



Knowledge and Skills Organiser- Year 5 and 6

Long boats and invaders



Subjects covered by the national curriculum

English

Beowulf (Michael Morpurgo)
The 1000-year-old boy (Ross Welford)
Story narrative linking back to previous topic
Persuasive writing
Poetry
Biography
Instruction and explanations

Computing

Video making using iMovie
Using spreadsheets to interpret data (link to statistics in maths)
Internet safety- link to RSE
Cyber bullying

Geography/History

Who were the Anglo-Saxons and Vikings and where did they come from?
How well did the Anglo Saxons and Viking get along?
Why did they invade and settle in Britain?
What was life really like in Anglo-Saxon and Viking Britain?
What did the Anglo-Saxons and Vikings leave behind?
Sutton Hoo- The big discovery!

R.E

Creation and science: conflicting or complimentary?
Concept of creation.
Focus- Christianity
Compare and contrast creation across religions.

Art & D & T

Illuminated writing
Making weaponry
Longboat making
Design and make brooches

Maths

Algebra
The four operations
Decimals
Fractions
Measure
Coordinates

Enrichment

Be an Anglo-Saxon or a Viking for a day
Feast day (Anglo- Saxon and Viking baking)
Museum Zoom call

Science

Statistics
Properties and changes of materials

The skills and knowledge you will develop in this topic:

Geographical Skills

- Locate places using a range of maps including OS & digital
- Follow a route on a map with some accuracy
- Follow a route on a large scale map
- Locate places on a range of maps/historical maps
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map
- Identify why Anglo-Saxons and Vikings settled in the areas they did and geographical reasons for that.
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Historical skills

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a timeline
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: settler, invader, raider, Anglo- Saxon, Viking, Saxony, Norway, Scandinavia, King Alfred the Great Fort/Burhs and "England"
- Identify some of the results of historical events, situations and changes
- Identify and begin to describe historically significant people and events in situations

Art:

- Experiment with a wider range of materials
- Develop artistic/visual vocabulary when talking about own work and that of others (Y5/6)
- Make objects in a similar style to a range of artefacts (Y5/6)
- Design and create motifs to be turned into printing block images.
- Investigate techniques from paper printing to work on fabrics.

Design Technology and Computing

- Make design decisions, taking account of constraints such as time, resources and cost (Y5/6)
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media.
- How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Science

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

RE

- *What creations have you made and proud of? What are the different creation stories? Are they true? What is truth? How are Christian creation stories similar/different to other creation stories? Is science and faith compatible? Do Christians believe God is the creator? How does the creation story conflict with science? how does the creation story complement science? How are humans part of the creation story?*
- *What are you responsible for? What do you care about? Do creation stories have any lessons to teach us about how to live our lives today? How does this look in practice? Why do religious believers show care for the world/God's creation? How do religious believers express their beliefs about the world as God's creation?*

Home Learning ideas:

- Create a Viking or Anglo- Saxon meal.
- Design some armour.
- Design a signal for your tribe.

Vocabulary I need to know:

Geography -location, settlement, coordinates, trade routes, trade, Scandinavia, Saxony, "Englaland"

History - impact, artefact, source (primary and secondary), raiders, settlers, warrior, Viking Anglo-Saxon

Science - observe, compare, similarities and differences, record, test, investigate, accurate, conclusion, explain,

Materials, translucent, transparent, opaque

Art -block, print, collage, sketch, observe

D.T - evaluate, prototype, product, design criteria, test

RE - prayer, worship, God, belief, opinion, truth, faith, creation, science

By the end of our topic the children will have-

- Have gained a greater knowledge of the history of their own country and how settlers impacted on its development.
- Explored creation stories and formed their own opinions with regard to them.
- Will have developed a greater understanding of materials and reversible and irreversible changes.
- Will have developed knowledge of Anglo-Saxon and Viking stories.

