

## The Vikings are coming!

## Essential Learning

Year 5, Term 5

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



- about the Viking way of life
- how and why the Vikings invaded Britain
- why and where they settled here (linking to 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 make a model of a Viking longboat and will use this to demonstrate the forces of buoyancy and upthrust
- about the effects of air and water resistance on our design.

### Block 1:History

- Write an effective story opening
- Evaluate sources of evidence about the Vikings and learn about their everyday life
- Explore a chronological timeline
- Discuss Viking artefacts & evidence
- Research Viking warriors



### Block 2:Science & DT

- Write an explanation about a Viking longboat
- Learn about the forces of buoyancy & upthrust
- Investigate how different shapes move through water
- Design and make a boat to float and meet a brief
- Test and evaluate designs to decide effectiveness against the design criteria

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

### Science

- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Investigate how different shapes move through water
- Explore resistance in water by making and testing boats of different shapes.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

### History

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use sources of evidence to deduce information about the past -Sources of evidence about the Vikings and challenging misconceptions
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline - Chronological historical timeline
- The Lindisfarne raid and Viking invasions into Britain
- Viking settlers
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

### Design & Technology

- Apply their understanding of computing to program, monitor and control their products. To be introduced to the 2Design and Make tool on Purple Mash.
- To design a 3D model to fit certain criteria.
- Children can explore how to edit the polygon 3D models to design a 3D model for a purpose.
- Children can refine one of their designs to prepare it for printing.
- Children can print their design as a 2D net and then create a 3D model.

#### Design

- use research and develop design criteria to inform the design of a functional, appealing product that fits the brief
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

**Evaluate**

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world Technical knowledge

**Key vocabulary**

Chronological, artefact, Vikings, Anglo Saxons, invasion, myth, legend, Nordic, Norse, invade, settle, dates, time period, era, chronology, continuity, change, century, decade, legacy, archaeological

Design, product, aesthetics, materials, components, reinforce, upthrust, buoyancy, resistance, sinking, floating

design, evaluate, refine, edit, adapt models, design brief, template