

Year 5 Learning Challenge



How can we present our learning to our school community so that they understand the Anglo-Saxon influence on Modern Britain?



Hooks or memorable experiences

- **Staffordshire Hoard @ Potteries Museum and Art Gallery (Stoke-on-Trent)**
- **Visitors on Hook Day to demonstrate Anglo-Saxon life**

Learning Challenge Outcome:

How can we present our learning to our school community so that they understand the Anglo-Saxon influence on modern Britain?

Class texts- whole class reading, extracts, thematic books

- **Beowulf – Michael Morpurgo & Rob Lloyd Jones**
- **King Arthur**

Cognitive skills / meta-learning – specific teaching examples to use in learning

- **CAF- initial idea/ prior knowledge**
- **PMI- Evaluate subjects/ experiences**
- **APC- Discussion around alternative outcomes/possibilities**
- **Collaboration/ planning- learning challenge**
- **Making links – to help with combining learnt information and experiences in preparation for fair**
- **Planning – preparing for challenge in a refined manner**

Killer Questions- those asked to measure understanding of pupils at key milestone points during the term

KQ (History) – What is the significance of artefacts for historians studying the Anglo-Saxons?

KQ (History) – What made the Anglo-Saxons invade and settle in Britain?

KQ (Geography) – What are the similarities and differences between immigration in Anglo-Saxon times and in the modern age?

Year Group		5	Term	Summer	Challenge pack	Anglo-Saxons	
SUBJECT	Children will learn about/ will know WHAT? (Declarative knowledge)			Children will know HOW To...? (Procedural knowledge)		Prior learning (Schemata)	Vocabulary
History	<p>Q – Who were the Anglo-Saxon invaders? A: A mixture of invaders from modern day Germany, Denmark and Norway. They ruled from 410AD – 1066AD.</p> <p>Q – What was everyday life like as an Anglo-Saxon? A: They lived in villages, which had houses centred around a central hall, where the chief lived. All members had jobs that contributed towards the village.</p> <p>Q – What did the Anglo-Saxons wear? A: Wool, leather, linen and silk. Only the rich could afford silk. Peasants wore linen.</p> <p>Q – What did the Anglo-Saxons eat and drink? A: Vegetarians as animals were needed for resources, hunting was prohibited to the rich and vegetables could be easily grown. Weak beer was drunk instead of water.</p> <p>Q – How was Anglo-Saxon Britain ruled? A: There wasn't one ruler but each group of invaders who settled had a 'cyning', a 'king'. Sometimes, a 'bretwalda' was declared as the strongest of all the kings. Society structure: kings, thanes, ceorls, women then slaves.</p> <p>Q – Who was Alfred The Great and what impact did he have? A: He was a great warrior, who fought off Vikings, was passionate about education, cared about his people and built walled towns (burhs/boroughs).</p> <p>Q – What were Anglo-Saxon beliefs? A: Anglo-Saxons were pagans but they began converting to Christianity when a monk called Augustine converted King Ethelbert and his village around 597AD</p> <p>Q – How did Anglo-Saxons write things down? A: Anglo-Saxons used 'futhorc runes'. Some runes made diagraphs.</p> <p>Q: What was significant about the discovery at Sutton Hoo? A: Mounds of Anglo-Saxon artefacts were discovered, which told historians that a great King must have been buried there because of the types of objects found.</p>			<ul style="list-style-type: none"> • H3.1c Use a timeline to make comparisons between different places and times in the past • H3.1d Select and synthesise key information to present findings on a time period. • H3.2b Identify the difference between primary and secondary sources • H3.2d Gather from sources how conclusions were arrived • H3.3a Identify connections, contrasts and trends over different periods of time 		<p>Chose relevant material and questions to build up a picture of an aspect of life.</p> <p>Find out how features of a civilisation have been adapted since that time.</p>	Socio-economic Background Development
Geography	<p>Q – Where did the Anglo-Saxons settle and how has the land been used today? A: By 600AD they had settled into several kingdoms: Northumbria, Essex, Wessex, Sussex, Mercia, Kent and East Anglia. They did not settled in Wales, Scotland or Ireland. This began the shape for modern day Britain's towns.</p> <p>Q – What makes a good location for an Anglo-Saxon settlement? A: Near a water source, preferably on a hill to offer protection and with good soil for growing vegetation.</p> <p>Q – How were the Anglo-Saxons able to become self-sufficient? A: 'Subsistence economy' each villager had a job, which contributed towards the village's needs, they ate and drank produce they could grow easily, they cleverly used resources and bartered for goods rather than exchanged coin. In towns, there was an 'exchange economy'. Luxury items from Europe and Asia could be bartered for in towns.</p>			<ul style="list-style-type: none"> • G3.1b Name and locate countries and cities of the UK, geographical regions • G3.2.b Identify physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the countries, regions and cities of the UK, understand change over time • G3.3b Identify human and land-use patterns of the countries, regions and cities of the UK, understand change over time • G3.3c Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 		<p>Know how to use a map. Be able to locate the UK, Europe and South America.</p>	

		<ul style="list-style-type: none"> G3.4b Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 		
Art	<p>Explore artefacts and crafts such as the Bayeux Tapestry and artefacts found as part of the Staffordshire Hoard Children will understand how these archaeological finds help us to understand and learn more about Anglo Saxon civilisation.</p> <p><u>Unit: Drawing / 3D Sculpting</u></p> <ul style="list-style-type: none"> Children to create modern day Anglo – Saxon brooches, rings and coins 	<ul style="list-style-type: none"> A3.2b Draw with increasing accuracy, including some knowledge of proportion A3.4a Plan and make sculptures using a range of natural and manmade resources with increasing accuracy and success in joining together materials. A3.4b Explore more complex patterns and shape using a variety of materials A3.4c Increase proficiency in a range of tools and techniques for sculpting A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work. A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future. A3.5b Describe techniques used, evaluating how they could be performed more effectively. 		
Design Techn ology	<p>Q- How can we cook like an Anglo-Saxon? A: Using knowledge from history, we know that they were vegetarians. We can create an Anglo-Saxon menu and create a meal using our knowledge of their habits.</p>	<ul style="list-style-type: none"> D3.5a Explain and apply the principles and importance of a healthy, varied diet D3.5b Set out my own cooking process including the recipe, instructions and how to practice effective food hygiene D3.5c Use a range of cooking techniques resulting in the production of a quality product 	<p>Designs that are fit for purpose Producing a labelled plan Selecting appropriate tools Cut and measure materials Evaluate at the end of the making process</p>	
Music	<p>Q-What musical instruments were used during the Anglo-Saxon time period? Anglo-Saxon lyre, ox horn, flute and drums</p> <p>Q- What was Anglo-Saxon music used for? Anglo-Saxon instruments were played for ceremonies and to commemorate the dead</p> <p>Q-What Anglo-Saxon instruments were played in the piece of music? Anglo-Saxon lyre, ox horn, flute and drums</p> <p>Q- What is the tempo of the piece of music? Largo- slow and stately</p> <p>Q-What was Waelhaell composed for? To commemorate a slain warrior</p>	<ul style="list-style-type: none"> M3.4a I listen to a wide variety of musical genres and comment using a range of musical vocabulary. M3.4c I can begin to identify works by the great composers M3.4d I listen to a wide variety of music and identify the musical genres. M3.4e I can use musical vocabulary confidently to describe the music I am listening to. M3.4c I can begin to identify works by the great composers M3.4d I listen to a wide variety of music and identify the musical genres. 	<p>Listening and appreciating music during assembly time. Listening to music of a similar genre during performance lessons.</p>	<p>Piano Mezzo piano Mezzo forte Forte Tempo Tempo Lento Largo Adagio Andante Vivace Allegro Presto Timbre</p>
ICT and Computing (include Apps and digital pencil case)	<p>Q: How can we create an Anglo-Saxon melody? A: Using our knowledge of Anglo-Saxon music and Garageband, we will create our own Anglo-Saxon music.</p>	<ul style="list-style-type: none"> C3.1d To manipulate sounds/music C3.3d Control or simulate physical systems C3.3g Solve problems by decomposing them into smaller parts 	<p>Use of computers/iPad Able to create algorithms</p>	<p>Data Analyse</p>

<p>RHE</p>	<p>Q: How do the 5 British Values underpin our society? A: The values allow our society to operate in a cohesive manner, with respect, tolerance, individual liberty, democracy and the rule of law.</p> <p>Q: How do people keep track of their finances? A: We use banks to keep our money safe, then bills come out of the account. The more we keep track of the figure, the better, as we will be unsurprised by changes.</p> <p>Q: Why is it important to celebrate diversity? A: Different people and the cultures, thoughts and opinions they bring to our society allow us to create a better world for everyone, which allows all people to flourish. When we hold back a particular group, we make it more challenging for everyone.</p>	<ul style="list-style-type: none"> • I understand that it is important to behave responsibly and how the consequences of people's behaviours can affect others • I can identify organisations in communities and the wider world that help people with their rights • I understand the concepts of anarchy, democracy, and monarchy in society • I recognise how money works in society and how it can sometimes affect a society • I can consider effective budgeting and choices when considering spending money • I can discuss financial terms such as loan, interest, tax and discount • I am aware of what anti-social behaviour means and its effect in the community • I can plan ways in which to actively help an identified community • I can reflect on making a positive difference or change in my school and local community • I can consider how to create change locally, nationally or globally using words and actions to address global issues • I can celebrate differences between my uniqueness and others • I can use the words 'discrimination' and 'stereotype' when discussing scenarios about people and life 	<p>Previously taught PSHE units from ¾</p>	<p>Consequences Communities Diversity Racism Anarchy Democracy Monarchy Discrimination Stereotype</p>
<p>Relation ships to core subjects (Maths, English, Science)</p>	<p><u>English</u> Read a variety of legends from the Anglo Saxon period Anglo Saxon gods</p> <p><u>Maths</u></p> <p><u>Science – Living things and Habitats</u> Animals including humans</p>	<p>Writing – Based on Anglo Saxon legends (Beowulf) Plan, draft and write a quest story -Commas to clarify meaning/avoid ambiguity Poetry Maths – Link in skills from Maths so children have a deeper knowledge of size, especially when considering distances between planets and/or the size of planets etc. Science –</p> <ul style="list-style-type: none"> • S3.1g Describe the changes as humans develop to old age. • S3.1h Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • S3.1i Explain scientifically, the impact of diet, exercise, drugs and lifestyle on the way their bodies function • S3.1j Describe the ways in which nutrients and water are transported within animals, including humans • S3.1k Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • S3.1l I Can discuss how the classification system has developed over time. • S3.1m Understand that broad groupings, such as micro-organisms, plants and animals can be subdivided. • S3.1n Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). • S3.1o Give reasons for classifying plants and animals based on common observable characteristics. • S3.1p To use classification systems and keys to classify a range plants and animals based on specific characteristics. 	<p>Prior knowledge of materials to build upon</p> <p>Understanding of how to construct a scientific investigation</p>	