Curriculum Overview

Year 5 Autumn 2: Vikings

The Vikings

In this topic we ask ourselves how life in Britain changed once the Vikings invaded here. Their lifestyle and beliefs were different to the Anglo-Saxons that lived in Britain and the influence they had on Britain is still visible today.
We will also investigate the image we have of Vikings today, and whether this is historically correct. We must above all realise that the Vikings were not just raiders, but also traders. Or, more accurately, were both, but at different times.

Significant Individuals



King Cnu[illegible]nmark



King Alfred the Great
849-899 AD

Main Enquiry questions

- What image do we have of Vikings?
- What were the Vikings really like and why have they got such a bad reputation?
- How have recent excavations changed our image of the Vikings?
- What can we learn about the Vikings from a study of place name endings?
- Raiders or settlers?
- How should we remember the Vikings?

Key Concepts

Landscape, location, mountain range, rural, state, urban, latitude longitude, Northern Hemisphere, Western Hemisphere North-East, North-West, South-East & South-West.

English Texts

This term in English we will be studying the following texts:

Hidden Figures by Margot Lee Shetterly

Maths Learning

Fractions A
(complete) Multiplication and Division B

Geographical Links	Science	DT	PE	Music	RE	Computing	French	PSHE
Where did they migrate to and from? Maps of the UK – then and now. How did they use the land? physical and human. How did they travel? Physical geography.	Forces	Bridges	Football	Christmas music practice for KS2 concert	What does it mean to be a Muslim in Britain today?	Creating Media - video production	At the Tea Room At the Café At the restaurant	Online Safety (including a visit from Devon and Cornwall Police)

Our curriculum elements for this half term:

Trips, activities and/or visits this term:
Sidmouth College transition event
Walk to Farthings with reception class
STEM workshop

Learning hook		Who were the Vikings and why did they invade Britain?
Fieldwork		Using various resources to unpick the history of the Vikings.
Written outcome		How did the Vikings influence life in Britain?
Creative outcome		Illustrated biography of a prominent Viking
Adventure **(activities in Adventure Island)**		This term, forest school skills will relate to shelter building, this will incorporate knot tying. Children will also use tools to make a Christmas gift for them to take home. We will do an autumn hike in week 4 as part of our outdoor adventurous activities (PE). We will also cover the UN sustainable development goal with a focus on goal 6 - clean water and sanitation, children will be having a go at harvesting rainwater.
Play Project		With reception
Celebration		A celebration of children's singing ability in the Christmas concert.
Retrieval practice		Children will look back at last terms topic—Anglo-Saxons

Learning & growing together, taking every opportunity.

RESPECT - ADVENTURE - ACHIEVE

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Suggested texts to read at home with your children

KEY TEXT

Viking Boy
By Tony Bradman



A sparky non-fiction guide to the Viking world, told by the hero of Tony Bradman's bestselling novel Viking Boy. Take a real-life tour of the everyday world of Gunnar, a teenage Viking boy: find out how the Vikings lived, what they believed, how they travelled and fought, and gained their legendary reputation as warriors. Gunnar tells us the real story of growing up as a Viking in an exciting first-hand account, introducing us to family and friends, famous warriors, sea-raiders and even a Norse god!

KEY TEXT

Viking Voyagers
By Jack Tite



Around 1,200 years ago the legendary voyaging Norsemen set sail to raid and trade - the Viking Age had begun. Step back in time to find out what Viking life was like, how they travelled, where they traded and their rich mythology. Come face to face with a fearsome berserker, explore inside a Viking longhouse and learn how these expert boat builders made their fleets.

Week 1 endings –able/-ably, -ible/-ibly	Week 2 endings –ant/-ent, -ance/-ence	Week 3 endings –sure and -ture	Week 4 soft c, hard c and the letter string *sc*	Week 5 choosing ie, ei, and related vowel spellings	Week 6 the many sounds of ough	Week 7 silent letters
possible adorable breakable sensible edible visible reversible **available** **vegetable** incredible **(statutory words in bold)**	**recent** **sentence** assistant confident confidence **apparent** **convenience** **sufficient** hindrance frequent	**pressure** measure treasure creature picture adventure **temperature** furniture structure mixture	**centre** **century** **certain** **circle** science scissors **cemetery** **necessary** **sacrifice** fascinate	**believe** **eight** **eighth** **reign** **weight** vein **achieve** **foreign** **neighbour** receive	**enough** **though** **although** **thought** **through** cough bought **thorough** brought plough	**answer** **island** **knowledge** **often** knee write **muscle** **yacht** **lightning** parliament