

Theme Overview

Year	5	Term	Autumn 2
Theme	Vikings	Big Question	Why did the Vikings come to Britain?
<p>Focus of unit and scope of unit: Children will continue their work on understanding the chronology of Romans, Saxons and Vikings, understanding who the Vikings were, and why they came to Britain. They will use replica artefacts to come up with questions about the Vikings and use secondary sources to draw conclusions, including looking at bias. The children will use maps to look at where Vikings came from, and travelled to and the importance of trade to Vikings. They will understand that Derby was part of Danelaw and the importance that Vikings played in their lives today. Including sagas, translation of writing and artwork. Children will understand that many Vikings came as peaceful farmers and will understand the similarities and differences between Viking life and their own life. Children will understand the importance of King Alfred the Great in defeating the Viking army and how the current monarchy is linked to the Battle of Hastings and Viking history. The children will use Viking illuminated letters as inspiration for their art work, including building on their printing skills from Year 4.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
The children will learn to question why the Vikings came to Britain and their use of force. They will comment on the invasion of Lindisfarne and produce short pieces of writing from different viewpoints.	Children will use sources to create their own ideas about the Vikings. They will enjoy Viking Sagas, and look at Viking art and Jewellery. They will design and print their own illuminated letters.	Children will learn that sources can be bias and that it is important to question this. Children will learn to use sources to ask questions and draw possible conclusions.	The children will read The Riddle of Runes which explores gender stereotypes and expectations. They will learn about settlement and Viking rules and government and comment on their opinion of this and whether the Vikings acted in an appropriate way.
Big Start	Big Finish		Experience
Viking sources treasure hunt - to create questions.	Viking Trade Event		Trip to Derby Museum on Vikings and Viking workshop

History

Year 5	Autumn Term 1: Why did the Vikings come to Britain?			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p style="text-align: center;">Links to Romans and Anglo Saxons in Year 4. Continues to use historical sources and begins to develop the understanding of bias. Build on previous chronological understanding including timelines.</p>		<p style="text-align: center;">Children will move onto learning about the Industrial revolution as a significant event in British History and how their local area developed. Children will move to construct timelines more independently and continue to investigate using primary and secondary sources of evidence.</p>	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<p>Vikings</p> <ul style="list-style-type: none"> • Know who the Vikings were, where they came from and why they wanted to invade Britain. • <i>Know that the Anglo-Saxons and Vikings were often in conflict.</i> • <i>Know how to use a timeline to show when the Vikings raids started.</i> • Know about the achievements of King Alfred the Great; in defeating the Viking army of Guthrum and creating Danelaw; creating a system of rules and laws and translating books into English • <i>Show on a map where the Vikings came from and where they invaded our country.</i> • <i>Know that many Vikings came to our country as peaceful farmers.</i> • <i>Know why the Vikings often overpowered the Anglo-Saxons.</i> 	<p>Cause and Consequence</p> <ul style="list-style-type: none"> • Children understand the causes that Vikings came to Britain and the consequence this had on Anglo Saxons, British history and our lives today. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Children will understand some of the key changes to British History during the time of the Vikings. give some reasons for the changes. <p>Similarities and Differences</p> <ul style="list-style-type: none"> • Children will understand ways in which Viking life was similar and different to that of Anglo Saxons and our lives today including social, cultural, religious and ethnic diversity. 		<ul style="list-style-type: none"> • describe and make links between events and people in a period of history • Children will learn about King Alfred the Great (Saxon King) and the important role he played in defeating the Viking army and creating Danelaw.
	Chronological Understanding		Historical Enquiry and Interpretation	
	<ul style="list-style-type: none"> • Independently order and place correctly on a timeline the dates of key events from the history topic being studied. 		<ul style="list-style-type: none"> • Use a range of sources to provide evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Give reasons why there may be different accounts of history 	
Vocabulary	Invasion Artefact	Vikings Monastery Monk Saga	Warrior Bias Danelaw	

Year 5

Art and Design

Year 5	Term: Autumn 2: Illuminated Letter		
Sequence of Learning	Previous Learning		Next Steps in Learning
	This unit builds on the previous drawing and painting and printing experience in Year 3 as the children will print an illuminated letter In Viking design following criteria to replicate Viking design		In Year 6 the children use their understanding of pattern and design to create a William Morris print. The children use more complex printing techniques.
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	Understanding different techniques Developing and evaluating techniques <ul style="list-style-type: none"> • <i>Being to independently adapt and alter my ideas to create a finished piece of art.</i> 	Knowing and applying techniques Painting/ Printing <ul style="list-style-type: none"> • <i>Know how to use a variety of painting techniques in my paintings</i> • <i>Know how to create an accurate print design following criteria.</i> 	Knowing and applying elements e.g. colour, form, line, pattern Represent historical styles through patterns. Develop understanding of texture through practical making activities.
	Work of Artists - Appreciation		Work of Artists - Art History
<i>Reflect upon the artists' work ad their own art work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... It is similar to.... The artists... and... are similar because...</i> <ul style="list-style-type: none"> • <i>Research the work of an artist and use their work to replicate a style.</i> 	Illuminated letters - Viking		
Vocabulary	Illuminated Relief Printing plate Etching		

