

## Essential Learning

By the end of this term, you will have learned...

- about the Viking way of life
- how and why they invaded Britain
- why and where they settled here (linking to the topic of Anglo-Saxons from year 4.)
- what artefacts and burials found in Britain tell us about Viking life.
- about the raid on Lindisfarne and raids on other Anglo Saxon settlements
- To write a report on the raids from the point of view of the English
- to write the beginning of a story creating drama and suspense
- to make a model of a Viking longboat, using this to demonstrate the forces of buoyancy and upthrust
- about the effects of air and water resistance on our design.

## Year 5: The Vikings are coming!



### Block 1 - Viking life

Sources of evidence about the Vikings and their bias  
Chronological historical timeline  
Viking artefacts & evidence  
Viking warriors and what they looked like  
Geography of invasions  
The Lindisfarne raid  
Writing a newspaper report about the raid



### Block 2: Invasion

Writing a story opening which builds drama and suspense, using:

- our knowledge of Viking raids
- language to set a scene and atmosphere
- direct speech

Drawing the reader in and requiring them to infer meaning

Evaluating our writing as readers



### Block 3: Buoyancy and upthrust - Science

Forces of buoyancy & upthrust

Investigate how different shapes move through water

Project to make Viking longboat: designing, modelling & making them float

Evaluate against design criteria

## Year 5: The Vikings are coming! National Curriculum Links

Science	Art
<ul style="list-style-type: none"> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• investigate how different shapes move through water</li> <li>• explore resistance in water by making and testing boats of different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• making clay 3D models of Viking warrior heads</li> </ul>
History	
<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use sources of evidence to deduce information about the past -Sources of evidence about the Vikings and challenging misconceptions</li> <li>• Use sources of information to form testable hypotheses about the past</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Viking artefacts &amp; what they tell us of Vikings in Britain</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line - Chronological historical timeline</li> <li>• The Lindisfarne raid and Viking invasions into Britain</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Edward the Confessor and his death in 1066</li> <li>• Danegeld and compromise</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	
<p><b>Key vocabulary:</b></p> <p>Chronological, artefact, Vikings, Anglo Saxons, invasion, myth, legend, Nordic, Norse, invade, settle, dates, time period, era, chronology, continuity, change, century, decade, legacy, archaeological</p> <p>Design, product, aesthetics, materials, components, reinforce, upthrust, buoyancy, resistance, sinking, floating</p>	