

NEW CURRICULUM YEAR 5

AUTUMN TERM CURRICULUM		
Main focus: HISTORY		
Title:		
NC Requirements HISTORY	Knowledge	Skills
<p><b>Britain's settlement by Anglo-Saxons and Scots:</b></p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</b></p> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> </ul> <p>Edward the Confessor and his death in 1066</p>	<p>Link to Y2-Who lived in a castle? Link to Y2-How can I find out about the past? Link to Y4 – What impact did the Romans have on Britain?</p> <p><b>Historical Vocabulary</b> - cause and effect, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, modern British values, laws, <b>General Vocabulary</b> – invasions, expansion, kingdoms, settlements, village life, peasantry, hierarchy, laws and justice, withdrawal, contexts cultural, economic, military, political, religious, social history, short and long term timescales, civilisation, gender, period/era, achievements, influence, scholars, dynasties, symbolic, renowned, conquer, comparison, calendar, astronomy, observatory, wisdom, community, impact, merchants, archaeologists, complexity, follies of mankind, successful leaders, contrasting, arguments and interpretations. <b>Topic Specific vocabulary</b> - Dark ages, Christian conversion, Canterbury, Iona and Lindisfarne, Sutton Hoo, Raids, resistance, Danegeld, Alfred the Great, Athelstan, Edward the Confessor.</p> <p><b>AD 43</b> - Emperor Claudius orders the invasion of Britain <b>A.D. 122</b> – Hadrian's wall -Construction started after a visit to Britain by Emperor <b>Hadrian</b>. <b>AD 250</b> - New foes attack northern and western Britain and the Picts (from Northern Scotland) Angles, Saxons and Jutes attacked the eastern coast from Germany. <b>AD 408</b> - Britons may have successfully fought off a Saxon incursion on their own in. <b>AD 409</b> - Britons began to manage their own affairs <b>AD 410</b> - Britons send appeal for military assistance to the Roman emperor. Troops were continually being withdrawn from Britain to help fight wars elsewhere in the empire. No help came. Told to 'look to their own defences. Seen as the end of the Roman Empire. <b>The Anglo-Saxon period 410-1066AD.</b> It was a time of war, of the breaking up of Roman Britannia into several separate <b>kingdoms</b>, of religious conversion. Britain was a defenceless. The Germanic-speaking Angles, Saxons, Jutes and Frisians began to arrive. Climate change influenced the movement of the Anglo-Saxon invaders to Britain. These people began looking for lands to <b>settle</b> in that were not likely to flood. <b>500 AD</b>, the Romano-British resisted the invaders fiercely. The Celtic areas of Britain regarded the Saxons as enemies and foreigners on their borders. <b>790s</b>, continual battles against a new set of invaders: the Vikings. They met little resistance from the defenceless inhabitants of Britannia. <b>Who were the Picts and where did they come from?</b> The Irish are Celtic people who have always lived in Ireland. During the Dark Ages, Scotland was called 'Pictland' after the Picts who lived there. The Scots lived in Ireland. Other Irish tribes came to live in Wales and spoke Gaelic. Pictland taken over by the Scots and renamed 'Scotland' after them. <b>The Picts and Scots</b> lived north of Hadrian's Wall. While the Anglo-Saxons were invading from the sea in wooden boats, the Picts attacked from the north on horses. The Picts did not stay around in Britain. <b>Who were the Anglo-Saxons?</b> Anglo-Saxons were actually immigrants from northern Germany and southern Scandinavia. Some of the most powerful and warlike tribes in Germany. Three tribes: Jutes, Angles and Saxons. Britain was under sustained attack from the Picts in the north and the Irish in the west. The British appointed a 'head man', Vortigern. He recruited Saxons to help but they killed Britain's!</p>	<ul style="list-style-type: none"> <li>I can show I understand how our knowledge of the past is constructed from a range of sources</li> <li>I can devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>I can draw a timeline with different historical periods showing key historical events or lives of significant people</li> <li>I can summarise how Britain may have learnt from other countries and civilisations (historically and more recently)</li> <li>use a range of sources to construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and devise own questions to find answers about the past;</li> <li>undertake their own research.</li> </ul>

	<p>Seven major Anglo-Saxon kingdoms were carved out of the conquered areas: Northumbria, East Anglia, Essex, Sussex, Kent, Wessex and Mercia. All these nations were fiercely independent and they were absolutely loyal to their own kings and very competitive, especially in their favourite pastime – war.</p> <p>The Britons were Christians, Anglo-Saxons were Pagan.</p> <p>After landing in Britain in the 5th Century, Anglo-Saxons began to push further and further inland. This led to the development of many Anglo-Saxon place names that followed a number of common naming traditions.</p> <p>There were some settlements that were named in honour of gods. Many of the country’s best known towns and cities were named by the Anglo-Saxons</p> <p>Anglo-Saxons would not live in the Roman towns so villas, streets and baths fell into ruins. Anglo-Saxons houses were huts made of wood with roofs thatched with straw. Much of Britain was covered with forests. The Saxons had plenty of wood to use.</p> <p>The villages were small, maximum 100 people. They were built with natural resources and had to provide the villagers with what they needed to survive. The village also needed to protect itself. All round the village was a high fence to keep the herds safe at night from enemies and the wild animals of the forests - wolves, foxes and boars.</p> <p>The Anglo-Saxons grew crops and kept pigs, sheep and cattle. They hunted other animals and fish for food. They made household goods and farm equipment from pottery, wood and metal, clothes from cloth they wove themselves. They traded goods such as hunting dogs and slaves for things they couldn’t make, like glass, with people from other countries.</p> <p>Anglo-Saxons brought religion and Christianity. The Anglo-Saxons were great <b>craft workers, storytellers</b> and would gather together in <b>feasting halls</b> and tell thrilling stories. Often their stories would be accompanied by music. They amused themselves by telling clever <b>riddles</b>.</p> <p><u>Angle-Saxon Crime and Punishment</u>          The Anglo-Saxons also used very harsh punishments to stop people from committing crimes. Punishments ranged from hanging, branding and whipping to trials by ordeal. Communities were divided into groups of 10 men, that were called tithings. These men were responsible for each other’s behaviour. When a village needed to find a criminal, they would call upon all of the community to find them – this was called a hue and cry. If the person accused of the crime could not find enough oath-keepers (to say that they were innocent of the crime) then they may face a trial by ordeal. Anglo-Saxons believed that through these trials, God would decide whether the person was guilty or not.</p> <p>A common way to solve disputes between a victim’s family and a criminal was through payment called wergild. Wergild would be paid to the family if someone was killed or injured.</p>	<ul style="list-style-type: none"> <li>understand that a timeline can be divided into <b>BC (Before Christ)</b> and <b>AD (Anno Domini)</b>.</li> </ul> <p><b>Skills vocabulary</b></p> <p>Deduction</p> <p>Inference</p> <p>Organising</p> <p>Information</p> <p>Chronology</p> <p>Comparison</p> <p>Observation</p> <p>Discussion</p> <p>Research</p> <p>Reflection</p> <p>Interpretation</p> <p>Questioning – historically valid</p> <p>Perceptive questions</p> <p>Investigate</p> <p>Forming conclusions</p> <p>Making links</p> <p>Historical perspective</p> <p>Judgement</p>
--	---	--

	<p>The <b>Vikings</b> were invaders and settlers who came from Scandinavia and travelled by boat as far as North America in the west and Central Asia in the east from about 700 AD to 1100. “<b>Viking</b>” meant “pirate raid” in the Old Norse language.</p> <p>Many <b>voyaged to other countries to settle peacefully and farm or craft</b>, while others travelled the high seas to <b>trade goods</b> to take back home to Scandinavia.</p> <p>The Vikings’ first raid - 787 AD. 793 attacked Lindisfarne and <b>campaign of terror against the Anglo-Saxons began. Vikings were from Denmark, Norway and Sweden</b> Targeted Christian sites and monasteries because they were filled with <b>valuable treasures, such as gold and jewels, also clothing and cattle, but the monks had no weapons with which to defend themselves.</b></p> <p>In <b>865, wanted to conquer land and stay put. Came to settle primarily in the north and east, with some also settling in parts of Scotland, Ireland and Wales. Founded the city of Dublin.</b></p> <p>In <b>878, King Alfred the Great</b> defeated the Vikings and a treaty was signed to keep them to their own land – Danelaw. Alfred the Great was King of Wessex from 871 to c. 886 and King of the Anglo-Saxons from c. 886 to 899. Wessex, a Saxon kingdom in southwestern England. As an administrator Alfred advocated justice and order and established a code of laws and a reformed coinage.</p> <p><b>For 200 years, control of England went back and forth between the Vikings and the Anglo-Saxons, with the year 1066 - end point of the Viking Age.</b></p> <p>In 1066, Vikings defeated Anglo-Saxons in the Battle of Hastings.</p> <p>1066 - death of Harald Hardrada the last great Viking king, at the Battle of Stamford Bridge, and the Norman conquest of England.</p> <p><b>Vikings - excellent craftsmen particularly boats.</b> Made voyages and raids possible. Made them very good explorers too. The most famous of the Viking explorers is undoubtedly Leif Erikson, who beat Christopher Columbus (<b>know from KS1</b>) to the “New World” by a whopping 500 years.</p> <p><b>Scandinavians were skilled at metalwork, wood carving, fishing and trading, exchanging goods for everything from silver and spices to wine and pottery and were bakers.</b></p> <p><u>Writing and Communication</u></p> <p>There were two different types of writing in Anglo-Saxon times:</p> <ul style="list-style-type: none"> <li>- When the Anglo-Saxons came to Britain they used the <b>futhork alphabet</b>. The letters were called <b>runes</b> which had lots of straight lines in to make it easier to carve them onto: wood, stone or metal.</li> <li>- When the Anglo-Saxons became Christians they began using the <b>Latin alphabet</b>. Monks were usually the only people who could read and write so most books are religious works called <b>illuminated manuscripts</b>.</li> </ul> <p>The story of how Christianity spread across England during Anglo-Saxon times is told in the <i>Ecclesiastical History of the English People</i>. This was written by a priest named <b>Venerable Bede</b> in AD731 and is thought to be <b>the first history of Britain ever written.</b></p> <p>The Vikings used their own alphabet called runic, using runes and it was very different to our alphabet now. Using that alphabet they communicated with other people and themselves. Not all Vikings could read and write however, they had very special <b>saga</b> storytellers which would write out stories about themselves to them and other people. The Vikings main languages were Norse, Swedish and Danish but, some would speak Latin or Greek. A way that the Vikings could get in contact with other people is that they would trade items.</p> <p>Between the Vikings and <b>Anglo Saxons</b> they communicated with some difficulty. Although they both spoke the same language, the Vikings had different words for the same thing. Also, the Vikings had different grammatical twists of the</p>	
--	---	--

	<p>words from Anglo Saxons meaning they didn't really understand what they were saying sometimes.</p> <p><b><u>Viking Crime and Punishment</u></b>  If the Vikings believed someone committed a crime, they had to stand a trial. Women had to pick hot stones out of boiling water and men carried red, hot, burning iron for a short distance. If they dropped the stones or the iron they were accused to be guilty. If you achieved your task you had your wounds cleaned up and dressed. When a week passed, their wounds were examined, and if they were healing they were innocent and if they weren't then they were guilty.  Their fate was decided by the ting. The ting was a meeting where their punishment would be decided. The criminal would have to pay a mulct, degraded to be a slave or could even be banished from the land. If you were an outlaw, anyone could kill you without risk of being prosecuted.  Vikings believed they were worth money, some more than others. They were called Wergelg. The higher rank Vikings were worth more than peasants.  Once King Harald hárfagri Hálfðanarson (Harald Fairhair) had gained full control of the provinces that had just come into his hands, Harald kept a sharp eye on the landed men and rich farmers, and anyone else he might expect trouble from. He gave them a choice of three things. They could swear loyalty, or they could leave the country, but if they chose the third, they could resign themselves to the most savage terms, perhaps even death. There were cases where Harald people's arms and legs hacked off.</p> <p><b><u>Viking Transport</u></b>  The ships of the Vikings were the key to their success. Longboats were highly specialised vessels, which were constructed in order to reach high speeds and transport troops. Their long, narrow shape made them quick in water, but also meant a very limited capacity for cargo.  Land transport was also an important part of life. People could walk, ride or drive a carriage where the terrain allowed. The roads of the Viking Age are known from wheel ruts. Oxen could be used to pull crude working carriages, while horses were mostly used for transporting people.</p> <p><b><u>Key leaders during this time:</u></b>  <b>Penda:</b> the most feared of warrior-kings: who ruled from AD 626 until 655.  <b>Alfred the Great</b> - King of Wessex from 871 to c. 886 and King of the Anglo-Saxons from c. 886 to 899.  <b>Eric Bloodaxe</b> - The last King of Jorvik was in 954.  <b>Viking king: King Canute</b> 1016-1035.  <b>Edward the Confessor</b> 1042-1066 – Anglo-Saxon King of England, last king from the House of Wessex. Died childless on 5th January 1066. His failure to leave an heir led to the Norman invasion of England in 1066. Only king to ever have been canonised.  <b>William the Conqueror 1066 – 1087</b> Norman Conquest (<a href="#">link to Y2</a>)</p> <p><b><u>Key vocabulary:</u></b>  <b>Danelaw</b> - is a historical name given to the part of England in which the laws of the Danes held sway and dominated those of the Anglo-Saxons.  <b>Danegeld</b> - was a tax paid to Viking raiders, to stop them from attacking the coast and invading. It might be viewed as a form of protection money, although the literal translation was 'Dane tribute'.  <b>Invasion:</b> Instance of invading a country or region with an armed force.  <b>Settlement</b> A place, typically one that has previously been uninhabited, where people establish a community.  <b>Foreigner</b> A person born in or coming from a country other than one's own. Kingdom Country, state, or territory ruled by a king or queen.  <b>Weavers</b> A person who weaves fabric. Century A period of one hundred years.  <b>Longboats</b> A long boat that Vikings used to invade the United Kingdom.</p>	
--	---	--

NEW CURRICULUM YEAR 5

	<p><b>AD Anno Domini</b> (used to indicate that a date comes the specified number of years after the traditional date of Christ's birth).</p> <p><b>Vegetation</b> Plants considered collectively, especially those found in a particular area or habitat.</p> <p><b>BC Before Christ</b> (used to indicate a date is before the Christian era). Conqueror A person who conquers a place or people; a vanquisher. Population All the inhabitants of a particular place.</p> <p><b>Archaeology</b> The study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.</p> <p><b>Resistance</b> The use of force or violence to oppose someone or something.</p> <p><b>Burials</b> A ceremony at which someone's body is buried; a funeral.</p> <p><b>Inhabitants</b> A person or animal that lives in or occupies a place.</p> <p><b>Landmarks</b> A building or monument of historical importance.</p>	
--	---	--

<b>NC Requirements for Geography</b>	<b>Knowledge</b>	<b>Skills</b>
<p>Geography skills in readiness for the next topic – atlas work, continents, countries etc. Compass points</p>	<p><b>Locational knowledge:</b> England, Scotland, Wales, Northern Ireland, Ireland and the borders of these countries. Know how borders are indicated on a map. Links to Picts, Scots and where they lived. Lindisfarne. Hadrian's Wall <b>Surrounding Seas:</b> Irish Sea, North Sea, Atlantic Ocean, English Channel Capitals. <b>Cities:</b> London, Edinburgh, Dublin, Cardiff, Belfast. <b>Links to Anglo-Saxon settlements:</b> Northumbria, Wessex, Sussex <b>Human Features:</b> Houses / Farms / Towns / Kingdoms / Village UK / Settlements <b>Population Graph:</b> Create a graph showing the estimated population during the Anglo-Saxon/Viking period and a contrasting graph showing modern day population – why has it changed?</p> <p>Dublin is the capital city of Ireland founded by the Vikings.</p> <p>The 4 countries of the British Isles (recap from KSI)</p> <p>Hadrian's Wall – where is it? What was it's significance?</p> <p>That the UK is bordered by four seas (recap from KSI)</p> <p>That Lindisfarne is a tidal island off the northeast coast of England with a population of less than 200 people.</p>	<ul style="list-style-type: none"> <li>• I can use an atlas efficiently by using the index and grid references ( to locate countries that relate to our history study)</li> <li>• I can use 8 points of a compass (in relation to location of places studied in history)</li> <li>• I can plan a journey to a place in another part of the world, taking into account distance and time (considering where the invaders came from and how they travelled to Britain)</li> <li>• I can explain why people may choose to live in one place rather than another</li> <li>• I can explain some of the land use patterns of different places</li> </ul>

NEW CURRICULUM YEAR 5

	<p>The location of Denmark, Norway and Sweden as well as understanding the term 'Danes' and Scandinavia (covers the three kingdoms of Denmark, Norway, and Sweden)</p> <p><b>Key Vocabulary</b></p>	
--	---	--

NC Requirements for Science	Knowledge	Skills
<p><b>Properties and changes of materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that</li> </ul>	<p>Link to Y1 – which material is the strongest? Link to Y2 – what is it made of?</p> <p><b>Properties and changes of materials</b> Children will know the different <b>properties of materials</b>:</p> <ul style="list-style-type: none"> <li>electrical conductivity</li> <li>thermal conductivity</li> <li>insulators (thermal)</li> <li>flexibility</li> <li>hardness</li> <li>magnetism</li> <li>solubility – insoluble/soluble</li> <li>permeability</li> <li>transparency (opaque, translucent, transparent)</li> </ul> <p>And that materials are used for certain jobs because of these properties.</p> <p>There are <b>3 main states of matter; solids, liquids and gases.</b> Know that:</p> <ul style="list-style-type: none"> <li>Solid melts</li> <li>Liquid freezes</li> <li>Gas condenses</li> <li>Liquid evaporates</li> </ul> <p>Know that there are reversible and irreversible changes. <b>Reversible</b> – such as mixing and dissolving solids and liquids – can be reversed using</p> <ul style="list-style-type: none"> <li>Sieving</li> <li>Filtering</li> <li>Evaporating</li> </ul> <p><b>Irreversible</b> changes often lead to new materials being made (reactants)</p> <p><b>Soluble</b> materials dissolve forming a solution. A <b>suspension</b> is when materials do not dissolve. Know the different <b>processes</b>:</p> <ul style="list-style-type: none"> <li>Melting</li> <li>Freezing</li> <li>Dissolving</li> </ul>	<p><b>INVESTIGATIONS</b> <b>Properties and Changes of Materials</b> Investigate which materials would be most effective for making a warm jacket, wrapping ice cream to stop it melting, or for making blackout curtains Compare materials to make a switch in a circuit Observe and compare the changes that take place when baking bread or cakes Explore the creative use of new materials such as polymers, super-sticky and super-thin materials</p>

<p>this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><b>Forces</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<ul style="list-style-type: none"> <li>Evaporating</li> <li>Condensing</li> <li>Filtering</li> <li>Sieving</li> <li>Mixing</li> </ul> <p>Know that these processes can be used in order to separate some materials from others.</p> <p><b>Forces</b> Know that forces can make an object:</p> <ul style="list-style-type: none"> <li>start to move</li> <li>stop moving</li> <li>move faster</li> <li>move more slowly</li> <li>change direction</li> <li>change its shape</li> </ul> <p>Forces involve pushes or pulls</p> <p>It is the Earth's gravitational pull that keeps us on the ground</p> <p><b>Isaac Newton</b> is thought to have developed the theory of gravity.</p> <p><b>Mass (kg)</b> is how much is inside an object <b>Weight (N)</b> is how strongly gravity is pulling an object down.</p> <p>The Moon has a smaller mass than the earth so the gravitational pull is smaller than it is on earth. Jupiter has a larger mass than the earth so the gravitational pull is greater than it is on earth.</p> <p><b>Friction:</b> a force that acts between two surfaces or objects that are moving, or trying to move across each other.</p> <p><b>Water resistance</b> and <b>air resistance</b> are forms of <b>friction</b>. <b>Friction</b> can be both helpful and unhelpful.</p> <p><b>Buoyancy</b> – an upward force <b>Streamlining</b> - reduce both air and water resistance.</p> <p><b>Mechanisms</b> can be used to help with the force needed to move or lift an object:</p> <ul style="list-style-type: none"> <li><b>pulley</b> (the more wheels in a pulley, the less force is needed to lift)</li> <li><b>levers</b> (a lever always rests on a pivot)</li> <li><b>gears / cogs</b> (when 2 gears are connected, they always turn in the opposite direction to each other)</li> </ul>	<p><b>Forces</b> Explore falling paper cones or cupcake cases and designing and making paper parachutes to explore which are most effective Explore resistance in water by making and testing boats of different shapes Explore the effects of pulleys, levers or gears on a product</p> <p><b><u>WORKING SCIENTIFICALLY</u></b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
--	--	--

NEW CURRICULUM YEAR 5

--	--	--