

# Dore Primary School

## Y5 Learning Journey 2



### Who Do We Think We Are? Part 1 – 400CE-1087CE – Anglo-Saxons and Vikings

To learn about the post-Roman world in England and the invasions by Anglo Saxons and the Vikings, leading up to the Battle of Hastings in 1066

#### KS2 History National Curriculum

*develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note **connections, contrasts and trends over time** and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources*

- When did the Anglo-Saxons come to England, why and where from.
- Who fought in the “Battle of Dore” and why.
- What were the spiritual/religious beliefs of early Anglo-Saxons and what were their funeral customs.
- How did Christianity come to Britain and who were the key individuals responsible for this.
- What was life like for normal Anglo-Saxons.
- Why did the Vikings begin to raid Britain and where did they come from.
- Why did Vikings choose to settle in England and how was Viking society in England organised.
- Who was Alfred the Great and what were the events leading up to his defeat of the Vikings at the battle of Edington.
- How did Alfred the Great secure his kingdom and what reforms did he bring in during his reign.
- How were the separate Anglo-Saxon kingdoms expanded and combined to create “England”.
- What were the events that led up to the Battle of Hastings and how did William the Conqueror become king of England
- What reforms did William the Conqueror enact and how did this enable him to control England
- How did life and society in England change from CE410 to 1087. What changes can we still see today.

#### KS2 Art National Curriculum

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- to improve their mastery of art and design techniques, including **drawing, painting** and sculpture with a range of materials [for example, **pencil, charcoal, paint, clay**]
- about great artists, architects and designers in history - **illustrators**
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#### KS2 Design and Technology National Curriculum

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- Demonstrate an ability to make the following stitches: running-stitch, back-stitch, cross-stitch, blanket-stitch.
- Use stitching and applique to design and make an embroidered figure from the “Battle of Dore”.
- Evaluate the completed figure and consider whether the design criteria has been met.

#### RE

Reflect - This concept involves an appreciation of how religion plays an important role in the lives of some people.

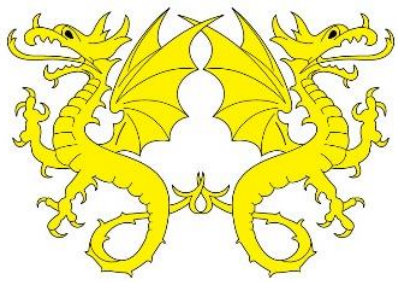
#### ENDPOINTS

Substantive knowledge children will know:

Disciplinary knowledge children will know how to / be able to:

#### Links to Prior Knowledge:

Previous history units (Romans – Y4)



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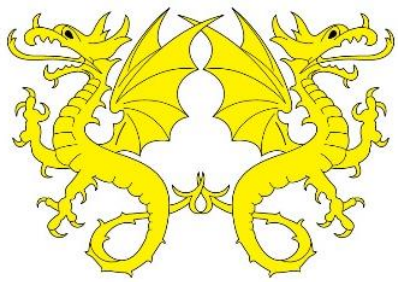
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<b>Links for Relevance and Currency:</b>	Understand the many different ways in which this country has been affected by the arrival of various groups of people over history
<b>Immersion Event / Activity:</b>	Outdoor Learning Shelter Building – Anglo Saxon immigrants
<b>Celebration of Learning:</b>	Recording of inspirational speeches and Sutton Hoo TASC day
<b>English Links:</b>	Look at language Old English & Viking, identifying the roots of words we still use today and how these help our historical interpretation of the past Reading source materials – identifying bias Writing persuasive letter from point of view of Briton/Anglo-Saxon settler
<b>Maths Links:</b>	Build models of Viking houses and longboats to scale.

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
Outdoor Learning/Immersion	1	To create ridge-line and ridge-pole shelters	<p>Children introduced to scenario that they are Anglo-Saxon settlers and they have arrived in Britain.</p> <p>Children shown shelter building techniques: clove-hitch, timber-hitch and shear lashing, before making ridge line shelters on the field.</p> <p>Children split into two groups: Anglo-Saxons and native Britons and are given a set of events detailing the arrival of the Anglo-Saxons. Children discuss in groups how they would deal with these event and then the two come together at the end of the lesson to talk about what they felt during these events and how they dealt with them.</p>	<ul style="list-style-type: none"> <li>- When did the Anglo-Saxons come to England, why and where from.</li> <li>- Make a ridge-line shelter.</li> </ul>	x	x	x	x	
	2	<p>Recognise and describe change and continuity.</p> <p>Identify where periods I have studied fit within a chronological framework</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p>	<p>Lesson taught in conjunction with English Immersion – why did the Anglo-Saxons come to Britain (causes)? What effects did this have (changes)? Were they invaders or settlers?</p> <p>Link new learning journey to previous Romans in Y4 – timelines and themes (causes and changes)</p> <p>AfL– Romans, Anglo-Saxons, Vikings</p>	<ul style="list-style-type: none"> <li>- Timeline of overlapping Roman, Anglo-Saxons and Viking periods</li> <li>- Causes of: <ul style="list-style-type: none"> <li>o First Anglo-Saxons arrived in Britain</li> <li>o Romans left</li> <li>o More Anglo-Saxons arrived</li> </ul> </li> <li>- Changes that result from these events will be revisited in subsequent lessons</li> </ul>	x				



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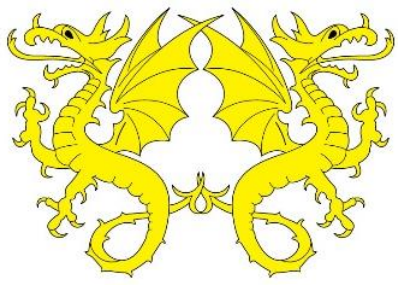
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### Who Do We Think We Are? Part 1 – 400CE-1087CE – Anglo-Saxons and Vikings

			Focus on timeline of overlapping Roman, Anglo-Saxons and Viking periods. Understand centuries e.g. 43AD is the First century AD.						
	3	<p>RE - Reflect - This concept involves an appreciation of how religion plays an important role in the lives of some people</p> <p>Build an overview of world history Identify continuity and change in the history of the locality of the school. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Understand chronology Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>How and why UK a 'Christian County'. Contrast with Paganism of Anglo-Saxons.</p> <p>Understanding of how religions developed and spread.</p> <p>Case studies of:</p> <ul style="list-style-type: none"> <li>• St Augustine</li> <li>• St Columba</li> <li>• St Aiden</li> <li>• St Hilda</li> <li>• St Hadrian</li> <li>• St Theodore</li> </ul>	<p>Maps of migration of Paganism and Christianity.</p> <p>Causes of these changes and the impacts we can still see today.</p>					
	3a		Follow-up with art lesson: illuminated letters	-					
	4	Sutton Hoo		-					
	5	<p>Recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>Recognise and describe change and continuity.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p>		- How did Christianity come to Britain and who were the key individuals responsible for this.					
	6	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children		- What was life like for normal Anglo-Saxons.					
	7	<p>Recognise and describe change and continuity.</p> <p>Identify where periods I have studied fit within a chronological framework</p>		- Why did the Vikings begin to raid Britain and where did they come from.					
	8	<p>Recognise and describe change and continuity.</p> <p>Identify where periods I have studied fit within a chronological framework</p>		- Why did Vikings choose to settle in England and how was Viking society in England organised.					





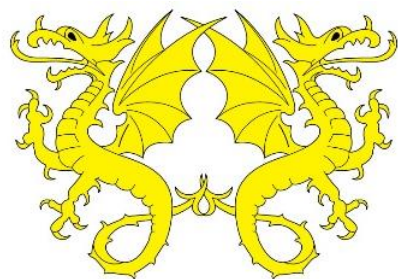
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		Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)							
	9	Identify continuity and change in the history of the locality of the school.		- Who fought in the “Battle of Dore” and why.					
	10	Recognise why some events, people and changes might be judged as more historically significant than others.  Recognise and describe change and continuity.		- Who was Alfred the Great and what were the events leading up to his defeat of the Vikings at the battle of Edington.					
	11	Recognise why some events, people and changes might be judged as more historically significant than others.  Recognise and describe change and continuity. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)		- How did Alfred the Great secure his kingdom and what reforms did he bring in during his reign.					
	12	I recognise why some events, people and changes might be judged as more historically significant than others. I recognise and describe change and continuity.  Select and deploy information and make appropriate use of historical terminology to support and structure my work.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)		- How were the separate Anglo-Saxon kingdoms expanded and combined to create “England”.					
	13	Recognise why some events, people and changes might be judged as more historically significant than others.  Recognise and describe change and continuity.  Identify periods of rapid change in history and contrast them with times of relatively little change		- What were the events that led up to the Battle of Hastings and how did William the Conqueror become King of England					
	14	Describe the social, ethnic, cultural or religious diversity of past society.		- What reforms did William the Conqueror enact and how did this enable him to control England					



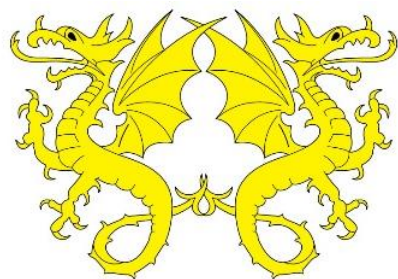
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		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children							
		Identify periods of rapid change in history and contrast them with times of relatively little change							
	15	Describe events, people and some features of past societies and periods. (Theme of the topic)							
		Select and deploy information and make appropriate use of historical terminology to support and structure my work.							
		Describe the social, ethnic, cultural or religious diversity of past society.							
		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children							
		Identify periods of rapid change in history and contrast them with times of relatively little change							
History	2	<p><b>Change and Continuity</b></p> <p>I recognise and describe change and continuity.</p> <p>I identify where periods I have studied fit within a chronological framework</p>	<p>Introduction to the Anglo Saxons – where and why did they come here?</p> <p>What was life like for Anglo-Saxons who settled in the early period. Review timeframe and discuss relevant dates. Put in context of other learning (Romans)</p> <p>Look at the impact of these people have had on our language ie words we have inherited from Norse/Vikings as well as Anglo Saxons</p>	<p>To know why Anglo-Saxons came to Britain and when the Anglo-Saxon period was. Gain an understanding of what life was like in Anglo-Saxon times.</p>	X		X		
History	3	<p><b>Change and Continuity</b></p> <p>I recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>I recognise and describe change and continuity.</p>	<p>Christianity arrives in England – children watch videos in relation to relevant individuals and make notes in relation to their contribution to bringing Christianity to the UK.</p> <p>Diversity – Hadrian's influence on the development of Christianity in England / UK</p>	<p>Children gain understanding of</p>			X		



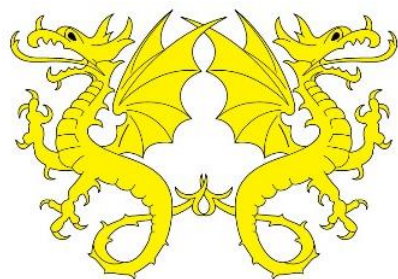
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			Long term impact of Christianity having been our dominant religion whilst recognising that other religions have been here (Judaism, Islam) albeit in small numbers.						
History	4	<b>Cause and Consequence</b> I recognise why some events, people and changes might be judged as more historically significant than others. I recognise and describe change and continuity.	Learning about Alfred the Great and how he defeated the Vikings. Discussing events in the lead up to Battle of Edington and children consider how they would have dealt with the defeated Vikings.  Children learn what Alfred did to make peace with the Vikings	Children gain knowledge in relation to the early years of Alfred the Great's life.			X		X
History	5	<b>Cause and Consequence</b> I recognise why some events, people and changes might be judged as more historically significant than others. I recognise and describe change and continuity.	Children continue to learn about Alfred the Great, with a focus on the reforms he brought in following making peace with the Vikings.	Children learn about Alfred the Great's reforms and the long term effects of these.					
History	6	<b>Cause and Consequence</b> I recognise why some events, people and changes might be judged as more historically significant than others. I recognise and describe change and continuity.  I select and deploy information and make appropriate use of historical terminology to support and structure my work.	Children learn about the background of the Anglo-Saxon kingdoms and revise the Viking invasion.  Children learn about Edward the Elder, Athelstan and Ethelred and make notes on which one they feel is the most important and historically significant, before presenting to the class.	Have knowledge of the personalities who contributed to the uniting of the Anglo-Saxon kingdoms and considering their respective importance.	X				
History	7	<b>Change and Continuity</b> I recognise and describe change and continuity.  I identify where periods I have studied fit within a chronological framework	Children learn about the history of the Viking raids. Considering the timeframe in question and the effect on the Anglo-Saxon settlers.  Children research details of the raids and why the Anglo-Saxons were so effective at raiding and feared	Children gain know who the Vikings were, why they raided Britain and why they were effective.					
History	8	<b>Change and Continuity</b> I recognise and describe change and continuity.  I identify where periods I have studied fit within a chronological framework	Children learn about the Viking settlement of the UK and the Danelaw. Learning about the formation and characteristics of the Danelaw.  Learning about what life in the Danelaw was like and how Viking society was organised.	Learning about formation and organisation of the Danelaw as well as organisation of society					
History		<b>Similarity and Difference</b> I describe events, people and some features of past societies and periods. (Theme of the topic) I select and deploy information and make appropriate use of historical terminology to support and structure my work.	Ongoing discussions about how life has changed, what is the same and what is different.	Review the whole topic and consider what life was like then and how it is similar to/different from life today.			X		
P4C		<b>Cause and Consequence</b>	Class discussion of the issues, from historical periods studied and contemporary reports eg Syria.	An appreciation that the reasons people move now are largely the same regardless of the			X		



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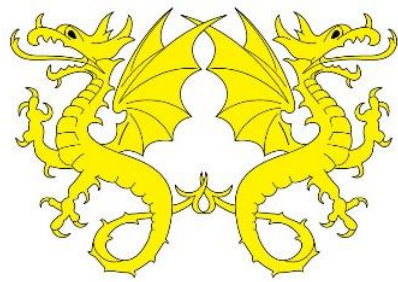
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		Look at reasons why people move and compare with people moving in current times		times ie moving away from a 'bad' situation and towards a 'better' life.					
Maths / Art	1	I think about how I might adapt and refine my ideas, skills and methods. I relate the work of others to both context and purpose. I evaluate my own work and that of others, reflecting on my own view of its purpose and meaning.	Illuminated letters – Medieval manuscripts Using a half cut design to scaffold completion of an illuminated letter to a good degree of accuracy.	Reviewed contemporary sources Inspired own designs	X				
Art		I investigate and develop a range of practical skills. I use the qualities of materials and processes to suit my aims when I design and make. I think about how I might adapt and refine my ideas, skills and methods. To develop my ideas I use lots of methods to explore and experiment. I consider and discuss the ideas, methods and approaches that are used by artists, crafts people and designers. I relate the work of others to both context and purpose. I evaluate my own work and that of others, reflecting on my own view of its purpose and meaning.	Mondrian – study of an artist  Look at a modern interpretation of the world around us Representation of the New York grid of roads	Use Mondrian's style to create version of his work. Use collage – different media	X		X		
Science	1	<b>Reversible and irreversible changes</b>  Plan enquiries including recognising and controlling variables where necessary Use appropriate techniques apparatus and materials during fieldwork and laboratory work Take measurements using range of scientific equipment with increasing accuracy and precision Record data and results of increasing complexity using scientific diagrams and tables, classification keys tables, bar and line graphs and models. Present findings in written form, displays and other presentations Report findings from enquiries including oral and written explanations involving causal relationships compare and group together everyday materials n=based on evidence from comparative and fair tests including their hardness, solubility conductivity (electrical and thermal) and response to magnets understand how some materials will dissolve in liquids to form a solution and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metals wood and plastic. Demonstrate that dissolving mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials and that this kind of change is most usually reversible including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.	Look at materials in our environment and analyse which of their properties makes them suitable for the job they are doing.	Appreciation of materials' properties, advantages and disadvantages Venn diagram of materials sorted in a range of ways.					





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Science	2	Report findings from enquiries including oral and written explanations involving causal relationships	Range of products analysed	Why and how they are made that way – materials used right for the job eg strong, light, mouldable					
Science	3	give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metals wood and plastic.	Review	Who needs to know this information about materials and their properties – apply to designers, engineers etc					
Science	4	understand how some materials will dissolve in liquids to form a solution and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating Present findings in written form, displays and other presentations Report findings from enquiries including oral and written explanations involving causal relationships	Observe Mentos and coke –reaction creating an explosive separation of gases and liquids	Analysis of what we saw and what may have caused it.					
Science	5	Present findings in written form, displays and other presentations Report findings from enquiries including oral and written explanations involving causal relationships	Mix materials with waters Fair testing Discuss – knowing what we know now, what other investigations might you conduct.	Analysis of what makes some materials dissolve and others not Presentation of results Discussion of predictions before the investigation – comparison with what we saw					
Science	6	Plan enquiries including recognising and controlling variables where necessary Use appropriate techniques apparatus and materials during fieldwork and laboratory work Take measurements using range of scientific equipment with increasing accuracy and precision	Vinegar & baking powder Fair testing Discuss – knowing what we know now, what other investigations might you conduct.	Presentation of results Discussion of predictions before the investigation – comparison with what we saw					
Science	7	Demonstrate that changes of state are reversible changes.	Water cycle	Understanding of water in its different states					
Science	8	Demonstrate that dissolving mixing and changes of state are reversible changes.	Recover salt and sugar from solutions using heat/evaporation	Appreciation of how some materials can be recovered after they have dissolved How and why that knowledge is useful and applied in everyday life eg salt pans					