

Year 5

Key Vocabulary:

Civilisation, monarchy, religion, cities, writing system, society, territory, empire, sacrifice, artefacts, Norse, Gods.

Key Aim –

Through this topic, we aim for children to understand the impact of the Anglo-Saxon and Viking civilisations.

Quality Texts to Inspire Us:

Beowulf – Rosemary Sutcliffe
Norse Myths: Tales of Odin, Thor and Loki
Shakespeare's Twelfth Night

Key facts:

Invaders

The Vikings wanted new land because the places where they came from in Scandinavia (Norway, Sweden and Denmark). It was hard to grow crops, which meant there was a food shortage as the population got bigger. Britain and Europe had plenty of good farmland, so the Vikings tried to claim some of that land for themselves.

Religion

The Vikings believed in many different gods and they thought making sacrifices to the gods kept them all happy. They also told stories about the gods, called Norse mythology. Each god was in charge of something different such as war, travel or home.

Clothes

Mostly made from wool or linen. They used dyes made from plants and minerals to make red, green, brown, yellow and blue, so their clothes were very colourful.

The Anglo-Saxon people were very superstitious; they believed in good and bad omens, lucky charms, spells and magic as they thought that these things could influence what happened in different aspects of their lives.

The name comes from the two biggest invading tribes were the Angles and the Saxons. William of Normandy was crowned the new king of England on 25th December AD 1066. The Viking age in Britain and Anglo-Saxon rule came to an end. In time, William became known as William the Conqueror.

Key Concepts:

- The Anglo-Saxon people were very superstitious – Continue to link to Vikings.
- They believed in good and bad omens, lucky charms, spells and magic as they thought that these things could influence what happened in different aspects of their lives.
- There were many festivals throughout the year where Anglo Saxons made sacrifices to their Gods.
- The name comes from the two biggest invading tribes were the Angles and the Saxons.
- William of Normandy was crowned the new king of England on 25th December AD 1066. The Viking age in Britain and Anglo-Saxon rule came to an end.
- In time, William became known as William the Conqueror.

Key Skills:

- Develop a greater understanding of the Anglo Saxons and Vikings communities.
- Link their History and Geography Knowledge to their Art work and Literacy work.
- Create and explore a range of writing genres from Character descriptions to recounts based on their residential and the book Beowulf.



YEAR 5
Sustainable Saxons and
Were the Vikings really vile?
SPRING TERM 2025

Outcome: The children will create their very own Norse God based on their development and understanding of what a Norse God should and did consist of, according to the Anglo Saxons and Vikings.

Hook: Meet the Norse Gods



As **Readers**, we will:

- Continue to read and discuss an increasingly wide range of genres
- read books that are structured in different ways and reading for a range of purposes
- identify and discuss themes and conventions in and across a wide range of writing
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Key Texts:

- Beowulf
- Norse Folktales, myths and legends
- Shakespeare's 'Twelfth Night'

As **Writers**, we will:

- Learn to understand and use a range of grammar devices within our writing.
- Write for a specific purpose and audience, using a wide range of devices to build cohesion within and across paragraphs.
- Use organisational and presentational devices to structure a text and to guide the reader.
- Recognise the structure and features of a range of non-fiction texts.
- Make edits in our writing in order to improve its overall effectiveness.
- Proof read their own and others work to spot errors

Key Vocabulary:

Fronted adverbials, subordinate, main and relative clauses, conjunctions, semi colons, headings, subheadings, modal verbs, passive voice.

Must Haves:

Joined, legible handwriting, capital letters for proper nouns, full stops, commas for clauses and for lists.

As **Mathematicians** we will:

Be able to solve one and two step problems, identify and describe patterns, read and write and compare numbers, solve number problems and practical problems, interpret and use negative numbers in context, round any whole number.

This will be taught through a focus on:

- Multiplication and division
- Fractions
- Decimals
- Perimeter and area
- Statistics

Key Vocabulary:

addend, composite number, denominator, digit, dividend, divisor, factor, imperial, improper fraction, Integer, metric, multiple, negative number, numerator, operation, prime number, product, rounding, square number, sum, unit fraction,

As **Scientists** we will:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
- Explore how scientists create new materials, for example, Spencer Silver, who invented the glue for sticky notes

Key Vocabulary:

Reversible Irreversible Properties
Matter Gas Liquid Solid New
Substance Mixing Dissolving Sieving
Evaporate Evaporation Experiment

As **Geographers / Historians** we will:

- Explore the existing stereotypical image of the Saxons and Vikings today and how they gained their reputation
- Discover how the Vikings tried to take over the country and evaluate how successful they were
- Look at archaeological evidence to re-evaluate our opinions of the Saxons & Vikings
- Investigate settlements and place names
- Identify the impact of the Vikings.
- Describe the Vikings cultural, social, ethnic and religious beliefs.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Key Vocabulary:

Civilisation, monarchy, religion, cities,
writing system, society, territory, empire,
sacrifice, artefacts, monument, invasion,

As **Artists** and **Designers**, we will:

Viking Inspired Art.

Explore different techniques, including blending, sketching and sculpture work. Throughout their learning journeys they will research artists, practise techniques, plan and create their final piece.



Key Vocabulary:

Blending, sketching, cross-hatch, hatch, colour,
primary and secondary, sculpture, research,
artist, create, plan, design.

As **Computer Technologists** we will:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Explore modelling, designing and making as a computer skills.
- Develop and use spreadsheets

Key Vocabulary:

E-safety, encryption, plagiarism, citations, debugging, command, input, output, simulation, sequence, readability, cursor, password, audience, node, collaboratively.

In **PE** we will:

Utilising our rhythmic skills, we will be exploring an array of movements during our Rhythmic Gymnastics. Moving in to our dance sessions in Spring 2. During this time, we will be focusing on our Hip-Hop Skills!

Key Vocabulary:

Dance, Rhythmic, balance, transition, dynamics, compass, agility, endurance, hip hop.

In **PSHE** we will:

Understand and develop our knowledge of finance and how to budget. We will look at two stories as hooks and then how this links to money management and right and wrong. We will also look at our second unit of goals and how we can utilise our skills to achieve these.

Key Vocabulary:

Finance, management, fair, pension, payslip, tax, goals, skills, qualities.

As **Musicians**, we will: Identify musical devices in live or recorded music e.g. does the tune come back? Is there a structure? How many layers of sound are there? Are melodies or rhythms repeated in a piece of music? Compare and contrast different styles of music identifying how structure is used in different musical styles e.g. the tempo different in each section.

Key Vocabulary:

Time, rhythm, beat, tone, volume, dynamic, body percussion, contrast, turn around.

