

# Year 5 Curriculum Links – Spring

## Vikings/Anglo Saxons



### Enrichment:

Dane Law – Jorvik Viking Centre

### Immersion:

Find artefacts in forest school

### English

- To create a news report about a Viking raid on Lindisfarne
- To write a biography of King Alfred the Great
- To use a fictional poem as a source of evidence for Anglo-Saxon culture
- To write a modern version of the Beowulf
- To write and perform a persuasive election campaign
- To write a letter appeal a decision by the King
- To create a comic strip/ detailed storyboard for Beowulf
- Explore the legend of king Arthur reading comprehension linked to it
- Describe a setting from a battle scene
- Write a non-chronological report detailing life in the Viking era
- Arthur High King of Britain Michael Morpurgo - rewrite chapter 2 from the perspective of Kay (Arthur's brother).
- Recount of school trip
- Watch clips from the sword and the stone and create a play script to perform
- Persuasive travel article for a Scandinavian country – Visit Northern Lights

### Mathematics

- How far did the Vikings travel? Using the atlases measure the distances between Denmark, Sweden and Norway and England. Convert into KM
- Problem solving linked to topic –
- Viking rune puzzles – Sudoku maths logic theme
- Viking Axe Throwing Tournament – use calculation skills to determine how many sequences of amounts will solve the problem
- Data handling – carry out own axe throwing tournament using foam javelins and record results and compare as a class
- Viking coins and long boat logic problem solving activities
- Fractions of shapes linked to shields and sails
- Angles linked to runes to measure some of the angles made within each letter
- Plan a trip to see the Northern lights – including costing for flights, accommodation, spending money, food and souvenirs within a budget.

### Geography

- Locate and explore the routes travelled and plot on a map
- Explore life in Scandinavia – climates and compare to the UK
- Look at Scandinavia landscapes and compare to Castleford
- Explore different weather conditions out at sea – what they may have faced on their travels.
- Local study of York

### PE

- Invasion games linked to Vikings
- Dance – Linked to movements at sea
- Swimming
- Interpretation of a Viking myth design routines in their groups, adding their own sounds, using only bodies and voices.
- Vikings a team-building teamwork game where Vikings move their ship across the ocean. There are no paddles in this game; players must work together to move their ship (exercise mat), but they can't touch any part of the ocean (floor).

### History

- As archaeologists explore the Mystery of Sutton Hoo by looking at a range of sources – use sources to solve the mystery and present a case with evidence to the class
- Explore Anglo-Saxon runic alphabet and understand the role of religion research one of the pagan gods of the Anglo-Saxons
- Research the background to the three candidates for the throne in 1066 following Edward the Confessor's death. Plan and prepare an election campaign with persuasive language using historical information to support idea.
- Create a history passport to note key knowledge they have learnt

### Music

- Design and make Anglo Saxon instruments
- Listen to and discuss Viking saga songs
- Listen to and discuss 'Storm' by famous composer Edvard Grieg
- Compose a sea shanty song
- Compose a warrior chant
- Compose a percussion piece based upon a sea monster

### Science

- Explore materials - Viking soup a range of materials in a mixing pot to separate.
- Discuss properties of materials – waterproof clothing – fats on clothing, materials to make the boats etc.
- Compare and group materials according to their properties looking at Viking / Anglo Saxon artefacts
- Insulators and conductors – how they kept warm, what items they used to cook etc.
- Explore solubility
- Explore how climate changes affected how Vikings lived their lives. Think of a way to measure how hard butter is. How does the hardness change as the temperature changes? What is the difference between drying laundry in winter and in summer?
- Vikings traded furs to people in the Mediterranean for silk and other goods. Find out what the environment is like in the Arctic compared to the Mediterranean? Why do you think animals in the Arctic have thicker, softer fur than animals in the Mediterranean? Can you think of any other differences between animals in the Arctic and the Mediterranean?

### DT

- Build and construct a small Anglo-Saxon Village
- Plan and create an Anglo Saxon Feast
- Design and make a Viking long bot
- Design weapons and armour
- Design and make Anglo Saxon jewellery
- Weave a basket

### MFL

- Revision of months of the year through chants and songs
- Revision of hobbies and sports – Children devise a fitness programme for a peer or adult and record which activities to perform.
- Revision of fruit/ food – Create a meal with a tasting session to explain likes/dislikes – record on iPads

### Forest School

- Weave a basket
- Team games
- Shelter building
- Using natural resources to make cooking utensils

### Computing

- Design own menu for Viking feast using word processing skills
- Design and review Viking themed game using scratch nation
- Use Reece to explore the City of York to support Geography skills
- Plan and create an audio walk of an area – York / Scandinavia.

### Art & Design

- Design Nordic emblem
- Explore and draw dragon heads from long boats and use as stimulus to design own.
- Design a longboat sail using printing technique
- Design a Viking tunic

### SMSC

- Spiritual – A sense of curiosity and mystery of how and why events in Viking history happened. Artefacts to give sense of the past.
- Moral – What if we did some things the Vikings did?
- Social – Different roles of men and women in Viking/ Anglo Saxon times
- Culture – How Viking culture influenced today?

### RE

- **\*Theme:** Beliefs and moral values
- **Key Question:** Are Sikh stories important today?
- **Religion:** Sikhism
- **\*Theme:** Hindu Beliefs
- **Key Question :** How can Brahman be everywhere and in everything?
- **Religion:** Hinduism
- **Theme:** Easter
- **Key Question:** How significant is it for Christians to believe God intended Jesus to die?