



# Year 5 Autumn Vikings and Anglo-Saxons



## Geography

Knowledge	Skills
<p>To understand four and six-figure grid references</p> <p>Consider how the location of these geographical features has shaped life and consider how these have changed over time.</p> <p>Make enquiry cards and ask geographical questions</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world</p>

## History

Knowledge	Skills
<p>To recognise, identify and explain where the Vikings and Anglo-Saxons are placed on a timeline in relation to other civilisations and time periods studied.</p> <p>To be able to explain, sequence and date key events of the Vikings and Anglo-Saxons in their struggle for the Kingdom of Britain.</p> <p>To recognise, explain, draw an informed conclusion and reasoned judgement about how the Vikings and Anglo-Saxons competed and struggled for the Kingdom of Britain and to recall the dates of this time period.</p> <p>To describe, explain, justify and empathise about how Vikings and Anglo-Saxons raided and invaded areas of England.</p> <p>To recognise and recall who Alfred the Great, Athelstan and Edward the Confessor were and explain how their lives impacted England.</p> <p>To describe and summarise Anglo-Saxon laws and justice.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use terms related to the period and labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Study different aspects of life of different people</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another period.</p>

### Hook/Celebration

Viking Day  
Birmingham Museum (Staffordshire Hoard)

### Whole School Events

Black History Week  
Arts Week  
Remembrance  
Anti-Bullying

### Stand Alone Subjects

**PSHE**—Jigsaw

**Music**—Charanga

Living on a Prayer & Christmas Carols and songs

**PE**—Netball, Tag Rugby, Gymnastics and Football

**RE**—Why do some people think God exists?

If God is everywhere, why go to a place of worship?

**Science** - Everyday materials & Plants and Living

### Key Texts

Street Child  
Skellig

## Art & Design

Knowledge	Skills
<p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>To improve their mastery of art.</p> <p>To improve their design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Sketch books used to document, review and evaluate art creatively.</p> <p><b>Drawing</b> – observations through a range of resources by looking, investigating, listing and drawing to plan.</p> <p><b>Painting</b> – to create, understand and use complementary colours to create atmosphere and use of variety of tools to create different effects and textures.</p> <p><b>Printing</b> – Create surface pattern by ‘repeat printing’ a motif. Use tools safely. Develop ideas from a range of sources. Start to overlay prints with other media. Use of stencils, rolling ink and placing paper.</p> <p><b>Textiles/collage</b> – Researching, selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create variety of found and created resources. Use a range of media to create collages. Use collage as a means of extending work from initial ideas. Create pattern for purpose.</p>

## Design & Technology

Knowledge	Skills
<p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wider range of materials and components.</p>	<p>Generate ideas through written plans and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Use results of investigations, information sources.</p> <p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p>