



School name: \_\_\_\_\_ FOUNDATION PLANNING YEAR A



Theme: Anglo Saxons and Vikings

Year: 5-6

Term: Autumn 1

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><b><u>L.O. To pre-assess my knowledge on the 'Invaders' unit.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must understand what is meant by the term 'invasion' and what it can look like.</li> <li>2. I should be able to place the Anglo Saxons and Vikings in British chronology.</li> <li>3. I could retrieve my prior knowledge and ask questions about a unit.</li> </ol>	<p><b>Input:</b> Discuss with the children what they already know about the Anglo Saxons and Vikings. Display a timeline to show where they fit chronologically into British history. Discuss the Romans and why they left Britain. Display a map that shows the countries then compared to now. Read the story of King Vortigern. In groups, list other options he had and the advantages and disadvantages of asking the Anglo-Saxons to help. Each group to decide if he made the right or wrong decision and explain why. <u>Explore the concept of invasion and allow the children time to 'invade' other classes in the school.</u></p> <p><b>Task:</b> Create concept map. Children write unit title (Invaders: Anglo Saxons and</p>	<p>Topic book, handwriting pen, pencil, colouring pencils.</p> <p><a href="https://www.bbc.com/bitesize/articles/zq2m6sg#zxxxtfr">https://www.bbc.com/bitesize/articles/zq2m6sg#zxxxtfr</a></p>	<p>Drama – invading the other classrooms.</p> <p>Drawing for the concept map.</p>

Vikings) and thought shower prior knowledge.

**Plenary:** Gallery viewing - Share ideas. Talk about what will be taught in future lessons.

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2	<p><b><u>L.O. What affect did the Anglo Saxons have on Great Britain?</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must understand that modern day Britain is different to Anglo-Saxon Britain.</li> <li>2. I should understand where the Anglo Saxons settled and that determined what they named those places.</li> <li>3. I could identify the features of the landscape and come to my own conclusions.</li> </ol>	<p><b>Input:</b> Ask children what we have learnt about the Anglo Saxons so far and ask the children why they invaded. Show the children a map of Anglo-Saxon Britain and a map of modern day Britain and ask what is similar and what is different. Why might that be? Then focus the children on the map of Anglo Saxon Britain and its seven kingdoms. Ask children why they think Cornwall, Wales and Scotland are a different colour on the map (the Saxons did not settle here as the Scots/Pics/Britains were here). Show the children what the different Kingdom names meant. Show the children the root place endings and what they mean and children work in pairs in order to find as many town/villages that have those endings today.</p> <p><b>Task:</b> Children draw a map of Great Britain and label it according to the Anglo-Saxon Kingdoms. They are then given some Towns, which they must try to define and then add them to the map. HA children to say whether the town names are accurate.</p> <p><b>Plenary:</b> Ask the children to imagine that they are an Anglo Saxon who has just settled in</p>	Topic book, handwriting pen, pencil, maps and place definition sheet.	Children creating their own place names.

		<p>Britain. <u>Can you make up a name for your own village or town using the Anglo Saxon vocabulary sheets and your own knowledge of invaders and settlers?</u> Can you also provide a definition for the name?</p>		
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3	<p><b><u>L.O. How do we know what life was like in the Anglo Saxon Times?</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must understand the nature of historical sources.</li> <li>2. I should be able to ask appropriate questions about a source.</li> <li>3. I could use prior knowledge and apply it to a source to make deductions about the past.</li> </ol>	<p><b>Input:</b> Recap what we have learnt so far. Tell the children that Sutton Hoo was a major Anglo Saxon discovery. It was a farm with lots of hill until the owner asked a museum to come and investigate. It was the most significant find in England.</p> <p>Discuss – What is an archaeologist? What is a historian? Why is it important to study the past?</p> <p>Look at the picture of the ship – lay some children down to see how long it was – very!</p> <p><b>Task:</b> In groups, give the children pictures of Anglo Saxon artefacts and using who, what, where, why, when. They must use these to deduce facts about the Anglo Saxon period.</p> <p><b>Plenary:</b> Each group feeds back about their artefact and what they discovered.</p>	<p>Topic book, handwriting pen, pencil, camera and artefact photographs.</p>	

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4	<p><b><u>L.O. “You could get away with anything during the Anglo Saxon Times.” Do you agree?</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must understand how the seven Kingdoms were governed under the Anglo Saxons.</li> <li>2. I should be able ask and answer my own research questions.</li> <li>3. I could apply what I have learnt to the criminals on trial!</li> </ol>	<p><b>Input:</b> Recap the names of the Kingdoms with the children. Tell them that each of the Kingdoms was run by a King and they would often battle to see who was the strongest. From time to time, the strongest king would claim to be 'bretwalda' - which meant ruler of all Britain. Offa was King of Mercia from AD757 to 796. Mercia was the strongest kingdom in Anglo-Saxon England, and Offa was the most powerful English king. There were no police officers during the Anglo Saxon Times so what happened when people committed crimes? Tell the children that this is what they must find out today.</p> <p><b>Task 1:</b> Children research law and order during the Saxon Period. They will need to find out what punishments were given for specific crimes.</p> <p>What did you find out? (Blooms Taxonomy) Show the children some information on the Anglo-Saxon justice system.</p> <p><b>Task 2:</b> <u>In groups, children set up an Anglo Saxon trial on their tables. They will need to put criminals on trial for: murder, stealing, breaking into someone’s house, pulling out someone’s tooth or blinding someone.</u></p> <p><b>Plenary:</b> Children answer the following in their books:</p> <ol style="list-style-type: none"> <li>1. How were criminals put on trial during the Anglo Saxon period?</li> <li>2. What were the punishments for: stealing, murder, breaking into someone's house, breaking a part of someone?</li> </ol>	Topic book, handwriting pen, pencil.	Drama – children setting up an Anglo Saxon court scene.

3. What are the similarities and differences between the Anglo Saxon justice system and what we have today?

Teacher to then discuss a balanced argument with the children and help them to plan a more detailed answer to the following:

4. "You could get away with anything during the Anglo Saxon times." What do you think and why?

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5	<p><b><u>L.O. What religious beliefs did the Anglo Saxons follow?</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to retrieve the important information.</li> <li>2. I should be able to recall the key facts about the Saints of the Anglo Saxon period.</li> <li>3. I could explain how and why the Anglo Saxons went from paganism to Christianity.</li> </ol>	<p><b>Input:</b> Remind the children that the Romans were Christian but when the Anglo Saxons invaded, they brought over paganism. Christianity only continued where the Anglo Saxons did not settle. Explain to the children that the Saxons had many Gods and show some examples. They were very superstitious and had many festivals. Tell the children that in 597AD, Pope Gregory the Great from Rome sent a Roman monk called Augustine (early 6<sup>th</sup> century – 604AD) to Britain to tell the Anglo-Saxons all about Christianity, and persuade them to become Christians. Explain how other Saints followed and give them some information about the Saints.</p> <p><b>Task:</b> Children write information on each of the Saints <i>and illustrate them.</i></p> <p><b>Plenary:</b> Children feedback to the rest of the class.</p>	Topic books, handwriting pens, pencils.	Drawing pictures of the saints.

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6	<p><b><u>L.O. Were the Vikings raiders, invaders or settlers?</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must understand that history can be open to interpretation.</li> <li>2. I should be able to place events chronologically.</li> <li>3. I could use evidence to draw my own conclusions and explain them.</li> </ol>	<p><b>Input:</b> Allow the children to pair share any information that they already know about the Vikings. Show them the BBC history video as an introduction. Set the Viking arrival in Britain in context and explain how they can be seen as invaders, raiders and settlers. Then give the children an event in Viking history and allow them to stand in the correct order. Which events fit into the invaders, raiders or settlers category? Take feedback from the children.</p> <p><b>Task:</b> In their books, children write/<u>draw</u> evidence under Viking Invaders, Viking Raiders and Viking Settlers before answering: Were the Viking raiders, invaders or settlers in their book.</p> <p><b>Plenary:</b> Children feedback their answers and the class take a vote.</p>	<p>Topic book, handwriting pen, pencil, colouring pencils, links and Viking timeline posters.</p> <p><a href="http://www.bbc.co.uk/education/clips/zgj2hyc">http://www.bbc.co.uk/education/clips/zgj2hyc</a></p>	<p>Drawing as part of the evidence.</p>

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7	<p><b><u>L.O. Does Alfred the Great deserve to be called 'Great?'</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to recall information about Alfred the Great.</li> <li>2. I should be able to analyse the evidence and form an opinion.</li> <li>3. I could present an argument, using facts to support my views.</li> </ol>	<p><b>Input:</b> Introduce Alfred the Great to the class. Give the children some information about him and why he is an important historical figure. He is the only British Monarch to be called 'Great' – the question is: was he? Give the children some cards about Alfred's achievements and allow them to work in pairs to order them from 'great' to 'least great.'</p> <p><b>Task:</b> Children to produce information page on King Alfred and his achievements, deciding whether to call it: Alfred the Great or Alfred the less than Great.</p> <p><b>Plenary:</b> Gallery viewing and class debate on whether he was great or not.</p>	<p>Topic books, handwriting pens, pencils and the fact cards.</p> <p><a href="https://www.bbc.com/bitesize/articles/z9tdq6f#z8pj2hv">https://www.bbc.com/bitesize/articles/z9tdq6f#z8pj2hv</a></p> <p><a href="https://www.youtube.com/watch?v=Qt4GDYvNyO0">https://www.youtube.com/watch?v=Qt4GDYvNyO0</a></p>	<p>Drawing as part of the evidence.</p>

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8	<p><b><u>L.O. What happened to the Vikings?</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to recall key historical events.</li> <li>2. I should be able to use my enquiry skills to make deductions from a primary source.</li> <li>3. I could confidently use a primary source to find out about the past.</li> </ol>	<p><b>Input:</b> Ask children to recap what they have learnt in this unit. What has been their favourite part? Tell them the history behind the lead up to the Battle of Hastings and how the demise of the Vikings came about. Tell them that we know of the battle due to the famous Bayeux Tapestry and show a video that introduces it. Show as image and explain how sophisticated it was for the time.</p> <p><b>Task:</b> Children are to be given sections of the tapestry and match them to the captions and put them in the correct order.</p> <p><b>Plenary:</b> <u>Children are given a section of the Bayeux tapestry to recreate.</u></p>	<p>Topic book, Handwriting pen, pencil, colouring pencils, links.</p> <p><a href="https://www.bbc.com/bitesize/clips/zmc9wmn">https://www.bbc.com/bitesize/clips/zmc9wmn</a></p>	<p>Art – recreating a section of the Bayeux Tapestry.</p>