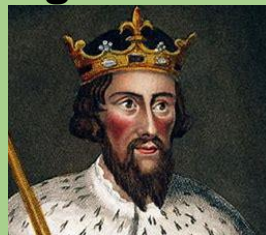




Line OF Enquiry – Why were European invaders such successful conquerors? Anglo-Saxons & Vikings



L earning Journey

E ngaging

A uthentic

R igoorous

N ova 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 will also 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, as well as an expert Historian from Portals to the Past as an experience day.

Learning links (previous learning):

In year 4, children will have already explored the Roman settlement within the UK and how this changed over time from Celtic settlements.

Geography: locational and place knowledge of continents and oceans.

Celebrating diversity and inspirational People:

Celebration of Nordic art, Alfred the Great, King Canute

Launch and Landings

Launch: Archaeological enquiry – Sutton Woo Dig. The skeleton of a wealthy individual was discovered buried in a hill fort, inside what appears to be a long ship with a number of clues and valuable items. But who were they?!

Experiential learning opportunities:

Visit from Michael Gorley – Linking place names with European Invaders.

Portals to the past visit – Anglo-Saxons and Vikings.

<p>Mini-landing: Visit from Michael Gorley and Portals to the Past</p> <p>Landing/Showcase: Create PPT presentations to share with parents/carers, giving children the opportunity to demonstrate their new knowledge.</p>	
<p>Enquiry Challenge</p>	<p>Cross-Curricular Writing Opportunities</p>
<p>Term 1- Challenge 1: Design, draw and label your own Anglo-Saxon settlement based on the features we discovered which make a thriving village.</p> <p>Term 1- Challenge 2: Cross-Curricular writing - Discussion Text – Who should rule England after the fall of the Vikings?</p> <p>Term 2 - Challenge 3: Design and make your own Viking longship.</p> <p>Term 2 - Challenge 4: Create a PPT presentation for parents/carers.</p>	<p>Term 1: Why did the Vikings leave their homelands?</p> <p>Term 2: Who should rule England after the fall of the Vikings?</p>

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

History

As historians we will about the invasions and settlements of Anglo-Saxons and Vikings, how these caused change and the legacy left behind.

Historical Knowledge:

Learn about settlements by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the kingdom of England

Chronological Awareness:

Continue to develop chronologically secure knowledge of history time periods studied, and where these new periods fit on a timeline.

Historical Interpretation

Identify and give reasons for, results of, historical events, situations, changes

Historical Enquiry

Identify why many European invaders continued to come to Britain, why they left their homelands and what made them successful conquerors.

Historical Communication

Describe / make links between main events, situations and changes within and across different periods/societies, including Egyptians, Romans, Anglo-Saxons, Vikings present day.

Vocabulary:

Dark ages, settlement,
Christian conversion, Lindisfarne
Sutton Hoo,, monasteries, monks
Raids, resistance
Danegeld, Alfred the Great
Althelstan, Edward the Confessor
invaders

D & T

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.

Vocabulary:

research, improvement, analyse, innovate, cut, material, precision, accurate, safely, marked, join/combine, temporary/fixed/moving joints. control model, glue gun, join, material, appropriate, drill, tight/loose

Geography

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)

Art

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

<ul style="list-style-type: none"> Use a range of different maps to make inferences about the natural resources, economic trade and trade links <p>Vocabulary: Similarities/differences, regions, UK, Europe, maps, resources, trade, hemisphere</p>	<p>Vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
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Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>As Writers:</p> <ul style="list-style-type: none"> Fiction Term 1: Quest Narrative – Nyangara. Action Focus Non-fiction Term 2: Discussion Texts – Should Amoafi have gone up the mountain? Fiction Term 2: Defeating the Monster – Beowulf. Suspense Focus. Non-fiction Term 2: Non-fiction report – Mountain Ogres <p>As Readers: Shared Text Term 1: Erik the Viking Shared Text Term 2: Orphans of the Tide Non Fiction Text: Anglo Saxon’s and Vikings All about Viking beliefs (DK) How to be a Viking</p> <p>Text Types: Viking sagas, non-chronological reports, first person recount</p> <p>Cross curricular writing in LOE books: Who Should Rule England after the fall of the Vikings?</p>	<p>As Mathematicians we will developing our understanding of:</p> <ul style="list-style-type: none"> Number: place value Number: addition and subtraction Statistics Number: Multiplication and division Measurement: Perimeter and area.

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music

<p>As fit and healthy citizens we will develop skills in:</p> <ul style="list-style-type: none"> - Volleyball - Health and fitness (Progressive sports) - Football - Gymnastics (progressive sports) 	<p>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</p> <ul style="list-style-type: none"> - Unit 3 trains - Singing
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme:</p> <ul style="list-style-type: none"> • Online Safety (T1) • Vector Drawing (T2) 	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme unit:</p> <ul style="list-style-type: none"> - Me and my relationships - Valuing difference.
RE and World Views	Science
<p>As philosophers we will explore the question: Does belief in the Trinity help Christians make better sense of God as a whole?</p> <p><i>Vocabulary: Aspects, characteristics, consubstantial, difference, substance, version</i></p>	<p style="text-align: center;"><u>Working Scientifically</u></p> <ul style="list-style-type: none"> - Forces (air and water resistance)# <p><i>Vocabulary: forces, gravity, push/pull, buoyancy, friction, resistance (air and water)</i></p>
French	
<p style="text-align: center;">As linguists we will.....</p> <p>Term 1 – Learn how to say family member names in French, and present out families in French.</p> <p>Term 2 – Learn about different types of home in French, how to pronounce different rooms and explain these in simple sentences.</p>	