



## Summer Term 1

### Topic Title: We are Britain - The Anglo - Saxons and Vikings

<b>History</b>	<b>Geography</b>	<b>Art</b>	<b>Design and Technology</b>
<p>Children will:</p> <ul style="list-style-type: none"> <li>-Learn about key dates that saw Britain's rule change from Roman to Anglo- Saxons and the Vikings.</li> <li>-Learn about the lives of Anglo – Saxons and there early rule of Britain.</li> <li>Investigate Anglo – Saxon settlements, what they were and why they chose them.</li> <li>-Identify the differences between the Anglo – Saxons and the Vikings.</li> <li>-Discuss the difference between an invader and a settler.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>-Outline local areas that show evidence of Anglo – Saxon and Viking settlements.</li> <li>-Investigate place names and how this can help us identify an Anglo – Saxon settlement.</li> </ul>		<p>Children will:</p> <ul style="list-style-type: none"> <li>- Research Anglo – Saxon settlements and the different types of buildings present on the settlement.</li> <li>- Generate, develop and communicate their ideas through talking and drawing.</li> <li>- Select from and use a wide range of materials, according to their characteristics.</li> <li>- Design and make a model of an Anglo-Saxon building.</li> <li>- Evaluate and reflect on their design and outline what they would change in the future.</li> </ul>

### Key drivers of the curriculum

<b>Aspirations</b>	<b>Global citizenship</b>	<b>Wellbeing</b>
<ul style="list-style-type: none"> <li>- Careers - Children will learn about the cost of living.</li> <li>- Children will learn to be able to relate on how much a job pays.</li> <li>- Children will learn key attributes of historical leaders and what it means to be a good leader.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will understand the history that helped to form and guide Britain's heritage.</li> <li>- Children will identify how our local area has been affected by our past.</li> <li>- Identify why pilgrimage is important for many different cultures within the society we live in.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will learn about the importance of relationships with friends and families in PSHCE.</li> <li>- Children will learn to understand what a positive relationship looks like.</li> <li>- Children will learn about the importance of health within physical education.</li> </ul>

## Core links through the curriculum.

### Basic Skills

### Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p><b><u>Key texts</u></b></p> <p>Shine – Katie Myron</p>	<p>Children will understand the importance of ratio when building to scale settlements in DT.</p>	<p>Children will create an Anglo-Saxon / Viking style game using computer programming.</p>	<p>Identifying why Anglo Saxons chose particular settlements for vegetation reasons and use of water supplies.</p>
<p><b><u>Writing opportunities</u></b></p> <p>Children to create an argument regarding Vikings and Anglo – Saxons.</p> <p>Children to write an explanation about the difference between an invader and a settler.</p>	<p>Children will use grid references when identifying historical Anglo Saxon Settlements.</p> <p>Children will use counting when competing in a game of cricket.</p> <p>Children will use dates when learning of the Anglo Saxon rule and dates written in Roman Numerals.</p>	<p>Children will use the internet to research key dates with the Anglo Saxon and Viking reign.</p> <p>Use of the internet to research what Anglo Saxon settlements looked like and to gain ideas on how to create a model.</p>	<p>Learn about the development of different weapons and materials used.</p> <p>Outline the different properties of materials used by the Anglo Saxons.</p>
<p><b><u>Reading opportunities</u></b></p> <p>Research into the Anglo – Saxons.</p>	<p>Children will create algorithms which include measure of rotation and co-ordinates.</p>		

Objectives	Activities
<b>History:</b>	
<p>I can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.</p> <p>I can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.</p> <p>I can explain the role and significance of different causes and effects of a range of events and developments.</p> <p>I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance</p> <p>I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.</p>	<ul style="list-style-type: none"> <li>- Explore what Britain was like before the first Viking invasions.</li> <li>- Find out about the Viking invasions of Britain.</li> <li>- Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</li> <li>- Find out why King Alfred was dubbed 'Alfred the Great'.</li> <li>- Explore what life was like for Vikings living in Britain.</li> <li>- Find out how and when England became a unified country.</li> </ul>
<b>Geography:</b>	
<p>I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>I can recognise broad land-use patterns of the UK.</p> <p>I can understand how a region has changed and how it is different from another region of the UK.</p>	<ul style="list-style-type: none"> <li>- Children to outline local areas that show evidence of Anglo – Saxon and Viking settlements.</li> <li>- Children to investigate place names and how this can help us identify an Anglo – Saxon settlement.</li> </ul>
<b>ICT:</b>	
<p>I can use sequence selection and repetitions that work with variables and forms of input and output.</p> <p>I can use logical reasoning to debug and detect errors in programs and algorithms,</p> <p>I can solve problems by decomposing them into smaller parts.</p>	<ul style="list-style-type: none"> <li>- Children to create Textures, Terrain, Water &amp; Basic Movement using Kodu.</li> <li>- Children to add Paths and understand settings and advanced actions.</li> <li>- Children to begin building their game by adding a Start and an ending to a game.</li> <li>- Children to add pages to their game.</li> <li>- Children to finalise creating their game and analyse coding for problems.</li> <li>- Children are to play their game.</li> </ul>
<b>D&amp;T</b>	
<p>I can gather ideas through a range of research methods.</p> <p>I can produce design specification.</p> <p>I can justify my plans and ideas.</p> <p>I can make accurate measurements to the nearest mm. I can use tools for accurate assembly.</p>	<ul style="list-style-type: none"> <li>- Children to research Anglo – Saxon settlements and the different types of buildings present on the settlement.</li> <li>- Children to generate, develop and communicate their ideas through talking and drawing.</li> <li>- Children to select from and use a wide range of materials, according to their characteristics.</li> </ul>

<p>I can build frameworks using a range of materials: wood, card, corrugated plastic.</p>	<ul style="list-style-type: none"><li>- Children to design and make a model of an Anglo-Saxon building.</li><li>- Children to evaluate and reflect on their design and outline what they would change in the future.</li></ul>
-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------