



## Year 5 Spring term Vikings

During this term, the children will be learning about the Vikings. They start the topic with a Viking launch day. 'Repeating History', an outside company visit the school to provide an interactive learning opportunity for the children. The children will see replica artefacts, weaponry and clothing. The children will learn about home life, religion, work, battle, trade, food, language and much more. During the first part of the term, children use their research to create a fact file about Viking life. Following on from this, the children will write diary extracts as a Viking person and Viking saga. The children also learn about Gods and Goddesses. At the end of the unit, children take part in a creative day where they make a longboat, perform a Viking dance, design and create shields and weave a sail. In our final Viking ceremony to parents, the highlight is the burning of their longboat on the school field.

### History

- I can explain what chronology is
- I can accurately place historical events on a timeline.
- I can understand what Anglo-Saxon life was like in Britain at the time of the Viking invasion
- I can explain why the Vikings invaded Britain
- I can explore the similarities and differences between the Roman and Viking invasion
- I can discuss who the Vikings were and where they lived.
- I can describe what life was like during the Viking era including homes, clothing and food.
- I can compare what life was like for Vikings and explain how this was different to modern day.
- I can explain how Vikings used transport in their daily lives.
- I can explain the difference between Viking traders, raiders and explorers.
- I can discuss how the Vikings explored and navigated the world around them.
- I can identify the Viking Gods and Goddesses and why they were important to the Vikings.
- I can compare and contrast my own beliefs to that of the Vikings.
- I can explain how archaeological evidence has helped modern day historians build a picture of Viking life.
- I can recognise key historical figures during this era e.g. Alfred the Great

### Geography

- I can use maps to find information.
- I can recognise and identify the world's oceans and continents.
- I can use maps to locate Scandinavia.
- I can identify the capital cities of Norway, Sweden, Finland and Denmark
- I can identify how Scandinavia has changed since the Viking Era.
- I can explain what the terms longitude and latitude mean.

### Computing

- I can use child friendly websites to research about the Vikings
- I can plan and organise how to present information
- I can use efficient search methods to find information
- I can evaluate a website for its usefulness
- I can use Microsoft Powerpoint to create a presentation about a chosen area of Viking life
- I can present my information clearly and accurately (considering titles, font, background colour, effects etc)
- I can insert a video clip via hyperlink
- I can explain what copyright is
- I can reference accurately the owner of any material used from the internet
- I can make decisions around how much content to include on the powerpoint slides for my audience

### Religious Education

- I can recall the Easter Story.
- I can explain why Peter denied Jesus.
- I can retell the story of Pentecost.
- I can recognise some symbols of Easter.
- I can recognise some ways Christians celebrate Easter.
- I can talk about how my family celebrates Easter.
- I can talk about how the disciples felt before and after Easter.
- I can talk about how the disciples felt before and after Pentecost.
- I can say what I wonder about the Resurrection
- I can explain the importance and impact of the crucifixion and resurrection on a modern Christian's life.

### Science

- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- I can describe the life process of reproduction in some plants and animals



# Year 5 Spring term

## Vikings

### Art and design

- I can use process art techniques to add complex textures to painted papers, choosing my own designs for each piece.
- I can increase my skill in clay work by not only imprinting detail onto the clay but carving and shaping before adding details.
- I can design a pattern and embellish a piece of fabric with my design using needlework techniques
- I can create a dragon eye from painted clay
- I can create a Viking longboat collage picture.

### Languages

- I can describe how I arrive to school.
- I can say what I see in a town/city.
- I can use and understand directions in the target language.
- I can understand the main points from a short spoken text.
- I can describe my daily routine.
- I can name some music genres and instruments.
- I can name some types of sport.
- I can name the days of the week.

### British Values

- I can join in discussions about the Vikings beliefs and be tolerant and respectful of their beliefs.  
I can explain what the word tolerance means.
- I can talk about how we can be tolerant to one another in school.
- I can explain what the word respect means.

### Dance

#### SOUND OF MUSICALS WORKSHOP

- I can participate, with increasing confidence, in the 'Sound of Musicals' Dance workshop and show complete focus and attention
- I can generally respond imaginatively to the stimulus of musicals and explore appropriate movements
- I can, with growing confidence, copy and repeat basic dance steps with control mostly in time to the music
- I can generally dance in unison with a partner/group performing a range of movement patterns at my 'Sound of Musicals' Dance workshop
- I can, with minimal support, evaluate my performance in my year group dance

### Music

#### GLOCKENSPIELS (2)

- I can, with developing confidence, use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- I can generally read the musical stave and can work out the notes, EGBDF and FACE.
- I can play simple musical pieces on the glockenspiel, most of the time

### Drama

#### VIKING

- I can, with growing confidence, create a convincing character through my use of character appropriate facial expressions, voice and body posture
- I can participate in performance, role play and improvisations and am more confident when utilising dramatic elements such as freeze-frame and a drama circle.
- I can generally use spoken language to develop understanding through imagining and exploring ideas