

Year 5 - The Great Invaders

Autumn Term



As Language Specialists we will explore the epic 10th century Saxon poem *Beowulf*, looking at extracts from the Old English original, as well as studying adapted versions. Watching selected historical and fictional videos to support our learning, will allow us to compare differing versions of this classic tale, and inspire us to create our own version of the tale of the mighty warrior. Taking a different perspective of *Invasion*, we will look into another story, *The Bodigulpa*, a fictional story of a man-eating plant. We will look at factual videos about real carnivorous plants and look at another classical tale - John Wyndham's 1951 post-apocalyptic novel *The day of the Triffids* to help us with our own suspense filled story writing with a cliff hanger ending! Later in the term we will compose newspaper reports about escaped animals from Chessington Zoo. Firstly, creating fact files about large cats and also look at how "breaking news stories" support us with our own newspaper writing and what the public can do to remain safe from feline invaders!

As Geographers we will be exploring the British coast and how the Saxons and Vikings came to settle here, closely looking at how the Vikings used the UK's geographical features and rivers to attack. Later in the term, we will look at how the coastline has changed since then due to erosion and climate change; finally, we will ask ourselves, "what part do we have to play in preserving the British coast and preventing climate change?"

As Historians we will explore the way of life of Vikings and Saxons. We will consider the effects of the Roman withdrawal in England and consider the lives of Alfred the Great and King Athelstan and we will discover why our school was named after him. We will investigate what law and order they brought to the British Isles and how their attacks and settlements created different divides across the country, paying particular focus to the Lindisfarne attack.

As Scientists we will feel the force of gravity, air and water resistance, friction and thrust through a variety of experiments. In addition, we will record results from our experiments and finally analyse them. Furthermore, we will look at levers, pulleys and gears and to create the greatest force with the least effort. At the end of the topic, we will start to travel beyond the stars and learn about the movements of our immediate celestial bodies, as well as our wider solar system and how we all travel around the Sun.

Ambition and Possibilities

Why is so much of the natural world being destroyed by humans? Why are so many natural habitats and ecosystems decimated by the presence of people? We will consider how humans have invaded the natural world.

The Arts and Sports

We will investigate the inception, concept and history of The Commonwealth Games - exploring how these games have evolved from the once-mighty British Empire.

The Big Idea: "Impossible is to be found only in the dictionary of fools" proclaimed legendary French General Napoleon Bonaparte - the man that nearly succeeded in taking over half of Planet Earth! In this intriguing topic, we will be exploring the concept of the great invaders and invasions. We will examine how the world that we live in today has been shaped by the invasions of its past, and explore what the concept of invasion means today. How has Britain been exposed to invasion through history? How has our country invaded the territory and cultures of others? How have humans invaded the ecosystems and habitats of the natural world? These are some of the questions that we will endeavour to answer as we consider the *great invaders* of our time.

As Mathematicians we will be furthering our knowledge of place value, which will prepare us to use the formal written addition and subtraction, as well as, transferring these skills to solving problems. Following on from this, we will learn to multiply and divide using a range of different methods. These skills will support our learning of perimeter and area and can also be applied to the real life context of statistics.

Across the curriculum

As Athletes we will be developing our invasion games skills in football and rugby. We will also be using apparatus in gymnastics.

As Theologians we will be asking, 'What does it mean if Christians believe God is holy and loving?' and will be considering what kind of king Christians believe Jesus is.

As members of our community we will reflect, recognise and evaluate our own and others' achievements and identify our strengths and unique qualities.

As Musicians we will investigate and appreciate the *British Invasion Bands and Artists* of the 1960s, including The Who, The Beatles, The Animals, The Kinks and Petula Clark. We will consider why they were called Invasion Artists and explore the cultural importance of these musical giants. We will be working on vocal technique through rounds and part-singing.

As speakers of French we will explore the different countries around the world where French is spoken. We will also learn how to describe the weather and express our opinions.

As Artists we will study the work of our class artist for our inspiration. We will learn about Saxon illuminated letters and design our own ornate initial letter using a range of techniques. We will explore the complexity of the Bayeux Tapestry and will each re-create our own part of the tapestry using embroidery.

As Computer Programmers we will be learning how to use Scratch to write code for our invasion-based video games, exploring and playing each other's too.

As Design Technologists we will be designing and making our very own Viking longboats.

Thinker's Project Ideas

Rewrite a Myth: Write your own version of *Beowulf*, replacing the monster with a modern threat (e.g., a hacker or an environmental disaster).

A Newspaper Report: Write a newspaper article reporting a Viking invasion as if it happened today.

Create a Suspense Story: Inspired by *The Day of the Triffids*, write a suspense story about an invasion from another world or species.