



YEAR 5

CURRICULUM LEAFLET

DISCOVER—AUTUMN 1

Vikings



READING/ POETRY

Reading:

Children will begin to read *Black and British: A Short, Essential History* by David Olusoga in Destination Reader. We will be revising key strategies taught in Y3/4. The children will also develop their fluency skills to increase their speed and accuracy of what they read.

Poetry:

Children will begin to recite the following poems:

Harriet Tubman by Eloise Greenfield and *I Have A Dream* by Martin Luther King Jr



WRITING

Using the text of *Children of the Benin Kingdom* by Dinah Orji, children will explore the story from various perspectives, comparing characters and writing letters and diary entries in role. Throughout, children will be gathering information and building the skills towards writing a non-chronological report on the Kingdom of Benin. Children will also use the text *Hidden Figures* by Margot Lee Shetterly and Laura Freeman in which children learn about the achievements and determination of these four iconic women at key moments in American and world history.



MATHS

Review Prior Learning:

- Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.
- Rounding to the nearest 10, 100 or 1000.
- Add and subtract up to four-digit numbers using column methods.
- Interpret and present data using bar charts, pictograms and tables

New Learning:

- Reasoning with large whole integers
- Addition and subtraction with integers
- Lines, graphs and timetables

RE/ PSHE

RE: Why do people have to stand up for what they believe in?

We will be exploring why people from the same religion may disagree, considering the thoughts, feelings, experiences, beliefs and values of others.

PSHE:



Introduction: Setting ground rules for RSE & PSHE lessons, Family and Relationships



PE

Children will be having PE every Wednesday. The children will be developing their fitness skills including speed, stamina, strength, coordination, balance and agility.

The children will also have a separate PE lesson on Monday, where they will be developing teamwork skills.

Please ensure children wear their PE kits on these days.



COMPUTING

Online Safety

We will be learning how to alter application permissions; considering the positive and negative aspects of online communication; understanding that online information is not always factual; learning how to deal with online bullying; thinking about the effect that technology has on our health and wellbeing.



ART/ DT

Art : Drawing: I need space

Children will develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.



DT: Food: What could be healthier?

Focusing on nutrition, children research and modify a traditional bolognese sauce recipe to make it healthier. They will cook their new and improved versions, making appropriate packaging and also learn about the ethical considera-



YEAR 5

GEOGRAPHY

AUTUMN 1

VIKINGS

PRIOR KNOWLEDGE

Previously in Year 3:

- Why did the Romans settle in Britain?

Previously in Year 4:

- How hard was it to invade and settle in Britain?
- Were the Vikings raiders, traders or settlers?

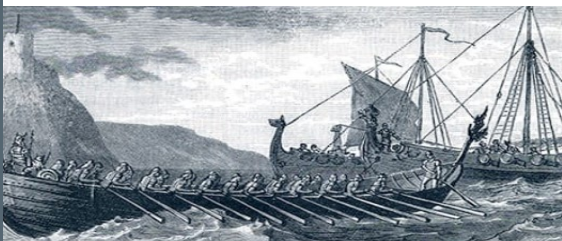
FUTURE KNOWLEDGE

Later in Year 5:

- **History: British History**—What was life like in Tudor England?

Later in Year 6:

- **History: WW2**—What was the impact of World War 2 on the people of Britain?
- **History:** How did the Maya civilisation compare to the Anglo-Saxons?



NEW KNOWLEDGE

During this unit, I will learn:

- When and why did the Vikings come to Britain?
- Were the Vikings raiders, traders or something else?
- Where did the Vikings go? How did they get there?
- Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?
- What were the impacts of Viking raids and settlements on local communities in Britain?
- What were the Vikings' achievements and how did they impact the world?

NEW HISTORY SKILLS

During this unit, I will learn:

- **Chronological understanding:** Understanding how historical enquiry questions are structured.
- **Historical inquiry:** Reaching conclusions that are substantiated by historical evidence.
- **Knowledge and interpretation:** Identifying weaknesses in historical accounts and argu-

KEY IDEAS AND VOCABULARY

During this unit, pupils will understand the development of groups, kingdom and monarchy in Britain. They will also learn about the legacy and contribution of the Vikings to life today in Britain.

Achievement	Something good that you achieve
Balanced viewpoint	Considering all views in a fair way
Exchange	Giving something to someone and receiving something in return
Impact	The effect an event has on someone or something
Impression	An idea, feeling or opinion about something
Invader	A person or country that uses force to take control of a nation
Jorvik	The Viking city which is now modern-day York
Leif Erikson	A Viking explorer from Iceland, who was one of the first European explorers to reach North America
Raider	A person who enters a place and steals items
Saga	A long story of heroic achievement found in Norse literature
Settler	A person who arrives in a new country to live peacefully and use the land
Stereotype	A fixed idea that people have about what a particular type of person is like
Trade route	A long-distance route along which items are transported
Viking	Scandinavian people who raided, invaded and settled in other countries in the 8th to 11th centuries



PRIOR KNOWLEDGE

Previously in Year 1:

- **Everyday Materials**—Define a material and group materials based on their physical properties

Previously in Year 2:

- **Uses of Everyday Materials**—Solid objects can be stretched, twisted, bent or stretched

Previously in Year 3:

- **Rocks and Soil**—Rocks can be grouped based on their appearance or properties

Previously in Year 4:

- **States of matter**—What are the differences between solids, liquids and gases? What is evaporation, freezing and condensation?

FUTURE KNOWLEDGE

Later in Year (Secondary School):

Subject content – Chemistry

Pupils should be taught about:

The particulate nature of matter:

- the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure

NEW KNOWLEDGE

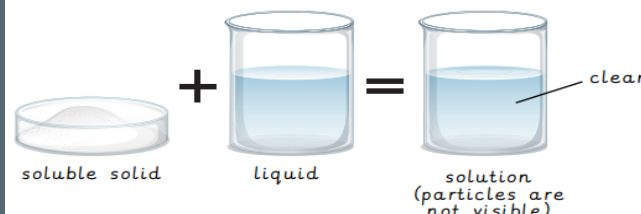
During this unit, I will learn:

- To describe mixtures
- To explain the process of sieving
- To explain the process of filtering
- To describe solutions and how they can be identified
- To identify which factors affect the time taken to dissolve
- To describe the process of evaporation

SCIENTIFIC ENQUIRY

During this unit, I will learn the following practical skills:

- To research using a range of secondary resources
- To draw and annotate a diagram to explain a concept
- To identify testable questions and how to answer them
- To make observations about solutions
- To plan a fair test with consideration of variables and measurements



KEY IDEAS AND VOCABULARY

During this unit, pupils will learn that some substances will dissolve in a liquid to form a solution. They will explore the factors that affect the time taken to dissolve, including temperature and stirring. They will also learn that some liquids and solids can be separated using sieving, filtering and evaporation and to describe these processes.

Control variable	A variable that needs to be kept the same
Crystallising	A dissolved solid reforming
Dissolve	When a substance spreads evenly throughout a liquid
Evaporation	When a liquid changes into a gas
Evaporation Method	A technique used to separate a dissolved substance from a solution
Filtering	A technique used to separate liquid-solid mixtures
Insoluble	A substance that will not dissolve
Mixture	When two or more substances are mixed together and remain present
Particle	The tiny building blocks that make up everything around us
Sieve	A piece of equipment with holes used for separating
Sieving	A technique used to separate a mixture with different sized solids
Soluble	A substance that will dissolve
Solution	A mixture made up of one or more substances dissolved in a liquid
Variable	Something that can change and cause an effect