

# Year 5: Time Travellers

## 1. Key Vocabulary

- **Agriculture:** The practice of farming, including preparing the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
- **Settlement:** A place, typically one which has previously been uninhabited, where people establish a community.
- **Farm:** An area of land and its buildings, used for growing crops and rearing animals.
- **Farmer:** A person who owns or manages a farm.
- **Counties:** A territorial division of some countries, forming the chief unit of local administration.
- **Topographical:** Relating to the arrangement or accurate representation of the physical features of an area.
- **Hills:** A naturally raised area of land, not as high or craggy as a mountain.
- **Mountains:** A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.
- **Coasts:** The part of the land adjoining or near the sea.
- **Rivers:** A large natural stream of water flowing in a channel to the sea, a lake, or another river.
- **Land-Use Patterns:** The utilization of the available lands in a city as dictated by urban and regional planning and also the social economical, political and geographical conditions in a city.
- **Towns:** A built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city.
- **Villages:** A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area.
- **Stone Age:** A prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn.
- **Bronze Age:** A prehistoric period that followed the Stone Age and preceded the Iron Age, when weapons and tools were made of bronze rather than stone.
- **Iron Age:** A prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.
- **Hunter-gatherer:** A member of a nomadic people who live chiefly by hunting and fishing, and harvesting wild food.
- **Nomad:** A member of a people that travels from place to place to find fresh pasture for its animals and has no permanent home.
- **Pre-History:** The period of time before written records.
- **Anglo Saxons:** A Germanic inhabitant of England between the 5<sup>th</sup> century and the Norman Conquest.
- **Colonize:** To send settlers to (a place) and establish political control over it.
- **Invaders:** A person or group that invades a country, region, or other place.
- **Vikings:** Any of the Scandinavian seafaring pirates and traders who raided and settled in many parts of north-western Europe in the 8th–11th centuries.
- **Tribes:** A social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognised leader.
- **Tribal:** Of or characteristics of a tribe or tribes.
- **Post-War:** Occurring or existing after a war (especially the Second World War).
- **Generation:** All of the people born and living at about the same time, regarded collectively.

## 3. Art (Autumn 1)

Viking's longships often featured skilfully carved animal heads at the front. These heads were often in the form of dragons and snakes, they were designed to provoke fear in the spirits of whichever land the Vikings were raiding.



## 3. Design Technology (Autumn 2)

**Lever:** A rigid beam that can rotate about a fixed point called a fulcrum. **Gears:** Wheels with teeth that slot together. **Pulleys:** Made by looping a rope over one or more wheels. **Cam:** A mechanism that converts rotary motion into reciprocating motion.



## 4. English:

Legends are type of traditional tale based on historical, fictional events.

Narrative poetry tells a story, in comparison, an imagery poem uses descriptive language.

Narrative letters use all the features of formal letters but reflect the perspective of a key character.

Biographies detail the life and achievements of important people.



## 2. Curriculum Knowledge

- To describe the life cycle of different living things.
- To determine the features and process of reproduction for different animals.
- To write about the life and achievements of a key scientist.
- To write a narrative poem inspired by the key text (Beowulf).
- To write a historical legend inspired by the key text (The Highway Man).
- To understand the possibilities linked to Maths.
- To use our Maths skills to carry out Maths investigations.
- To study the change in Britain between the Stone Age to the Iron Age.
- To explore the struggle for the Kingdom of England by Vikings and Anglo-Saxons.
- To analyse the reasons settlers chose certain geographical locations.
- To explore the journey Vikings took from Europe to Britain.
- To develop artistic ideas through sketching and shading.
- To take inspiration from historical artworks and artefacts.
- To investigate, design, make and evaluate cycle moving toys.
- To use appropriate software, apps and online tools.
- To recognise that Christians practise around the world.

## 7. History/ Geography

### Stone, Bronze, Iron

Prehistoric Britain can be divided into three ages: Stone Age (which is split into the Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age) eras, Bronze Age and Iron Age. Following on from being nomadic (moving from place to place) humans in the Stone Age they started to settle based on local agriculture and create farms. This led to the first set of monuments, villages and towns.



### Anglo Saxons and Vikings

The first Anglo Saxons (from northern Germany and southern Scandinavia) raided the shores of south and east England in the fourth century AD, but they were beaten back by the Romans. The British were not trained to defend themselves so the next times the Saxons tried to invade Britain they succeeded. The Vikings first invaded Britain in AD 793 and last invaded in 1066 when William the Conqueror became King of England after winning the Battle of Hastings. The Anglo Saxons then fought to take back control: After Alfred the Great, English kings gradually recaptured more land from the Vikings and the Vikings agreed to be ruled by England's king.

### Post-War Britain

After the end of World War 2 despite surviving the war, Britain was had lost much of its wealth, prestige and authority. People in Britain were not happy, many lives had been lost affecting many families. The Government wanted to spur the nation on and looked at ways of doing this including the Festival of Britain.



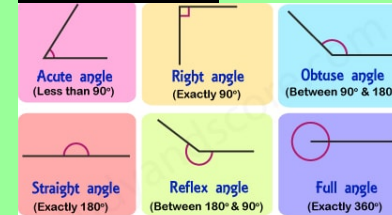
### Space Race

After World War 2, the United States and its allies, and the Soviet Union and its satellites began a struggle for supremacy known as the Cold War. As part of this battle there was a race into Space and to land on the Moon.



## 5. Maths

### Types of Angles



### Rules of Divisibility

Divisibility tests					
<b>2</b> Last digit: 2, 4, 6, 8, 0 24, 72, 106 are multiples of 2 (even numbers)	<b>3</b> Digit sum: 3, 6 or 9 31 → 3 + 1 = 4 51 is a multiple of 3	<b>5</b> Last digit: 5 or 0 10, 30, 105 are multiples of 5	<b>Digit sums</b> Split the number into its digits and add together: 45 → 4 + 5 = 9	<b>10</b> Last digit: 0 10, 30, 100 are multiples of 10	You may need to repeat until you get a single-digit answer: 78 → 7 + 8 = 15 15 → 1 + 5 = 6
<b>6</b> Even AND multiple of 3 36 ends in 6 (multiple of 2) 36 → 3 + 6 = 9 (multiple of 3)	<b>9</b> Digit sum: 9 72 → 7 + 2 = 9 72 is a multiple of 9	<b>10</b> Last digit: 0			

### Short Method Multiplication

$$\begin{array}{r} 756 \\ \times 32 \\ \hline 1512 \\ + 22680 \\ \hline 24792 \end{array}$$

### Division: Bus Stop Method

$$186 \div 6 = 31$$

no groups of 6 can be made

1 × 6 = 6

3 × 6 = 18

## 6. Science

### Living Things and their Habitats

Year 5 will be looking at the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and reproduction.



### Earth and Space

Every day, the Earth spins once around its axis, making sunrises and sunsets a daily feature of life on the planet. Year five will be learning to understand that the reason why planets revolve around, or orbit the sun is because the gravity of the sun keeps them in their orbits. Just as the moon orbits the earth because of the pull of earth's gravity, the Earth orbits the sun because of the pull of the sun's gravity.

