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|--------------|--|-------|-----------|------------|---|
| Topic | History - Vikings | Theme | Community | Year Group | 5 |
| Key Question | Were the Vikings raiders, traders or something else? | | | | |

- What should I already know?**
- ☐ The Anglo-Saxons - made up of Angles, Jutes and Saxons invaded and settled in Britain between 449 and 550 AD.
 - ☐ Britain was not a united nation; it was split into seven different Kingdoms which each had its own king.
 - ☐ King Alfred the Great bought the Anglo-Saxons time by paying the Vikings.
 - ☐ Christianity had become established in Britain by the end of the 7th century. People's lives changed when Christianity came to Britain.

- Key learning:**
- ☐ The modern term 'Vikings' is used to describe the seafaring tribes from Norway, Sweden and Denmark.
 - ☐ The Vikings travelled to many parts of Europe and as far as Turkey and North America to trade, raid, explore and settle.
 - ☐ They established trade networks spanning vast territories.
 - ☐ Vikings established colonies and built towns in England, such as York (or Jorvik).
 - ☐ Viking sagas are narrative tales from the Norse and Icelandic cultures.
 - ☐ The first Viking raid on Britain was in 793 AD, targeting the monastery of Lindisfarne.
 - ☐ By the late 9th century, significant parts of England were under Viking control. This led to the establishment of Danelaw, a region of direct Viking rule.
 - ☐ By the late 10th century, further Viking invasions occurred, culminating in Sweyn Forkbeard and his son Cnut claiming the English throne. This marked a full-scale Viking invasion and rule in Britain.
 - ☐ The Viking and Anglo-Saxon rule came to an end in 1066, during the Battle of Hastings.

Key Vocabulary

| | |
|--------------------|--|
| achievement | A significant accomplishment or contribution that had a lasting impact. |
| balanced viewpoint | Considering all views in a fair way. |
| Berserkers | Terrifying Viking warriors |
| conquest | To take control or possession of a place or people, by force. |
| Danelaw | An area in the north of England ruled by the Vikings. |
| exchange | Giving something to someone and receiving something in return. |
| impact | The effect that a person, event or situation has on someone or something. |
| impression | An idea, feeling or opinion about something. |
| invasion | To enter a country by force with an army. |
| Jorvik | The Viking city of York |
| Odin | The leader of the Viking gods. |
| oral tradition | The passing of stories and poems by word of mouth from one generation to another. |
| raids | A rapid surprise attack on an enemy by troops or other armed forces. |
| saga | A long story of heroic achievement found in Norse literature. |
| Scandinavia | Name given to the countries in Northern Europe including Denmark, Sweden and Norway. |
| settlement | A place where people establish a community. |
| stereotype | A fixed idea about a group of people that is often not true. |
| trade route | A long-distance route along which items are transported. |
| Vikings | A group of Scandinavian people who lived from the eighth to the eleventh century. |

Important People

King Alfred the Great (AD 849-899): Defeated the Vikings in several battles to keep England under Anglo-Saxon rule.

Erik Bloodaxe (AD885-954): The King of the Viking kingdom of Jorvik.

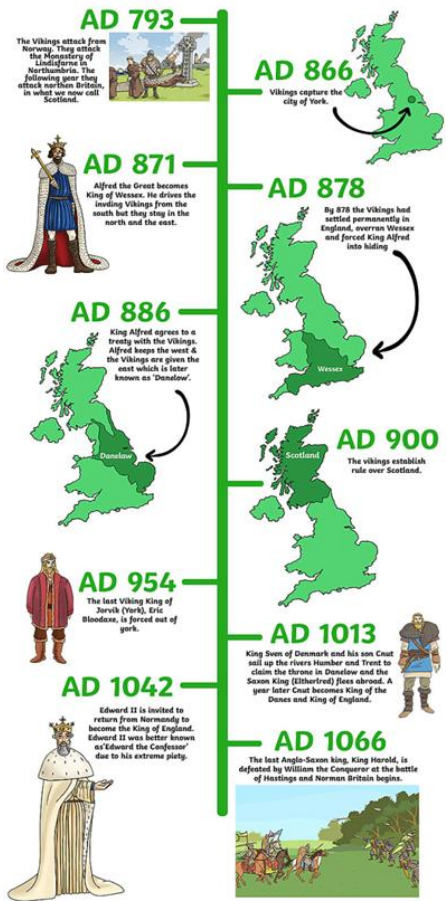
Leif Eriksson (AD990-1020): Famous Viking explorer who sailed to North America.

King Canute (AD 995-1035): Viking King of England, Denmark and Norway.

Edward the Confessor: Penultimate Anglo-Saxon King of England (before Harold II who lost at the Battle of Hastings).

Harold Godwinson (AD 1022 - 1066): The last Anglo-Saxon king of England and was killed by William, Duke of Normandy at the Battle of Hastings.

William the Conqueror (AD 1028-1087): Won the Battle of Hastings, and became the first Norman king of England.



The Invasion Journey

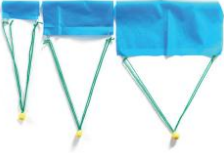


A modern replica of a Viking Longship





A Reason to Invade:
 Farming was tough for the Vikings. The northern part of Scandinavia was full of mountains. The soil along the coastline was sandy; it was difficult to grow crops. As the population grew, they could not grow enough food for everyone. Around 750AD, some Vikings started to explore other places to live and began to settle in Britain where the Anglo-Saxons lived.



| What should I already know? | Key learning: | Key Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|----------------|---|---------------|---|-------|-------------------|------------------|--|------|---------------------|---------------------|---|-------|--|---------|---|--------|--|-------------------|---|-----------|---|-----------|---|--------|--------------------------------|---------------|---|-------------|---|--------------|---|------------------|---|--------|--|
| <ul style="list-style-type: none"> Forces are pushes or pulls. A contact force is a push or a pull that affects objects which are touching. Friction is a contact force between two surfaces. Friction can stop or slow down a moving object. Smooth surfaces, such as ice, wood, and plastic, have lower levels of friction. Rough surfaces, such as concrete, sand and carpet, have higher levels of friction. | <ul style="list-style-type: none"> Friction is a contact force that is caused by one object being pushed across the surface of another. Air resistance is a type of friction force on an object moving through air. The greater the surface area of an object, the greater the air resistance. Parachutes have a large surface area, to give them greater air resistance to slow down the skydiver. Water resistance slows down moving objects, because water slows you down as you move through it. Gravity is a non-contact force caused by objects with mass pulling each other. Lever, pulleys and gears are all mechanisms that will allow a smaller force to have a greater effect. | <table border="1"> <tr> <td>air resistance</td> <td>a type of friction force on an object moving through the air.</td> </tr> <tr> <td>contact force</td> <td>a push or a pull that affects objects which are touching.</td> </tr> <tr> <td>force</td> <td>a push or a pull.</td> </tr> <tr> <td>frictional force</td> <td>a contact force that is caused by one object being pushed across the surface of another.</td> </tr> <tr> <td>gear</td> <td>a wheel with teeth.</td> </tr> <tr> <td>gravitational force</td> <td>a non-contact force caused by objects with mass pulling each other.</td> </tr> <tr> <td>lever</td> <td>a rigid object that can rotate around a pivot.</td> </tr> <tr> <td>machine</td> <td>a device with moving parts that does a particular task.</td> </tr> <tr> <td>motion</td> <td>the change in the position of an object.</td> </tr> <tr> <td>non-contact force</td> <td>a push or a pull that affects objects which are not touching.</td> </tr> <tr> <td>parachute</td> <td>a piece of material which uses air resistance to slow something down.</td> </tr> <tr> <td>precision</td> <td>when all of the measurements obtained in an experiment are close to each other.</td> </tr> <tr> <td>pulley</td> <td>A cable on one or more wheels.</td> </tr> <tr> <td>repeatability</td> <td>the likelihood of getting similar results if the experiment is carried out again.</td> </tr> <tr> <td>streamlined</td> <td>having a shape which reduces air or water resistance.</td> </tr> <tr> <td>surface area</td> <td>The total area of the surface of an object.</td> </tr> <tr> <td>water resistance</td> <td>a type of friction force on an object moving through water.</td> </tr> <tr> <td>weight</td> <td>the downwards gravitational pull of an object.</td> </tr> </table> | air resistance | a type of friction force on an object moving through the air. | contact force | a push or a pull that affects objects which are touching. | force | a push or a pull. | frictional force | a contact force that is caused by one object being pushed across the surface of another. | gear | a wheel with teeth. | gravitational force | a non-contact force caused by objects with mass pulling each other. | lever | a rigid object that can rotate around a pivot. | machine | a device with moving parts that does a particular task. | motion | the change in the position of an object. | non-contact force | a push or a pull that affects objects which are not touching. | parachute | a piece of material which uses air resistance to slow something down. | precision | when all of the measurements obtained in an experiment are close to each other. | pulley | A cable on one or more wheels. | repeatability | the likelihood of getting similar results if the experiment is carried out again. | streamlined | having a shape which reduces air or water resistance. | surface area | The total area of the surface of an object. | water resistance | a type of friction force on an object moving through water. | weight | the downwards gravitational pull of an object. |
| air resistance | a type of friction force on an object moving through the air. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| contact force | a push or a pull that affects objects which are touching. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| force | a push or a pull. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| frictional force | a contact force that is caused by one object being pushed across the surface of another. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| gear | a wheel with teeth. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| gravitational force | a non-contact force caused by objects with mass pulling each other. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| lever | a rigid object that can rotate around a pivot. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| machine | a device with moving parts that does a particular task. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| motion | the change in the position of an object. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| non-contact force | a push or a pull that affects objects which are not touching. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| parachute | a piece of material which uses air resistance to slow something down. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| precision | when all of the measurements obtained in an experiment are close to each other. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pulley | A cable on one or more wheels. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| repeatability | the likelihood of getting similar results if the experiment is carried out again. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| streamlined | having a shape which reduces air or water resistance. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| surface area | The total area of the surface of an object. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| water resistance | a type of friction force on an object moving through water. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| weight | the downwards gravitational pull of an object. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Parachute experiment variables

| | | |
|---|---|---|
| <p>Independent variable (what is changed) - the size of the parachute</p>  | <p>Dependent variable (what is measured) - the time it takes for the parachute to fall to the ground</p>  | <p>Controlled variables (what is kept the same) - the material that the three parachutes are made from, the object that is attached to both parachutes, and the height that the parachutes are dropped from</p>  |
|---|---|---|

| Lever | Gear | Pulley | Machine |
|---|---|--|--|
| <p>A rigid object that can rotate around a pivot</p>  | <p>A wheel with teeth</p>  | <p>A cable on one or more wheels</p>  | <p>A device with moving parts that does a particular task.</p>  |

- Gravity Facts:**
- Gravity is a non-contact force. Caused by objects with mass pulling each other.
 - Heavier objects do not fall to the ground faster than lighter objects.
 - Objects with a different mass fall at the same rate.



Lever, pulleys and gears are all mechanisms that will allow a smaller force to have a greater effect.

- Gears are wheels with teeth that allow a small force to produce a larger force to increase speed.
- A lever is a mechanism that allows movement of heavy objects.
- Pulleys use a rope or cable through a wheel to allow lifting of heavy objects.

| Surface area (cm ²) | Time taken in seconds | | |
|---------------------------------|-----------------------|-----------|-----------|
| | Attempt 1 | Attempt 2 | Attempt 3 |
| 100 | 0.54 | 0.38 | 0.65 |
| 400 | 1 | 1.12 | 1.11 |
| 900 | 1.36 | 1.54 | 1.56 |

An example of repeatability



| | | | | | |
|--------------|--|-------|-----------|------------|---|
| Topic | RE | Theme | Community | Year Group | 5 |
| Key Question | What does it mean to be a Muslim in Britain today? Continued from Term 3 | | | | |

| What I should already know | Key Learning |
|--|--|
| <ul style="list-style-type: none"> • Muslims believe in Allah as the one true God. They use 99 names for Allah to understand him better. • Muslims believe that Muhammad is God's messenger. • There are five pillars in Islam (profession of faith, prayer, charity, fasting, pilgrimage). | <ul style="list-style-type: none"> • Muslims believe that it is impossible to fully capture what God is like in one word so they use 99 different beautiful names. • People get guidance on how to live their lives from different sources. For many Muslims, the main source of guidance is the words of Allah which are written in the Qur'an. They also look to Hadiths - words, actions and instructions of the Prophet Muhammad (pbuh) as reported by the people around him during his life. • During Ramadan, the ninth month, Muslims fast during daylight hours to help them to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim. • Eid-ul-Fitr, a festival at the end of Ramadan, is a day of celebration, happiness and forgiveness. • There are over 1,500 mosques in the UK. A typical mosque includes a minaret, a dome and a place to wash before prayers. Each feature has its own significance. • Mosques have no pictures or statues. Instead they are usually decorated with Islamic art and geometric patterns. |

Key Vocabulary

Allah: Arabic word for God. In Islam, Allah is the absolute one; unique, all powerful, all knowing.

Five Pillars of Islam: The five things that Muslims are expected to do.

Eid-ul-Fitr: Known as the "Festival of Breaking the Fast", is a religious holiday celebrated by Muslims worldwide that marks the end of Ramadan.

Guidance: help and advice about how to do something or about how to deal with problems.

Hadith: a collection of traditions containing sayings of the prophet Muhammad.

Hajj: Muslim pilgrimage to Mecca.

Ibadah: Arabic word meaning service.

Islam: Second largest religion in the world, founded by the Prophet Muhammad (pbuh).

Mecca: Mecca is an important place to Muslims. It is where Muhammad was born. Muslims face Mecca and pray and try to visit it sometime during their lives.

Mosque: Muslim place of worship.

Muslim: Someone who follows the teachings of Islam.

Prophets: Special messengers sent from Allah.

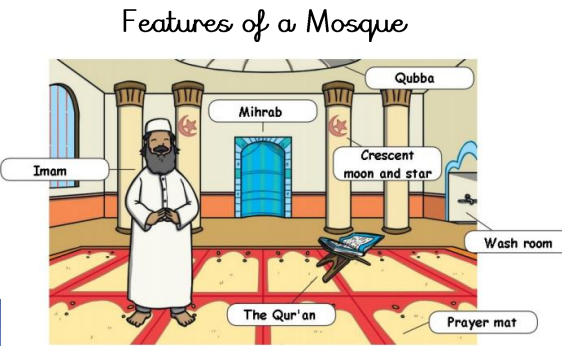
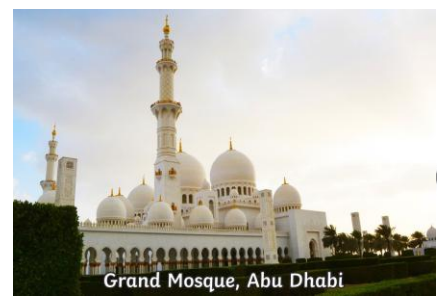
Prophet Muhammad: The last prophet and the key prophet in Islam.

Ramadan: Ramadan is the ninth month of the Islamic calendar, when Muslims fast during daylight hours.

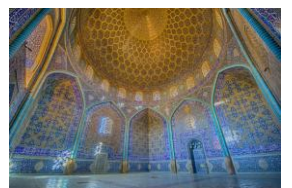
Shahadah: Muslim belief that there is no God but Allah and Mohammad is the messenger of Allah.

Surah: A chapter of the Qur'an. There are 114 Surahs in the Qur'an altogether.

Qur'an: Islamic sacred book believed to be the word of Allah as dictated to Muhammad.



Mosaic decoration inside the Sheikh Lotfollah Mosque in Iran





Key Learning

- To plan a game.
- To design and create the game environment.
- To design and create the game quest.
- To finish and share the game.
- To self and peer evaluate.

Key Resources



Key Vocabulary

Animation

Creating an illusion of movement.

Image

In this case, a picture displayed on the computer screen.

Texture

High frequency detail or colour information on a computer-generated graphic.

Computer game

A game played using a computer, typically a video game.

Instructions

Detailed information about how something should be done or operated.

Perspective

Representing three-dimensional objects on a two-dimensional surface to give the right impression of their height, width, depth, and position in relation to each other.

Customise

Modify (something) to suit an individual or task.

Interactive

Responding to a user's input on a computer or device.

Evaluation

The making of a judgement about the value of something.

Screenshot

An image of the data displayed on the screen of a computer or mobile device.

Playability

A measure of either the ease by which a video game may be played, or of the overall quality of its gameplay.

Key Questions

What is the 2DIY3D tool on Purple Mash?

2DIY 3D allows users to create a playing area, such as a maze, in 2D and then turn it into a 3D computer game. The aim is to avoid the 'baddies' and collect 'treasure'.

What makes a good computer game?

A good game designer gives the player continuous challenges in a visually stimulating environment, each of which leads to another challenge, to keep the game challenging and fun.

Why is it important to continually evaluate your game?

Evaluating your game as you make it allows you to think about ways in which it can be improved. Evaluation may also involve the views of other people who play your game.

Key Images



Open, close and share work



Change the settings of your game



Insert treasure into your game



Add images to your game



Insert enemies into your game



Drag to set the start position of your game



Play your game

Prior Learning:

- Create a stop motion animation using 2Animate
- Use of sounds, backgrounds and effects
- Electronically compose a themed piece of music on Busy Beats



Key Learning

- To be introduced to 2Design and Make and the skills of computer aided design.
- To explore the effect of moving points when designing.
- To design a 3D Model to fit certain criteria.
- To refine and print a model.

Key Resources



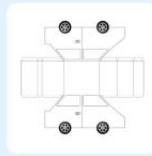
Key Images



2D Image



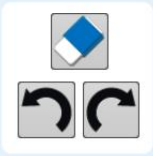
3D Image



Net View



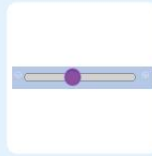
Colour Palette



Clear, Undo and Redo



Fill Options



Magnify

Key Vocabulary

2D

Something that has only two dimensions; height and width.

3D

Something that has three dimensions; height, width and depth.

3D Printing

The action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.

CAD - Computer aided Design

A CAD computer program or app allows you to design a 3D object or environment in 2D and visualise it in 3D on the screen from many angles.

Design Brief

A document for a design project, defining the core details, including the goal and strategy.

Net

What a 3D shape would look like if it was unfolded and opened out flat.

Points

The points on a 3D net which create the corners of the 3D shape.

Pattern Fill

A tool where you can add a customised repeating pattern to the surface of the net.

Template

Something that serves as a model for others to copy and edit.

Key Questions

What are the different view of an object available in 2Design and Make?

Net, Points and 3D.

How is CAD software used in industry? Give some examples.

It is used to design 3D objects in a 2D environment.

Some examples are; Architectural plans for buildings; designing layouts for interiors; designing objects such as packaging and designing mechanical components; designing shoes and clothing.

How can the objects designed in 2Design and Make be turned into 3D objects?

You can print the net and then cut and fold this into shape or you can convert the file into a format recognised by 3D printers.

Prior Learning:

- Create a stop motion animation using 2Animate
- Use of art tools to create backgrounds and effects



Los vikingos

phonics

b

sound in:

- barba
- bajo



v

sound in:

- cultiyo



z

sound in:

- rizado



accents

Accents indicate the vowel is stressed. As seen in the word bárbara.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word castaño.

vocabulary

The vocabulary to describe height and character.



The vocabulary to describe hair type, colour and length.



The vocabulary to describe eye colour.



The vocabulary to describe a Viking's daily routine.



grammar

To use a range of adjectives to make sentences longer, more complex and interesting. Understanding agreement.

Soy alto.

I am tall.



Soy alta.

I am tall.



Soy bajo.

I am short/small.



Soy baja.

I am short/small.



Consolidate knowledge of the two high frequency irregular verbs 'ser' (to be) and 'tener' (to have). First in 1st person but also whole verb conjugation.

soy

I am

tengo

I have

It would help if I already know::

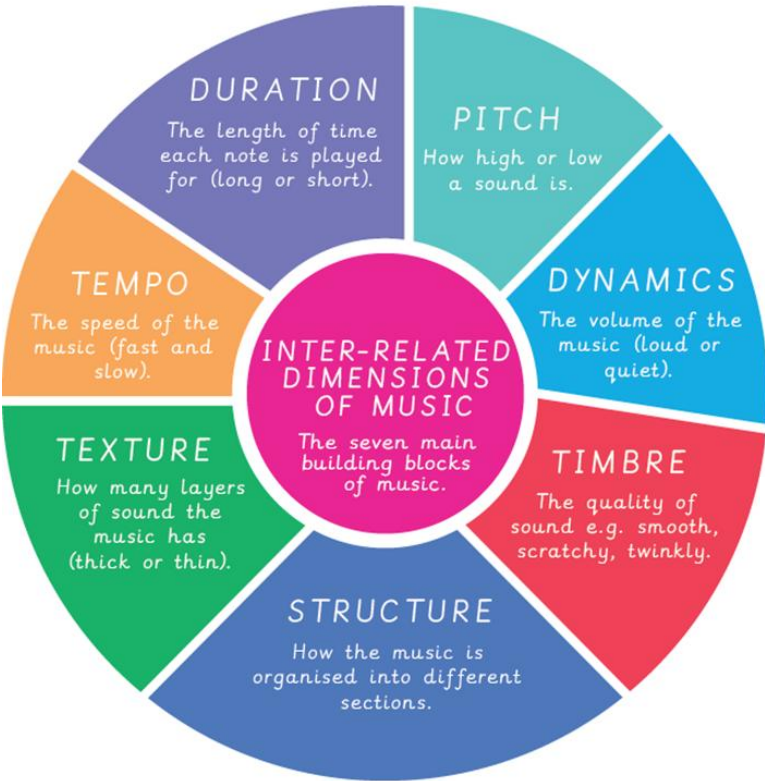
- Colours,
- Days of the week
- How to give our personal details from memory (name, age and where we live).
- Basic knowledge of possessive adjectives and adjectival agreement in Spanish.

What I will learn:

- Objective 1: I will learn how to decode unfamiliar and more complex language by my knowledge of cognates and history.
- Objective 2: I will learn how to describe myself and others physically in terms of height and character using the verb 'ser' (to be).
- Objective 3: I will learn how to describe myself and others physically in terms of hair colour and type using the verb 'tener' (to have).
- Objective 4: I will learn how to describe myself by eye colour using the verb 'tener' (to have).
- Objective 5: I will learn how to describe a Viking's typical daily routine using time phrases.



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| Topic | Music: Composition to represent the festival of colour | Theme | Community | Year Group | 5 |
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Musical feature: Composition

In this unit we compose our own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil.

Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.



Vocabulary

Graphic score

A way of writing down music on the page without using traditional stave notation, using symbols and images to represent the music.



Synaesthesia: A condition where you 'see' music as colours.

Major: A tonality where the music sounds happy or bright.

Minor: A tonality where the music sounds sad or tense.

Layering: An overlapping of different music or instruments to create a 'thick' texture in a musical piece.

Key knowledge:

- To know that a vocal composition is a piece of music created only using voices.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

Prior Learning:

- Compose a coherent piece of music in a given style with voices, bodies and instruments.
- Create a piece of music with at least four different layers and a clear structure.
- Singing and playing in time with peers.



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|-------|---|-------|-----------|------------|---|
| Topic | Design Technology: Textiles - Stuffed Toys | Theme | Community | Year Group | 5 |
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Key skills:

- Design a stuffed toy considering the main component shapes required and creating an appropriate template.
- Consider the proportions of individual components.
- Create a 3D stuffed toy from a 2D design.
- Measure, mark and cut fabric accurately and independently.
- Create strong and secure blanket stitches when joining fabric.
- Thread needles independently.
- Use appliqué to attach pieces of fabric decoration.
- Sew blanket stitch to join fabric.
- Apply blanket stitch so the spaces between the stitches are even and regular.
- Test and evaluate an end product and giving points for further improvements.

Key knowledge:

- There are different techniques to use in a design such as cross-stitch, running-stitch, blanket-stitch and appliqué.
- Appliqué is a type of textiles work where small pieces of cloth are sewn or stuck in a pattern onto a larger piece.
- The blanket-stitch is used to reinforce the edge of a fabric material or to securely join two pieces of fabric together.

| | |
|-----------------|--|
| Accurate | Neat, correct shape, size and pattern with no mistakes. |
| Annotate | To add notes to explain your plan or design. |
| Appendage | Something attached to a larger or more important thing. |
| Blanket-stitch | A sewing technique that joins two pieces of fabric together. |
| Design criteria | To help designers focus their ideas and test the success of them. |
| Detail | The small features of an object. |
| Evaluation | When you look at the good and bad points about something, then think about how you could improve it. |
| Fabric | A natural or man-made woven or knitted material, that is made from plant fibres, animal fur or synthetic material. |
| Sew | To join or fasten by stitches made using a needle and thread. |
| Shape | The form of an object. |
| Stuffed toy | A shape of outer fabric sewn together and filled with flexible material. They are also known as plush toys or stuffed animals. |
| Stuffing | Soft material used to fill cushions and stuffed toys. |
| Template | A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately (e.g. biscuit cutter). |



Different types of stitches

Did you know?

The teddy bear was invented in honour of Theodore Roosevelt, the 26th US President, in November, 1902.



! Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you're unsure.

Prior Learning:

- Selecting and cutting fabrics with ease using fabric scissors.
- Threading needles with greater independence.
- Tying knots with greater independence.
- Sewing cross stitch to decorate or join fabric.
- Decorating fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors.