

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<b>Title: Anglo Saxons &amp; Vikings</b>		<b>Term: Spring Term 2021</b>	<b>Year Group: Year 5</b>
<b>British Values/Rights: Respect / Individual liberty / Democracy / Tolerance</b> <b>Article 12, 13, 17, 28.</b>			
<b>Visits/Visitors: n/a</b>			
<b>Wow Starter:</b> Anglo Saxons - Design and create a piece of Anglo- Saxon Jewellery from clay (within artefact session).  Vikings - Children to explore Viking Runes / alphabet and workout the spelling of their names. Create their names using art straws. Use for display			
<p><b>Art:</b> <b>Final outcome:</b> Anglo Saxon Brooch <b>Knowledge:</b> To understand how to create a piece of Anglo-Saxon jewellery from clay. <b>Skills:</b> Describe the different qualities involved in modelling, sculpture &amp; construction Plan a sculpture through drawing &amp; other preparatory work Create imaginative work from a variety of sources Select &amp; record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes Work in a sustained &amp; independent way from observation, experience &amp; imagination Use a sketchbook to develop ideas Compare ideas, methods &amp; approaches in their own &amp; others' work &amp; say what they think &amp; feel about them Adapt their work according to their views &amp; describe how they might develop it further Annotate work in sketchbooks</p>	<p><b>DT:</b> <b>Final outcome:</b> Anglo Saxon Model Village <b>Knowledge:</b> To understand how to build and construct a small Anglo-Saxon village using a range of materials. <b>Skills:</b> Start to generate ideas by carrying out research, using surveys, interviews, questionnaires and webbased resources. - Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate. - With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes. - Suggest alternative methods of making if the first attempt fails. Select appropriate tools, materials and techniques for making their products. - Measure, mark out and shape with accuracy. - Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. Evaluate a product against the original design specification.</p>	<p><b>History/Geography:</b> <b>Knowledge:</b> Britain's settlement by Anglo Saxons and Scots C400 to 789.  The Viking and Anglo Saxon struggle for England 789 to 1066.  <b>Skills:</b> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Study different aspects of different people -differences Compare accounts of events from different sources – fact or fiction Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing Confidence Recall, select and organise historical information Communicate their knowledge and understanding</p>	
<p><b>English links:</b> Reading Comprehension/Extended Writing <b>English book study:</b> How to train your Dragon (English unit links to Vikings) <b>Cross-curricular writing opportunities:</b> Newspaper article - Viking battle <b>Additional texts/reading links:</b> Information Books</p>	<p><b>Maths links:</b> Timeline - Ordering dates</p>	<p><b>Online Safety:</b> Use of iPads Copyright (information) Use of appropriate websites</p>	<p><b>Other curriculum links: music/computing/PSHE:</b> <b>Knowledge:</b> Computing (Podcasting) - To understand how to create an interview with a Viking Warrior using podcasting software. <b>Skills:</b> I can use text, photo, sound and video editing tools to refine my work.</p>

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Subject Area	Skill	Knowledge	Activity (including resources if applicable)	Resources
Art	Plan a sculpture through drawing & other preparatory work Create imaginative work from a variety of sources	To understand how to create a piece of Anglo-Saxon jewellery from clay using a range of examples.	<b>Wow Starter:</b> Anglo Saxons - Design and create a piece of Anglo- Saxon Jewellery from clay (within artefact session).	Clay Clay tools Ideas/Artefacts Anglo-Saxon design
Geography History	<p>SKILL 1</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <p>SKILL 2</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	To understand why the Anglo-Saxons invaded Britain	<p>Watch video clips – story of the anglo-saxon period  <a href="http://www.bbc.co.uk/education/clips/zpnrk7h">http://www.bbc.co.uk/education/clips/zpnrk7h</a>  <a href="http://www.bbc.co.uk/education/clips/zc3b4wx">http://www.bbc.co.uk/education/clips/zc3b4wx</a>  <a href="http://www.bbc.co.uk/education/clips/zkj76sg">http://www.bbc.co.uk/education/clips/zkj76sg</a>                      Twinkle session 1-<u>The Invaders</u> – resources / powerpoint                      Task: Complete Anglo-Saxon Britain: The 7 Kingdoms map</p>	Video clips Anglo-Saxon invasion map
Geography History	<p>SKILL 2</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity</p>	<p>To understand where the Saxons came from.</p> <p>To understand who the Anglo Saxons were</p>	<p>Watch video clips raids of Britain. Powerpoint –who are the anglo Saxons.                      Chn look through the ppt as a whole class. Tell the chn to look at the map of Europe handout and work out what the land is known as today this corresponds to the picture on the PowerPoint with link to map website. Discuss where Saxons came from (Denmark, Germany, and Netherlands) Can chn relate/compare this to the map and find past and present locations and who lives there today?                      Task: Complete map of Europe showing where Anglo-Saxons came from in Europe.</p>	Video clips Map of Europe Timeline worksheet

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	and difference, and significance.	To understand the order of key events in the anglo saxon period	Use the ppt to show who the Saxons were. Discuss key events with chn, create a human timeline as a class. Chn to place key events into chronological order. LA –timeline with dates MA –timeline with some dates HA – blank dated timeline CHALLENGE- to add further dates and facts to timeline over the course of the topic	
Geography History	SKILL 4  To note connections, contrasts and trends over time and develop the appropriate use of historical terms.  SKILL 5  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	To recognise the influence of the Anglo Saxon on British place names	<b>Show Powerpoint</b> Research maps and atlases of Britain to find places that are of Anglo-Saxon origin. Work on differentiated place names worksheet. LA – grid (name of town/origin/meaning) MA- work in pairs HA work independently	Maps & Atlases Place Name worksheet
History Art/DT	SKILL 2  Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Understand where and how the Anglo-Saxons lived.  Build and construct a small Anglo-Saxon Village  Begin to plan and create a model village	Explain to the chn that over the next two sessions the children will be designing and creating a 3d Saxon village. Children to observe and discuss images of village pictures. What can they say about the images, who lives their, what was life like and what material were used to build homes, shelter? Engage in whole class discussions. Look at the PowerPoint for more information and to clarify whole class discussions. The presentation covers the following: <ul style="list-style-type: none"> <li>• images of villages and Saxon houses</li> <li>• interesting facts about everyday Saxon life</li> </ul> Give the chn time to design a Saxon home based upon what they have seen. Decide on features and allow the children to use their imagination on what materials to use. Make a list of potential materials to use for next week. cardboard boxes, card board, straw	Images of villages Materials for children to use Cardboard boxes Cardboard straw

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	<p><b>SKILL 5</b></p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		Mixed ability pairs/groups	
R.E History	<p><b>SKILL 4</b></p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	To research Anglo- Saxon Gods and how the people worshipped them.	<p>Explain to the children that Anglo-Saxons were pagans (believing in many gods) use the ppt to aid childrens learning to cover the following:</p> <ul style="list-style-type: none"> <li>• Pagan religion</li> <li>• Pagon beliefs and facts</li> <li>• Images of Anglo-Saxon gods</li> </ul> <p>Chns task will then be to complete an independent activity on a worksheet set out based on ability. Chn to create a leaflet. Chn to research key facts about anglo saxon religion.</p>	<p>Ipads/Laptops Research books Great Gods Questions Paper Pens/Pencils</p>
History Geography English	<p><b>SKILL 1</b></p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <p><b>SKILL 3</b></p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	Understand the mystery of Sutton Hoo.	<p>Children view the PowerPoint – (Scooby Doo theme) the powerpoint covers the following:</p> <ul style="list-style-type: none"> <li>• where sutton hoo is located</li> <li>• What was buried there</li> <li>• Images of Sutton Hoo mystery objects</li> </ul> <p>Historical enquiry Chns task will be to discuss some of the object to try and work out what they are, materials used to make the objects and what they might have been used for. Chn will be come detectives and chose from an array of images placed on their tables. LA to use worksheet layout to stick pictures on and write answers MA/HA to use the worksheet as a layout to write/record and stick objects and ideas into their text books.</p>	<p>Sutton Hoo Grid worksheet Sutton Hoo information Images</p>

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<p>English History Computing</p>	<p>SKILL 1  To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	<p>To Research Alfred the Great independently.</p>	<p>Whole class – ask the children to draw a basic picture of ‘Alfred the Great’ Can the children produce a picture from their imagination? Discuss the general theme of their drawings –what features are similar or differ? Using the information cards give the children time to read through and research for themselves and make clear notes and sentences they are able to understand about Alfred the Great – come together throughout the lesson to see how children’s research has been consolidated. Chn to then use best paper to write up their notes full sentences which follow a concise story.</p>	<p>Anglo-Saxon kings fact sheet Information cards Ipads/Laptops/Books Paper</p>
<p>Art</p>	<p>Use recycled, natural &amp; manmade materials to create sculpture Use a variety of source material for their work</p>	<p>To understand Viking Runes and the alphabet.</p>	<p>Wow Starter – Vicious Vikings - Children to explore Viking Runes / alphabet and workout the spelling of their names. Create their names using art straws. Use for display</p>	<p>Art straws Viking Runes/alphabet</p>
<p>Geography History</p>	<p>SKILL 1  To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	<p>To understand where the Vikings came from. • To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p><b>Viking Invasion Map.</b> Look at the map together and identify the places the Vikings came from. Use maps of Great Britain and Europe and annotate where the Viking invaders came from. Whole-class work</p>	<p>Invasion map Maps/Atlases</p>
<p>History</p>	<p>SKILL 2  Children should regularly address and sometimes devise historically valid questions</p>	<p>To understand how and why the Vikings invaded Britain.</p>	<p><b>STARTER- Group Task</b> Why did the Vikings come to Britain? List ideas. How did they travel? Where did they first raid? Why? Main task Display the <b>Viking Timeline</b> and read through the facts together. In pairs, children can complete the <b>Viking Timeline Ordering Activity.</b></p>	<p>Viking timeline Viking timeline ordering worksheet</p>



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	<p><b>SKILL 4</b></p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p><b>SKILL 5</b></p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		<p><b>ICT LINK – pod casting</b></p>	
<p>History</p>	<p><b>SKILL 3</b></p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>SKILL 4</b></p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>To identify and describe Viking artefacts.</p>	<p>How do artefacts help us to work out what life was like in the past? What types of evidence sources have been found?</p> <p>Group discussion around Viking artefacts.</p>	<p>Viking artefact PPT</p>

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<p>History R.E</p>	<p>SKILL 2 Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>SKILL 3 To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To know some Viking gods and what they represent.</p>	<p>Twinkl session 6 powerpoint. Children to note take from the powerpoint about the different gods.</p> <p>SEN: Children to use Viking God worksheet to record information about one god. Gold/Platinum: Children to design their own information page about their chosen Viking god.</p>	<p>Viking God worksheet Information about Viking gods.</p>

\*\*To add comprehension tasks