



Anglo Saxons

Year 5 | Autumn 1

CURRICULUM SPOTLIGHT: HISTORY

ENQUIRY

Who were the Anglo Saxons and how did they change Britain?

OUTCOMES

Publishing online essay – illuminating the Dark Ages

VOCABULARY

cathedral, chronicle, descendent, exile, inhabitants, migrate, monastery, nobility, provocation, supremacy, synecdoche, dominate, kingdom, settlement, Picts and Scots, polytheism

KEY TEXTS

- Beowulf
- Anglo-Saxon Boy – Tony Bradman
- She-Wolf – Dan Smith

BACKGROUND KNOWLEDGE

- <https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history>
- Moris (2022) The Anglo-Saxons: A History of the Beginnings of England
- Higham and Ryan (2015) The Anglo-Saxon World
- William (1999) Kingship and Government in Pre-Conquest England C.500-1066
- <https://www.yout-ube.com/watch?v=jT2WMRV2iQ4>

RESOURCES

Variety of examples of artefacts and sources from the period

CORE CURRICULUM LEARNING OUTCOMES

English	Mathematics	Physical Education	Art
<p>Sentences and clauses</p> <ul style="list-style-type: none"> variation in sentence structure clause experimentation the relative clause 	<ul style="list-style-type: none"> Composition and calculation: multiples of 1000 up to 1,000,000 Negative numbers 	<ul style="list-style-type: none"> Coordination-ball skills Agility-Reaction/ response Gymnastics Swimming 	<p>Drawing</p> <ul style="list-style-type: none"> Develop key elements of their work (line, tone, pattern, texture) Use different techniques for purpose eg. different styles of shading <p>3D</p> <ul style="list-style-type: none"> Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) Understand that a range of media can be selected (due to their properties) for different purposes Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors
PSHCE	PRE	Spanish	
<ul style="list-style-type: none"> Beginning and Belonging 	<ul style="list-style-type: none"> Belonging in Sikhism 	<ul style="list-style-type: none"> Phonetics 3 Do You Have A Pet? 	
History	Computing	Science	
<p>Anglo-Saxons</p> <ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots 	<p>E-safety focus</p> <ul style="list-style-type: none"> Use technology safely and respectfully Understanding what information needs to be kept private <p>Pupils are aware of their digital footprint and engage safely and respectfully with a range of online communities</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid 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 not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	

