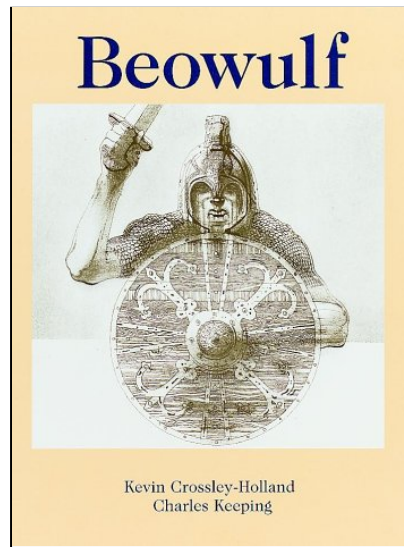


Invaders and Settlers



Why did people invade Britain and how can we possibly know where they settled?

Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 2 (And Spring 1 for 2020 only)	Invaders and settlers	Beowulf (By Michael Morpurgo) Raiders (Literacy World) Saxon Boy (Tony Bradman)	History Anglo-Saxons First Vikings Second	To understand what it means to be a citizen and to vote in a democracy To understand why people emigrate

History and Geography objectives coverage

History

Key Question	Ancillary Questions and content focus	History Objectives	Learning Goal, taken from skills progression document
Why did people invade Britain and how can we possibly know where they settled?	<ol style="list-style-type: none"> 1. What does the mystery of the empty grave tell us about Saxon Britain? 2. Why did the Saxons invade? Push or Pull? 3. Why do we speak English today? 4. Why are there different countries in the islands of Britain and Ireland? 5. Just how great was King Alfred, really? 6. Just how effective was Saxon justice? 7. How did people's lives change when Christianity came to Britain and how can we be sure? 8. So how dark were the dark Ages, really? 9. What can we learn about Viking and Saxon settlement from a study of place-name endings? 	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ol style="list-style-type: none"> 1. To speculate on the significance of historical artefacts 2. To summarise the main reasons why the Saxons invaded 3. To recognise some of the earliest origins of the English language. 4. To explain why the UK is made up of 4 countries 5. To reason why King Alfred is called 'Great' 6. To describe the methods of keeping law and order in Saxon times. 7. To explain how Christianity affected people's lives. 8. To explain why the 'Dark Ages' became known as 'dark' 9. To demonstrate an understanding of the significance of Viking and Saxon place names

Geography

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
Where did the invaders come from?	<ol style="list-style-type: none"> 1. Where did the Anglo-Saxons and Vikings come from? 2. Where in Britain did the early Anglo-Saxons and Vikings choose to live? 3. Why did the Settlers choose to settle in certain places? 	To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)	<ol style="list-style-type: none"> 1. To identify the areas in which the Anglo-Saxons and Vikings chose to live. 2. To explain the reasons why Saxons and Vikings chose to make their settlements in certain places.

		To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	
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English coverage

<u>Text types</u>	<u>Outcome</u>
Journalistic Recount	Children write their own news report about an Anglo-Saxon archaeological coin discovery.
A Warning Story - Suspense	Children write their own Warning Story from the point of view of the Anglo Saxons, invaded by the Vikings
READING	READING: Kevin Crossley Holland <i>Beowulf</i> (Key text) Jeremy Strong 'There's a viking in my bed'

Science coverage (Spring 2)

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.
Living things and their habitats (Spring 2 Main theme Focus)	<ul style="list-style-type: none"> - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things

PSHE coverage

<u>Topic</u>	<u>Objectives</u>
Identity, society and equality: Democracy	<ul style="list-style-type: none"> • About Britain as a democratic society • about how laws are made • learn about the local council

Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	<p>DT Textiles</p> <p>To look at existing products - money containers</p> <p>To create a prototype purse from cheap material</p> <p>To use a variety of stitches to join and decorate</p> <p>To create a 3D item from 2D pieces.</p>	To design and create a Saxon purse to embroider
RE	<p>Christianity</p> <p>To discuss the reasons why forgiveness is hard</p> <p>To select stories of forgiveness from the New Testament.</p> <p>To demonstrate an understanding of why forgiveness is important for Christians.</p>	<p>Key questions: Is forgiveness always possible for Christians?</p> <p><i>Do religious people lead better lives?</i></p> <p><i>Do all religious beliefs influence people to behave well towards others?</i></p>

Computing	We are animators	Animating a story using Scratch
PE	Work cooperatively to solve physical puzzles Teamwork Orienteering	Outdoor adventurous
Music	To play instruments with a sense of pulse and rhythm within different tempos. To play extended rhythmic and melodic phrases with accuracy. To link sound with symbol using standard staff rhythmic notation for one beat and half beat notes, and one beat rests. To start to learn to read pitch on staff notation.	Whole class instrument - recorder

Enrichment

Saddlescombe Farm
Portals to the Past - Anglo-Saxon Day