

History Outcomes

History of the Vikings

Key Skills

- To know and understand the history of the British Isles in chronological narrative, from the earliest times to the present day:
- To use a wide vocabulary of historical terms and phrases relating to events studied and the passing of time.
- To know where the people and events they study fit within a chronological framework
- To show an understanding of some of the ways in which we find out about the everyday lives of people in the past
- To show how things can be the same and different between life in different periods.

Termly plan

Year: 5

Term: Autumn

Writing across the curriculum

- Recounts
- Significant authors
- Poetry
- Narratives
- Older literature
- Instructions
- Persuasive writing



Vicious Vikings



Trips/visitors

Weston Park or RAF Cosford

Maths across the curriculum

- Place value
- Four operations (+ - x ÷)
- Geometry
- Fractions, decimals and percentages
- Measurement (time, weight, converting)
- Data handling

Art and Design Outcomes

Pencil work – Lowry Key Skills

Key Skills

- To develop ideas through a process
- To evaluate the work of other artists
- Explore the roles and purposes of artists and crafts people from different cultures and from different times in history and use this information to help develop my work
- Use a range of media, with increasing accuracy, to explore line, tone, pattern, texture, colour and shape
- Compare and comment on ideas, art techniques and ways of working used in my own and others' work
- Use ideas from different people in my own work
- Use different techniques, and textures when designing and making pieces of work
- Adapt and refine the ideas, processes and intentions in my work

Science

Forces

Key skills

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Geography Outcomes

Rivers and Coasts

Key Skills

- Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features
- Understand and can describe some aspects of human geography e.g. types of settlements and land-use, economic activity linked to trade
- Use a range of atlases, globes, maps and plans at different scales to locate physical and human features in both the UK and the wider world
- Compare and contrast places on a widening scale across the UK, Europe and the World
- Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)
- Describe how physical and human processes can change the features of a place and how these can affect the lives and activities of the people living there
- Give the position of landmarks, physical and human features using 6-figure grid references

Design Technology Outcomes

Creating Viking Longboats and Shields

Key Skills

- Communicate alternative ideas for my design briefs using words, labelled sketches and models, showing that I am aware of constraints
- Measure and mark materials accurately
- Identify what is working well with my designs and what could be improved to overcome technical problems
- Use others' design ideas to develop my own work
- Construct products using permanent joining techniques