

# Our Learning Journey through the Topic

Enrichment Opportunity – Jorvik Viking Museum

Where and when did the Anglo Saxons inhabit Great Britain?

Where did the Anglo Saxons come from? How did they arrive in Great Britain?

Can you describe aspects of Anglo-Saxon life?

Did the Anglo Saxons settle in Lancashire?

What evidence of the Anglo Saxons can we find today?

Can you identify the Anglo Saxon Kingdoms.

What did Anglo Saxon leadership look like?  
Case study – Alfred the Great and St Bede

What did Anglo-Saxons Eat?  
Baking bread.

Who were the Vikings and when did they arrive in Britain?

What evidence of Viking civilisation can we find today?

## Invaders and Settlers

Compare and contrast the death rituals of the Vikings and Egyptians?

What is Sutton Hoo?

ten wam trarum phanao mætte þa thes tōde b

## Invaders and Settlers

| Term taught in:  | Summer | Number of Weeks:   | 13 |
|--|--------|--|----|
| Objectives   |        | Outcomes   |    |
| <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Explore links and contrasts within and across different periods of time.</li> <li>• Identify where people and events fit into a chronological framework.</li> <li>• Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> <li>• Use dates and historical terms when ordering events and objects.</li> <li>• Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</li> <li>• Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>• Describe some aspects of Britain's settlement by Anglo-Saxons.</li> <li>• Identify historically significant people and events in different situations - Alfred the Great and St Bede.</li> <li>• Recognise why some events happened and what happened as a result.</li> </ul> |        | <p>The child will.</p> <ul style="list-style-type: none"> <li>• Understand where the Saxons came from and who the Saxons were.</li> <li>• Understand the locations of the Saxon Kingdoms and settlements.</li> <li>• Use OS maps to identify where Anglo-Saxon villages and towns existed using place names.</li> <li>• Understand where and how the Anglo-Saxons lived by building and constructing a small Anglo-Saxon Village.</li> <li>• Understand the chronology of the period and recognise where in history it belongs and place significant events on a timeline.</li> <li>• Research Alfred the Great/St Bede and their significance.</li> </ul> |    |
| <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Name and locate a wider range of places in their locality, the UK and wider world.</li> <li>• Identify and describe similarities, differences and patterns when investigating different places, environments and people.</li> <li>• Use geographical language to identify and explain some aspects of human and physical features and patterns.</li> <li>• To use an OS map.</li> </ul>   |        | <p>The child will</p> <ul style="list-style-type: none"> <li>• Understand the locations of the Saxon Kingdoms and settlements and the impact on environment.</li> <li>• Understand where the Anglo-Saxons came from and use Maps and Atlases to locate.</li> </ul>   |    |
| <p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Prepare and cook using different cooking techniques.</li> <li>• Know where and how ingredients are reared and caught.</li> <li>• Make healthy eating choices</li> </ul>  |        | <p>The child will:</p> <ul style="list-style-type: none"> <li>• Prepare and bake their own Viking and Anglo-Saxon bread.</li> </ul>  |    |

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|---|--|---|--|--|
| <b>Art</b> <ul style="list-style-type: none"> <li>Understand the historical and cultural significance of the work of a chosen art form.</li> <li>Discuss and analyse the styles of craft makers or designers and use this to inform their own work.</li> <li>Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials.</li> <li>Use sketch book to adapt their work as their ideas develop.</li> </ul> |  | The child will <ul style="list-style-type: none"> <li>Design and decorate their own shield/helmet/sword.</li> </ul>   |  |  |
| <b>Key Vocabulary</b>   |  | <b>End Products</b>   |  |  |
| Anno Domini (AD)<br>Before Christ (BC)<br>Primary sources of evidence<br>Secondary sources of evidence<br>Invade<br>Settlement<br>Invaders  | Village<br>Tribe<br>Society<br>Saxons<br>Vikings<br>Anglo-Saxons | <ul style="list-style-type: none"> <li>To write a letter to a friend to persuade them to come and settle in England.</li> <li>To write a non-chronological report about Anglo-Saxons.</li> <li>To produce a timeline of key events of the Anglo-Saxons.</li> <li>Prepare and bake their own Viking and Anglo-Saxon bread.</li> <li>Make their own Anglo-Saxon shield/helmet/sword.</li> </ul> |  |  |
| <b>Links to our School Values</b>   |  | <b>Links to British Values</b>  |  |  |
| Communication.<br>Compassion.<br>Resilience.  |  | Being Part of Britain.<br>Mutual respect.<br>Tolerance of those of different faiths and beliefs.<br>Democracy.<br>Individual liberty.   |  |  |
| <b>Cross Curricular Opportunities</b>   |  | <b>Enhancements</b>   |  | <b>Evaluation: Misconceptions</b>  |
| Forest School.<br>English   |  | York residential trip.  |  | <i>Please note if there were any misconception that would need noting for next year.</i> |