

# Year 5 – Anglo-Saxons and Vikings

## As HISTORIANS we will:

Chronology  
Interpretation  
Source Enquiry

## Key Knowledge:

### **What did the Vikings believe and how was this different to the Anglo-Saxons?**

Explore Viking values and how this contrasted with Anglo-Saxons  
Study Norse beliefs and contrast with Christianity

### **Where did the Vikings explore?**

Understand the significance of Viking ship making, how the Vikings navigated the seas and how this meant they could trade and raid across the globe  
Explore the idea of Vikings potentially being farmers using enslaved people as a way of maintaining their land while they raided, before becoming settlers.  
Using atlases and Google Earth, map the trading and raiding routes of the Vikings  
Study the trading and raiding of the Vikings

### **When did the Vikings invade Britain?**

Study the raid of Lindisfarne AD 793 in depth  
Explore the possibility of the violence of the Vikings being exaggerated in historical records  
Study the first Viking settlements of Orkney and the alliances made with alliances with the people of Cornwall (link to Stone Age geographical learning)

### **Did the Vikings ever defeat the Anglo-Saxons?**

Study the victories of the Vikings and their struggle to conquer Wessex (link to Romans with Boudica's resistance)  
Explore the life and actions of Alfred the Great  
Understand the importance of Aethelfleda and her defence of Mercia against Danelaw  
Study the Viking settlement of Jorvik

### **Did the Vikings invade Nottingham?**

Understand that Nottingham was an Anglo-Saxon settlement known as Snotta-inga-ham.  
Know that Snotta-inga-ham was captured in 867AD by Danish Vikings.  
Know the Vikings turned Nottingham into a fortified settlement or 'burgh'.  
Know that in 878, when King Alfred divided the country, the area in the north became Danelaw (controlled by Vikings), which included Nottingham.  
Explore place names and their meaning around Nottingham areas.

## As GEOGRAPHERS we will explore:

Environment  
Place and space

## Key Knowledge:

As **geographers** we will know:

### **Where did the Vikings come from and how did they get to Britain?**

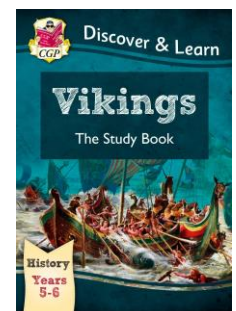
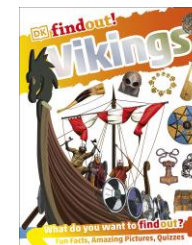
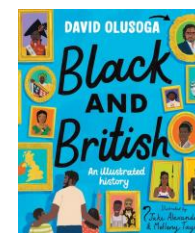
Study where the Vikings came from and reasons for invading Britain, plotting journeys.  
Explore the possible countries that the Vikings may have travelled to

### **Why were rivers important to the Vikings?**

Understand the Vikings used rivers, including the River Trent to invade and control Britain  
To understand the importance of the River Trent as a route they used to invade

## Key Vocabulary

afterlife, ally, amber, Anglo-Saxons, archaeological evidence, archaeologist, baptize, blood-feud, Christian Danegeld, Danelaw, Danes, duchy, estate, excavation, exile, famine, fortify, fyrd, harvest, hilt, hoard, international, ivory, justice system, knar, longship, legend, loot, massacre, mead, monastery, navigate, Normans, Norsemen, outlawing, overlord, Paganism, plunder, priory, raid, rune, runestone, saga, Scandinavia, stalemate, trade, treaty, Valhalla, wergild



# Year 5 – The Industrial Revolution

## As HISTORIANS we will explore:

Chronology | Cause and Consequence | Significance

### Key Knowledge:

#### **What was the Industrial Revolution?**

Recap on Queen Victoria (from Year 2) and what day life was like in the Victorian Era  
Study the industrialisation of Britain and its effects on the physical and human geography of Britain  
Study the effects of industrialisation on the frame knitters of Nottingham and how this gave rise to the Luddite rebellion (Link to Nottingham & Castle)  
Study the growth and importance of railways and canals in Britain  
Explore the lives of the Victorian working class, contrast this with that of the middle classes.

#### **What were the causes of the British Empire and what were its impacts?**

Understand the role of the slave trade in the Industrial Revolution  
Explore the transatlantic slave trade and its contribution to Britain's wealth.  
Know that slavery was abolished in the UK in 1807 and USA in 1865.

#### **How did crime and punishment change during the Industrial Revolution?**

Study the effects of the urbanisation of Britain upon crime rates and explore the reasons for this  
Explore how crime was managed during the Victorian era and how this changed  
Study the prison reforms proposed by Elizabeth Fry (link to Galleries of Justice in Nottingham)

#### **How did society change during the Victorian era?**

Study the lives and actions of the key social reformers such as Dr Barnardo, Elizabeth Fry and William Booth.  
Explore the conditions of a Victorian workhouse and discuss their roles in Victorian society

## As GEOGRAPHERS we will explore:

Scale  
Change and sustainability  
Interconnection

### Key Knowledge:

#### **How did Britain's cities change during the industrialisation?**

Look at maps to show urbanisation of Britain during the industrial revolution.  
Use maps to explore the physical features that were key to urbanisation e.g. Close to rivers and canals for transport, importance of coal mines etc.  
Explore Victorian Nottingham and how the lace industry evolved changing the face of the city.  
Go into town and photograph and draw Victorian influences e.g. Victorian buildings such as the Adams building on Stoney Street and Barker Gate House, designed by the famous architect Watson Fothergill.

#### **How big was the British Empire?**

Explore Britain's location within the world and the Empire's geographical reach  
Explore the phrase 'the sun never sets on the British Empire' map the countries in the British empire and discuss the importance of each in terms of resources and trade links.

### Key Vocabulary

antiseptic, arts and crafts movement, back-to-back housing, ballot, bank holidays, British Empire, chartism, cholera, class, colony, coronation, cottage industry, emigration, exploitation, field hospital, fine arts, foundry, gothic, industry, industrial revolution, mass production, mechanization, middle class, mill, missionary, pre-Raphaelite brotherhood, rural, sanitation, slums, socialist, textiles, typhoid, upper class, class



# Year 5 – The Rainforest

## As GEOGRAPHERS we will explore:

Place and Space  
Interconnection  
Environment  
Change and sustainability  
Scale

## Key Knowledge:

### **What are biomes?**

Know that a biome is an area of the planet with a similar type of climate and landscape, where similar animals and plants live.

Know there are 7 major types of biome – Tropical rainforest, temperate forest, desert, tundra, taiga (boreal forest), grassland and savannah.

Have understanding of where these different types of biome are in the world.

Know what time of biome the UK is and the rainforest in America is.

Know what the words equator, latitude, longitude, hemispheres, time zones are.

Location and understand how the Equator, Tropic of Cancer, and Tropic of Capricorn play a role in the climate in different locations.

### **Where in the world are the rainforests?**

Explore where rainforests are located across the world

Understand why their geographical position creates the perfect conditions for this biome.

Study the Amazon Rainforest and Amazon River in further depth.

### **What is it like in the rainforest?**

Study the four layers of the rainforest: the forest floor, understory, canopy and emergent layer.

Study the conditions of each layer.

Study the types of creatures that live in each layer.

### **Does anyone live in the rainforest?**

Explore the lifestyles of different people who live in tribes in forests, including the Iban (Borneo), Mikea (Madagascar), focussing particularly on the Yanomami (Amazon).

Locate where in the world these tribes live and compare and contrast the climate and physical geography of the areas.

Compare and contrast how these people use the forest.

### **How are humans affecting the rainforest?**

Revisit the term deforestation

Explore the impact of deforestation on habitats and the indigenous people of the rainforest.

Debate the balance between country development and international sustainability.

Study efforts to replant rainforests and key campaigners that have fought to save them (e.g. David Attenborough)

Study the effect of humans in the rainforests: the resources and food taken and the impact of destroying rainforests for grazing cattle and growing crops.

## Key Knowledge:

### **How can we help to prevent deforestation?**

Understand which foods are farmed in rainforests and the impact of this farming

Explore the fair and unfair distribution of food and identify trade links around the world by following a few chosen items like coffee, chocolate or bananas.

Explore Fair Trade resources to develop understanding of these and impact of 'buying fairtrade' has.

## As HISTORIANS we will explore:

Cause and consequence

## Key Knowledge:

Study maps over the decades to explore how areas of rainforest have been destroyed and the factors for that over time.

## Key Vocabulary

agriculture, climate, export, import, carbon footprint, food miles, fair trade, resource, exploitation, equator, tropic of Capricorn, tropic of cancer, tropical, temperate, subtropical, microclimates, climate, conservation, consumer, crops, decomposer, deforestation, endangered, fungi, pollution, reforestation, sustainable, vegetation, water vapour

