

Medium-Term Planning Format		
Cohort	Year 5	
Enquiry Question (QUESTIONING)	Smashing Saxons or Vicious Vikings- Whose team are you on?	
Enquiry Driver	History	
Enquiry Enhancer	D & T	
Main Enquiry Theme	Saxons and Vikings	
National Curriculum Objective	<p><u>History</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p><u>Design and technology</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Generate, develop model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided-design. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Can I talk about how Britain changed between the end of the Roman occupation and 1066? • Can I explain how the Anglo-Saxons attempted to bring about law and order into the country? • Can I explain that during the Anglo-Saxon period Britain was divided into many kingdoms? • Can I explain how the way the kingdoms were divided led to the creation of some of our county boundaries today? • Can I use a timeline to show when the Anglo-Saxons were in England? • Can I locate where the Vikings originated on a map? • Can I talk about how the Vikings and Anglo-Saxons were often in conflict? • Can I explain why the Vikings frequently won battles with the Anglo-Saxons? • Can I seek out and analyse a range of evidence in order to justify claims about the past? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> • Can I measure and mark out accurately to the nearest millimetre? • Can I explain how I have ensured that my product is strong and fit for purpose? • Can I make up a prototype first? • Can I use cross-sectional drawings to communicate my designs? <p><i>(Children will design and construct Viking Longboats)</i></p>	

<p>Main Text</p>	<ul style="list-style-type: none"> • King Arthur and the Knights of the Round Table by Marcia Williams • How to train your Dragon by Cressida Cowell • The Saga of Erik the Viking by Terry Jones and Michael Foreman • Beowulf by Michael Morpurgo 															
<p>Main Writing Genre</p>	<p>Poetry - Kennings</p> <p>Narrative</p>	<p>Children will write kennings poems based around the Anglo-Saxons.</p> <p>Children will write their own quest for King Arthur to go on.</p> <div data-bbox="726 649 869 862" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">NARRATIVE</p> <p style="text-align: center;">Opening-Setting</p> <p style="text-align: center;">Build up</p> <p style="text-align: center;">Problem/dilemma</p> <p style="text-align: center;">Build up</p> <p style="text-align: center;">Problem/dilemma</p> <p style="text-align: center;">RESOLUTION</p> <p style="text-align: center;">CONCLUSION</p> </div>														
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Trip to Jorvik in York.</p>															
<p>Subsidiary Enquiries</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">LC1</td> <td>Who were the Anglo-Saxons and when did they come to Britain?</td> </tr> <tr> <td style="text-align: center;">LC2</td> <td>How did the Anglo-Saxons bring law and order to Britain?</td> </tr> <tr> <td style="text-align: center;">LC3</td> <td>Who ruled Anglo-Saxon England?</td> </tr> <tr> <td style="text-align: center;">LC4</td> <td>Who were the Vikings and when did the Vikings arrive?</td> </tr> <tr> <td style="text-align: center;">LC5</td> <td>Where did the Vikings settle?</td> </tr> <tr> <td style="text-align: center;">LC6</td> <td>How did the Vikings get here?</td> </tr> <tr> <td style="text-align: center;">LC7</td> <td>How did the Vikings fight?</td> </tr> </table>		LC1	Who were the Anglo-Saxons and when did they come to Britain?	LC2	How did the Anglo-Saxons bring law and order to Britain?	LC3	Who ruled Anglo-Saxon England?	LC4	Who were the Vikings and when did the Vikings arrive?	LC5	Where did the Vikings settle?	LC6	How did the Vikings get here?	LC7	How did the Vikings fight?
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<p>Reflection of Learning (SHARING)</p>	<p><u>Whose team are you on?</u></p> <p>Children to take part in a debate about who were the fiercest and most feared warriors and to then vote on whose team they would rather be on.</p>															
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> • The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. • The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. • For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. • The Anglo-Saxons were fierce people who fought many battles, including fighting each other. • The Anglo-Saxon period ended when the Normans conquered Britain in 1066. • Not all Vikings were warriors. Many came in peace and become farmers. • The lands that the Vikings occupied were known as Danelaw. • No Vikings wore horns in their helmets. • Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland. 															

Knowledge Organiser

Year 5 Knowledge Organiser (Spring 1)- Smashing Saxons or Vicious Vikings: whose team are you on?

Subject Specific Vocabulary	
Conquer	To send armies to take place and establish political control over it.
Conquer	A successful violent conflict meant to weaken, establish dominance over, or kill the opposition.
Conquer	To overcome and take control of a place or people by military force.
Denmark	is a historical name given to the part of England in which the king of the Danes held sway and dominated those of the English-Saxons.
Descendant	Someone who is <u>related</u> to a person who lived a long time ago or to a family, group of people etc that existed in the past.
Exploitation	The action of exploiting an unfamiliar area.
Invade	A person or group that invades a country, region, or other area.
Longship/longships	A type of specialised Viking warships which were sleek and fast.
Merchant	A merchant is a person who trades in commodities produced by other people. Historically, a merchant is anyone who is involved in business or trade.
Navigate	To plan and direct the course of a ship, aircraft, or other form of transport, especially by using instruments or maps.
Raise	Homework or assignments in school or medical class.
Raid	To take goods from a place or person, usually using force.
Raid	A raid is a surprise attack on an enemy by troops, or aircraft.
Sailor	A person who navigates or works a sailor.
Settlement	A place, usually one which has grown from an unincorporated, where people establish a community.
Trade	The action of buying and selling goods and services.
Warrior	A hero or experienced soldier or fighter.



Sticky Knowledge about Saxons and Vikings

- The Anglo-Saxons were made up of three tribes: the Angles, Saxons, and Jutes.
- The name 'Angles' eventually became 'English' and their land, 'Anglenland', became 'England'.
- For a long time, England was not one country. Anglo-Saxon kings ruled lots of areas (kingdoms) across the land.
- The Anglo-Saxons were fierce people who fought many battles, including fighting each other.
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066.
- Not all Vikings were warriors. Many came in peace and became farmers.
- The lands that the Vikings occupied were known as Danelaw.
- No Vikings wore horns in their helmets.
- Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.

Exciting Books



Learning Challenges:

- LC1** Who were the Anglo-Saxons and when did they come to Britain?
- LC2** How did the Anglo-Saxons bring law and order to Britain?
- LC3** Who ruled Anglo-Saxon England?
- LC4** Who were the Vikings and when did the Vikings arrive?
- LC5** Where did the Vikings settle?
- LC6** How did the Vikings get their food?
- LC7** How did the Vikings fight?

Other curriculum areas which are to be taught discretely:

Religious Education

What are 'Rites of passage' for Muslims?

- Can I discover more about Muslim birth ceremonies and naming days?
- Can I find out more about the Islamic ceremonies: weddings, funerals etc?
- Can I understand the importance of the Hajj for a Muslim person?
- Can I recognise the importance of names to Muslims and consider what names represent?
- Can I understand and explain some of the religious requirements for Muslims when they marry a person?
- Can I explain how a pilgrimage is a rite of passage and how people feel after making a journey?
- Can I think about and explain why a naming ceremony is important and how different religious ceremonies compare?
- Can I reflect on why it is important to some people to have a ceremony when they marry?
- Can I reflect on ways to express comfort to a Muslim person (and other religious or non-religious people) who is mourning a death?

PSHCE

Looking after me

- What is peer pressure?
- What if I'm uncomfortable?
- What is loss?

(see Talking Points curriculum for the full programme breakdown)

Music

See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 3 - Make You Feel My Love

Physical Education

Invasion Games

Emphasis on sending and receiving using a piece of equipment. E.g. hockey and lacrosse.

- Can I use basic technique for passing and shooting in a small sided game and can pass and shoot with reasonable accuracy and some success?
- Can I demonstrate techniques to gain an advance over opponent?
- Can I be tactically aware and respond to situations with a degree of variety?
- Can I see the difference between my own performance and that of others?
- Can I work cooperatively as part of a team and understand why it is important to respect team mates and opponents?

Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Y5 Unit 27 – Programming</p>
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 3 – Healthy Eating- Going to Market</p>
Science	<p><u>Properties and changes of materials</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</i> • <i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</i> • <i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</i> • <i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</i> • <i>Demonstrate that dissolving, mixing and changes of state are reversible changes.</i> • <i>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</i> <ul style="list-style-type: none"> • Can they test and group materials based on scientific evidence? (hardness, solubility, transparency, conductivity, insulation, magnetism) • Can they explain the process of dissolving? • Can they recover a substance from a solution? • Can they decide how a mixture would best be separated? (filtering, sieving, evaporating) • Can they give reasons for the uses of everyday materials based on scientific evidence? • Can they show what they know about the properties of different materials? • Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gasses) • Can they describe changes using scientific words? (evaporation, condensation) • Can they use the terms ‘reversible’ and ‘irreversible’?

Additional Links	British Values	Outdoor Learning	Community
	Learn laws, justice, democracy, duties of the Vikings and Anglo Saxons.		
	Citizenship	Global Neighbours	Home Learning
	Understanding of and empathise with people from different cultures To understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Explore diverse beliefs, cultures and identities and the values we share as UK and global citizens.	Children to research an aspect of Anglo Saxon or Viking life.