

The Anglo Saxons v The Vikings

Year 5 and 6 Topic Web – Spring 2 - 2022

History

National Curriculum Ref. *Pupils should be taught about:*

Britain's settlement by Anglo-Saxons

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

We will learn about:

- Anglo Saxon life before and after Viking invasions,
- Viking invasion at Lindisfarne,
- Saxon & Viking language to identify settlements and mark on maps
- Resistance by Alfred the Great, the first king of England
- Edward the Confessor and religious beliefs at the time

Computing

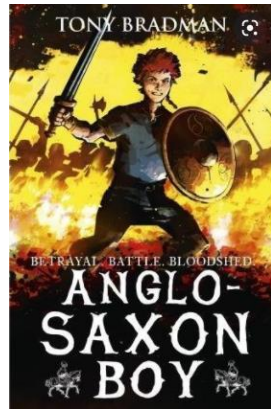
National Curriculum Ref.

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

We will:

- create an animation linked to our topic on the Anglo Saxons v the Vikings

English



Shakespeare – The Tempest

We will study the figurative devices used in The Tempest.

We will use drama techniques to explore Prospero's story and his relationships with other characters.

We will gather evidence in order to justify opinions about whether Caliban should be viewed as a man or a monster.

Historical Fiction – Anglo-Saxon Boy by Tony Bradman We will:

- write a speech from the point of view of an Anglo-Saxon
- Read and identify the features of journalistic writing
Plan and write a newspaper article linked to our topic
- evaluate our writing: proof reading, editing and making improvements where necessary.

Science – Forces (Continued from Autumn Term)

National Curriculum Ref. *Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.*

We will:

- revisit the science behind floating and sinking and water resistance as a contact force and its effects.

Design and Technology

National Curriculum Ref. –

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities

Evaluate

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

understand features of boats and ships which they can incorporate into their own designs.

We will:

- Learn about the design of Viking longboats
- Linked to our work in Science, we will design and test our prototypes in terms of water resistance and load bearing, making improvements before creating a final model.
- make our model aesthetically pleasing by incorporating Viking features such as Viking knots or a Viking animal for the front of the boat.

Other Areas of the Curriculum – not linked to the topic

Maths

Year 5

Measures: convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) / understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints / measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres / calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes / solve problems involving converting between units of time

Statistics: solve comparison, sum and difference problems using information presented in a line graph / complete, read and interpret information in tables, including timetables.

Year 6

Measures: solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate / use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places / convert between miles and kilometres

Algebra: use simple formulae / generate and describe linear number sequences / express missing number problems algebraically / find pairs of numbers that satisfy an equation with two unknowns / enumerate possibilities of combinations of two variables.

Shape: recognise that shapes with the same areas can have different perimeters and vice versa / recognise when it is possible to use formulae for area and volume of shapes / calculate the area of parallelograms and triangles

Ratio and proportion: solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts / solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison / solve problems involving similar shapes where the scale factor is known or can be found / solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

| Subject and National Curriculum Reference | Key Knowledge |
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| <p>Religious Education – What difference does it make to believe in Ahimsa (harmlessness), Grace(the generosity of God), and Ummah (community)? (Agreed Syllabus)</p> | <ul style="list-style-type: none"> - This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions (Christianity, Islam and Hinduism) in ways that relate to commitment. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. |
| <p>French – En ville National Curriculum POS:</p> <ul style="list-style-type: none"> • prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions | <p>Rigolo Unit - En Ville</p> <ul style="list-style-type: none"> - Name places in the town - Ask the way and give directions - Say where you are going |

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| <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic • Re-read frequently a variety of short texts • Make simple sentences and short texts • Write words, phrases and short sentences, using a reference source • Look at further aspects of their everyday life from the perspective of someone from another country | <ul style="list-style-type: none"> - Give the time |
| <p>PSHE – Healthy and Safer Lifestyles: Drugs Education</p> <p>In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for Health Education.</p> <p>Drugs, Alcohol & Tobacco:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking. <p>Health & Prevention:</p> <ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation and vaccination. | <ul style="list-style-type: none"> - be able to categorise drugs as medical, non-medical, legal and illegal - understand the possible physical and psychological effects of some drugs - understand the roles of medicines and immunisations - recognise some reasons why people use and misuse drugs and be able to suggest some alternatives - understand some of the laws relating to drugs - have begun to recognise influence and pressure and have related this to peers and the media - be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information |
| <p>P.E. Football and Tri-golf</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, golf, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <p>Football</p> <ul style="list-style-type: none"> - master basic control of the ball and agility - work as part of a team, demonstrating good communication, competitiveness and a sense of fair play - Know and play by the rules of football (with adaptations made where necessary) <p>Tri-golf</p> <ul style="list-style-type: none"> - Tri-golf is an official alternative version of golf created for primary school children. This game uses light, plastic clubs and a rubber ball, which makes it very safe and much easier to hit. The game features a range of different colourful targets that can be attached to the walls and floor both indoors and out. |

Music – Pitch

- demonstrate increasing confidence in rehearsal and performance and use developing skills to communicate a higher level of musical expression.
- begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.
- begin to use a variety of musical devices and techniques when creating and making music and demonstrate awareness of timbre and texture in work.
- listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through discussion and composition.
- critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary.

- In this unit, children will listen to a wide range of music, including work from the 'minimalist' genre. They will use some of this music as a stimulus to compose their own short pieces and build on their developing knowledge around pitch and other musical devices to create more technically complex performances. These compositions will be performed, recorded, assessed and then improved by peer and self evaluation.

The Anglo-Saxons v The Vikings - Homework Tasks

Please choose a minimum of two of the following tasks which are linked to our topic. You are welcome to do more than two if you wish. **This work is due to be handed in on Monday 28th March.** You can hand the homework in as follows: by emailing it to class3@thrussington.leics.sch.uk or by physically bringing it in. Towards the end of the topic, we will celebrate our learning and parents will be invited to see what we have been doing at school and at home. I thought that it was a great idea that some children got together and did a homework task as a pair last time. I am happy for children to work together out of school and bring in a piece of homework which has been created by them both.

Be a historian and documentary maker

Find out about a place called Sutton Hoo and what was discovered there. Write an information text including pictures and drawings. Alternatively, if you want to get creative, you could film yourself presenting the information like a documentary and email it to me.

Become a Viking warrior!

Using this website to support you: <https://www.dkfindout.com/uk/history/vikings/viking-warriors/> make your own Viking costume. Either bring it in and tell us about it or take some photographs of yourself wearing your costume.



Illustrate

Beowulf is a traditional tale from Anglo-Saxon times. Imagine you have been asked to illustrate a new version of the legend of Beowulf. Choose two scenes from the story and create A4 sized pictures to go with them. You may choose to draw, paint, use a computer or any other creative medium you can think of.

Alternatively, have a look at the famous Bayeux Tapestry (<https://www.bayeuxmuseum.com/en/the-bayeux-tapestry/>) which shows the story of the Normans and William the Conqueror. Can you make your own tapestry to show what happened at the Viking raid at Lindisfarne.



Be an Anglo-Saxon cook

Cook a traditional Anglo Saxon recipe. Record this task by writing the recipe out and taking photographs of the process and your finished product. If you would like to do this activity, I can give you a selection of recipes to choose from.

Reflect and Explain:

Answer the two key questions below. You should write a full side of A4.

Why is it important to learn about the past?

How do we know what happened in the past?

