



Vikings and Normans

Year 5

Autumn 1

Study overview

This topic will focus the children on developing a deeper understanding of what our British heritage is? It will start with a study of the various different cultures which have come to live in Britain, starting with the Viking invasions and finishing with the Norman invasion of 1066. The children will study the events of these invasions and the changes that they brought to the country in terms of civilization, monarchy and culture.

The children will gain an understanding that Britishness has a heritage from a variety of historical cultures which have migrated into Britain from the Romans through Vikings and Normans and many later migrations of different peoples over the centuries.

Part of this study will focus on the Norman expansion of the building of Cathedrals and churches across England and how this is particularly true in Bury St Edmunds.

Key Vocabulary

History: knight, cathedral, descendent, exile, inhabitants, migrate, monastery, nobility, dominate, kingdom, settlement, longboat, Danelaw, runes, shield, pillage, pagan, hostile, Scandinavian, Norway, Sweden, Denmark, Lindsfarne, kingdom, civilization, Anglo-Saxon Chronicle, invasion, Valhalla, Midgard, Asgard, legacy, mythology, Christianity, hierarchy.

National Curriculum Objectives

- The Viking and Anglo-Saxon struggle for the Kingdom of England Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- To know about the details of Viking raids and invasion
- To know about the resistance by Alfred the Great and Athelstan, first king of England
- To know about further Viking invasions and Danegeld
- To know about Anglo-Saxon laws and justice
- To know about Edward the Confessor and his death in 1066

Knowledge to be gained

- To know where the Vikings came from and who they were
- To understand how, when and why the Vikings invaded Britain (and place on a timeline)
- To understand how some kings in Britain dealt with the Viking invaders
- To know how Vikings lived and worked
- To know about Viking gods and what they represent

Key Texts

- She Wolf by Dan Smith (class text)

Supplementary texts:

- The Saga of Erik the Viking – Terry Jones
- The Chessman Thief – Barbara Henderson
- Viking Boy – Tony Bradman
- The 1000-year-old Boy - Ross Welford

Featured authors

- Roald Dahl stories- Roald Dahl day
- Malorie Blackman
- Benjamin Zephaniah

Key Experiences

- History off the Page – Viking Day
- Visit the Norman Bell Tower in Bury St Edmunds

Linked learning in English and Grammar

Non-chronological report about Viking Gods and Rulers – writing in third person, parenthesis for factual information, paragraph structure, prepositional phrases

Scary Stories – creating setting and atmosphere with descriptive phrases; dialogue to advance the narrative; punctuating speech.

Linked learning in Art and Design

The children will explore Viking art and patterns, identify key characteristics and features. They will use various shading techniques to create light and shade in portraits that are proportionally correct. The children will also work with clay to create their piece of Viking jewellery

Linked learning in Design Technology

Not taught this half term.

Discrete learning in Science: Properties of Materials

In this unit the children will compare and group together materials on the basis of their properties, including hardness, solubility, transparency, conductivity and response to magnets. The children will learn that some material will dissolve in a liquid to form a solution and use knowledge of solids, liquids and gases to decide how mixtures might be separated.

Linked learning in Geography

Although geography is not explicitly taught this half term, the children will use maps of Europe to identify where the Vikings originated from and parts of Great Britain that they invaded. The children will also consider the Viking legacy, with regards to origins of certain place names in England.

Linked learning in Music: Developing singing technique (Theme: the Vikings) The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.

Discrete learning in PSHE: Being Me in my World. The children will compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. They will understand how the actions of one person can affect another and can give examples of this from school and a wider community context.

Discrete learning in Physical Education

Swimming – stroke development and water safety awareness.

Health and fitness- The unit will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. The children will complete circuits developing their own fitness.

Discrete learning in Religious Education

Why is the Gospel such good news for Christians?

The children will identify that Jesus is viewed by Christians as the saviour of the world. They will understand that the term gospel not only means good news but refers to the books of Matthew, Mark, Luke and John found in the Bible which tell the stories of Jesus and describe what may happen in a church when the Gospels are read.

Discrete learning in Computing: Internet Safety and communication. In this unit the children will explore how data is transferred over the internet. They will explore the makeup and structure of data packets and how the internet facilitates online communication and collaboration. The children will also learn how to communicate responsibly by considering what should and should not be shared on the internet.

Discrete learning in MFL:

French monster pets

In this unit the children will review noun gender, article-noun agreement and adjective placement while exploring monster and body part vocabulary. They will identify key facts using cognates and other language detective skills; writing and present paragraphs about a 'Fantastic French beast' creation.