**

**How to be a Viking**

**Text Types:** Viking sagas, non-chronological reports, first person recount

**Cross curricular writing in LOE books: First person account of Viking Burial, Describing the Viking invasion of Lindisfarne.**

**As mathematicians we will:**

**As Mathematicians we will developing our understanding of:**

- Number: place value
- Number: addition and subtraction
- Statistics
- Number: Multiplication and division
- Measurement: Perimeter and area.

<b>Discrete subject teaching - Skills, knowledge and vocabulary taught discretely</b>	
<b>Physical Education</b>	<b>Music</b>
<p><b>As fit and healthy citizens we will develop skills in:</b></p> <ul style="list-style-type: none"> <li>- Volleyball</li> <li>- Health and fitness (Progressive sports)</li> <li>- Football</li> <li>- Gymnastics (progressive sports)</li> </ul>	<p><b>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</b></p> <ul style="list-style-type: none"> <li>- Unit 3 trains</li> <li>- Singing</li> </ul>
<b>Computing</b>	<b>PSHE</b>
<p><b>In computing we will develop skills through Teach Computing scheme:</b></p> <ul style="list-style-type: none"> <li>• Computing Systems &amp; Networks (T1)</li> <li>• Vector Drawing (T2)</li> </ul>	<p><b>As fit and healthy citizens we will develop our knowledge through SCARF scheme:</b></p> <ul style="list-style-type: none"> <li>- Me and my relationships</li> <li>- Valuing difference.</li> </ul>
<b>RE</b>	<b>Science (taught through PPA):</b>
<p><b>As philosophers we will explore the question:</b> Why do some people believe that God exists.</p>	<ul style="list-style-type: none"> <li>- <b>Forces (air and water resistance)</b></li> </ul>