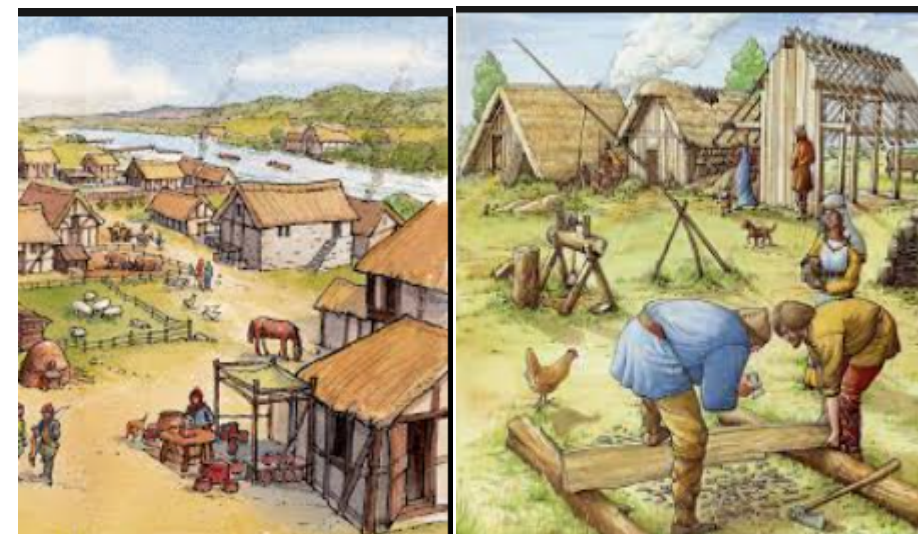
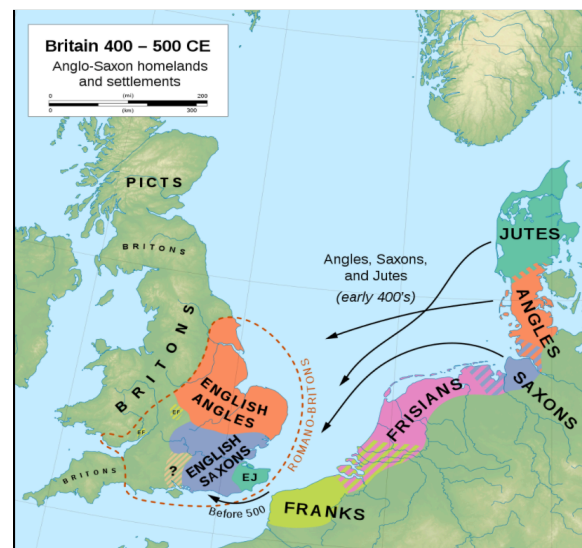


## Anglo-Saxons to Vikings

Year 5 Summer 1

	Prior Knowledge	New Knowledge	Future Knowledge
<b>History</b>	<p>Changes in Britain from the Stone Age to the Iron Age (including Survival during the Stone Age; Skara Brae &amp; Stonehenge; Copper mining in the Bronze Age; Hillforts; Druids.) (Y3)</p> <p>The Roman Empire and its impact on Britain (including the Roman Empire; Julius Caesar's attempted invasions &amp; Claudius' invasion; Resistance and Boudicca; the Roman Army; the Romans' impact on technology, culture and beliefs – Roman mosaics, Roman Roads, Roman Gods). (Y4)</p>	<p>Britain's settlement by Anglo-Saxons and Scots, including:</p> <ul style="list-style-type: none"> <li>Anglo Saxon invasions</li> <li>Anglo Saxon settlements and kingdoms</li> <li>Anglo Saxon art &amp; culture – including runes, King Arthur</li> </ul> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including:</p> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>Resistance by Alfred the Great and Athelstan, first king of England</li> <li>Viking life</li> </ul>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWI as a significant turning point in British History (including, the role of women &amp; the Home Front).</p> <p>Other forms of conflict, including the Battle of Marathon during the Ancient Greek era. (Y6)</p>
<b>DT</b>	<p>Use smaller holes to weave increasing accuracy.</p> <p>Weaving to create texture and pattern. [Iron Age Weaving] (Y3)</p> <p>Sorting and selecting fabrics/threads for a simple criterion.</p> <p>To cut shapes from fabrics for a purpose and in a recognisable shape.</p> <p>To cut threads using scissors.</p> <p>Choosing fabric for a collage. [William Morris] (Y1)</p>	<p>To plan and justify choice of fabrics /treads and materials.</p> <p>Experiment with plating, knotting, twisting, coiling fabrics/threads and materials, Looking and evaluating textile artist's choices. Reproduce textile work with the artists they are looking at. [Bayeux Tapestry]</p>	<p>Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p> <p>Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties. (KS3)</p>

Key Questions	Key Individuals	Key Vocabulary
<p>How did the Anglo-Saxons and Vikings get to Britain?</p> <p>Why was Alfred the Great, great?</p> <p>How do we know where the Anglo-Saxons and Vikings went?</p> <p>How did the Anglo-Saxons and Vikings affect British society?</p> <p>What happened in 1066?</p>	<p><b>King Arthur</b> (c. 460-560) was a legendary British leader who led the defence of Britain against Saxon invaders in the late 5th and early 6th centuries.</p> <p><b>Edward the Confessor</b> (1003-1066) was among the last Anglo-Saxon kings of England. He ruled from 1042 to 1066.</p> <p><b>Alfred the Great</b> (848/9-899) was king of the West Saxons from 871 to c. 886 and king of the Anglo-Saxons from c. 886 to 899. After ascending the throne, Alfred spent several years fighting Viking invasions.</p> <p><b>Athelstan</b> (894-939) was King of the Anglo-Saxons from 924 to 927 and King of the English from 927 to 939 when he died.</p>	<p><b>Runes</b> - These were used to form the alphabets of Germanic people. There may have been slight variations with different groups of people. This was before they adopted Latin.</p> <p><b>Wattle-and-daub</b> - A mixture of wooden sticks and strips, held together with sticky soil. This formed the basis for most walls on buildings.</p> <p><b>Longboat</b> - A type of Viking ship that pioneered many of the design features still used today. Different types could be used for fighting, trading or exploring.</p> <p><b>Longhouse</b> - A type of Viking building that generally consisted of one room and was rectangular in shape. There was little furniture and the roofs were thatched. They were mostly made using wattle-and-daub.</p> <p><b>Conquer</b> - To take control or overcome.</p> <p><b>Merica</b> - The largest and most powerful of the seven Anglo-Saxon kingdoms.</p>



Curriculum Leaflet

Year 5 Summer 1

Year 5 will be exploring the topic 'Anglo-Saxons to Vikings'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in History.

Maths	English	Home
<p><b>Decimals &amp; Percentages</b></p> <ul style="list-style-type: none"> <li>Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred</li> <li>Write percentages as a fraction with denominator 100, and as a decimal.</li> <li>Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25</li> </ul> <p><b>Perimeter &amp; Area</b></p> <ul style="list-style-type: none"> <li>To find the perimeter of rectangles and rectilinear shapes.</li> <li>To find the perimeter of polygons.</li> <li>To find the area of rectangles.</li> <li>To work out the area of compound shapes.</li> <li>To estimate the area.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>To draw line graphs.</li> <li>To read and interpret line graphs.</li> <li>To read and interpret tables</li> <li>To work out two-way tables.</li> <li>To read and interpret timetables.</li> </ul>	<p>We will be studying: <i>Beowulf</i>, Michael Morpurgo</p> <p><b>Genre:</b></p> <p><b>Newspaper Report</b></p> <ul style="list-style-type: none"> <li>To write in third person, ensuring that the newspaper is in chronological order.</li> <li>Begin and end with an orientation and reorientation, using time connectives and commas for cohesion efficiently.</li> <li>To include relative pronouns (who, which, where) and relative clauses to add information.</li> </ul> <p><b>Diary entry</b></p> <ul style="list-style-type: none"> <li>To begin to use semicolons with two independent clauses.</li> <li>To use the correct pronoun when writing.</li> <li>Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Describes settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>To use dialogue punctuated correctly using inverted commas and full range of punctuation used effectively.</li> <li>To be consistent and correct use of tense throughout a piece of writing</li> </ul>	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> <li>Borrow and explore books from the library about the Anglo-Saxons and Vikings.</li> <li>Explore the Anglo-Saxon history of Kent</li> <li>Virtual visits to the Museum of London or in person</li> <li>Accessing weekly home learning tasks via Google Classroom</li> <li>Supporting the development of times tables skills via regular practice on Times Tables Rock Stars</li> <li>Reading daily at home</li> <li>Accessing MyMaths for weekly maths homework (KS2)</li> </ul>