



non privilegio sed iure discimus



The Anglo-Saxons

Year Five

By the end of this unit children will know...

- Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the Roman occupation in Britain.
- Children will have an overview of the significant people and events during the Anglo-Saxon period in Britain.
- Be able to contrast everyday life during the Anglo-Saxon period with modern British life-styles.
- Be able to consider broader historical themes of invading and settling before a time when unified under a single monarch.
- To become familiar with historical sources and accurate vocabulary relating to the Saxon period.

Intent	Implementation	Impact	Celebrate
<p>To follow on from the Year 4 topic of Romans and build onto their previous Year 5 learning of The Battle of Hastings.</p> <p>To learn about where the Anglo-Saxon came from and why they invaded Britain.</p> <p>What was life like for an Anglo-Saxon?</p> <p>Who were the famous Anglo-Saxons?</p>	<p>Pupils will look at maps to trace the origins of different tribes.</p> <p>They will discuss the movement and people of the Anglo-Saxon.</p> <p>Look at the key reasons the Anglo-Saxon chose Britain.</p> <p>Look at Anglo-Saxon settlements, clothing and food & drink.</p> <p>Discover the mystery of Sutton Hoo.</p>	<p>Children develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Be able to contrast everyday life during the Anglo-Saxon and Britain today.</p>	<p>Share their learning about the Anglo-Saxon – including the mystery of Sutton Hoo.</p> <p>Have a dress up day with rotational activities: secret messages in runes, games and sword fighting.</p>

Core Subjects: Links to theme
English
Sentence Stacking - Anglo-Saxon persuasive speech as Harold Godwinson. Linked to How to Train your Dragon and Saxon Boy. Ending with IW to Beowulf. Book Talk – Michael Morpurgo's Beowulf
Mathematics
Position and Direction Fractions, decimals and percentages Mass and Capacity
Science
Earth and Space
Computing
Information, files and databases.

Title of Topic: The Anglo Saxons Year : 5 Knowledge Content		
Personal Development	Foundation Subjects	
Spiritual	History & Geography	
Find out about key concepts of Christianity and Paganism. Think about the best way for a Christian to show commitment to God.	Gain an overview of the significant people and events during the Anglo-Saxon period of Britain. Contrast everyday life during the Anglo-Saxon period with modern British lifestyles. Consider historical themes of invading and settling before a time when Britain was unified. Become familiar with historical sources and Saxon vocabulary.	Where did the Anglo-Saxon come from? Learn the difference between push and pull factors as to why the Anglo-Saxon want to settle in Britain.
Moral	Art & Design and Design Technology	
Is it ever morally right to invade another country? Discuss issues linked to this including war.	Plan an Anglo-Saxon menu and make then taste Anglo-Saxon Honey Bread.	
Social	Music and Languages	
Children work collaboratively on a number of different projects – particularly Saxon Honey Breas and science investigation.	Music Trumpet	German Directions and local features. "On the way to school..."
Cultural	Physical Education	
How has the culture of the UK been enriched by invasion/immigration?	Orienteering	

Core Subjects:
English
See attached sheet
Mathematics
See attached sheet
Science
Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system Sc5/4.1b describe the movement of the Moon relative to the Earth Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.
Computing
I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual.

Title of Topic: Year : Links to National Curriculum Framework Skills	
Foundation Subjects	
History & Geography	
Use sources of information to form testable hypotheses about the past Understand that no single source of evidence gives the full answer to questions about the past. Compare some of the times studied with those of other areas of interest around the world. Describe the main changes in a period of history. Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate e.g. legacy, continuity. Use original ways to present information and ideas.	
Art & Design and Design Technology	
Demonstrate a range of baking and cooking techniques. Develop a range of practical skills to create products. Design products with a clear user in mind, motivated by the service a product will offer. Generate, develop, model and communicate their ideas through discussion, annotated sketches cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. Investigate and analyse a range of existing products. Honey bread.	
Music and Languages	
Music Perform, listen to, review and evaluate music.	German Unit 17 – On the way to school Unit 17 presents sections on directions and travel. It allows learners to discover the imperative forms of verbs such as to turn and to go and introduces new verbs such as to leave, to travel and to arrive. It also provides opportunities to incorporate previous learning such as telling the time and time phrases, as well as question formats. Other verbs introduced include to cross (over), to look and to be lost.
Physical Education	
Orientate around a course with increasing confidence and accuracy Identify the quickest route to accurately navigate an orienteering course and improve time to complete due to improved technique. Complete orienteering activities both individually and as part of a team. Create an outdoor activity that others can follow.	

Core Subjects:
English
All features including in finished independent assessed write. Formative assessment of grammar and vocabulary during sentence stacking. Relevant vocabulary and PEE during Book Talk discussions and weekly writes.
Mathematics
End of Unit quiz for each set of lessons.
Science
End of unit quiz and formative during each lesson – plenary at end of session and initial start of lesson recap questioning.
Computing
Introduction: You can record learners' initial understanding of 'system', which can be revisited later to show the growth in the learners' understanding. Activity 2: Learners can demonstrate their understanding of input and output devices as introduced in Year 3 – 'Connecting computers'. Activity 3: Learners can show their understanding of the different steps that make up a system.

Title of Topic: Year : Core Skills/Assessment Opportunities	
Foundation Subjects	
History & Geography	
Can understand where the Anglo-Saxon fit within our history timeline. Have contributed to the discussion regarding the comparison between Anglo-Saxon Britain and modern British Lifestyles. Can understand the terms invading and settling. At the end of each lesson has the understanding of what has been taught been understood? Look at the outcome of each lesson.	
Art & Design and Design Technology	
Have successfully created a Saxon menu and baked and evaluated their Saxon Honey Bread.	
Music and Languages	
Able to participate in discussions regarding to different forms of music. Continue to develop learning to play the clarinet and can name a number of notes and some music vocabulary when asked.	Can speak using positional and directional language relating to their own journey to school.
Physical Education	
Assessment during each lesson of skill being taught.	

English

Text Type	Text Structure	Sentence	Useful Vocabulary	Word Classes	
<p>Persuasion</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Metaphor/Antonym both positive and negative e.g. It is the hour of blood shed, it is the hour of peace.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, e, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	

Mathematics

Number	Calculation	Fractions	Shape & Measure	Data
		<p>Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify equivalent fractions.</p> <p>Write a number less than one with one, two & three decimal places as a fraction.</p> <p>Understand that percent relates to number of parts per hundred.</p> <p>Write a percentage as both a fraction and a decimal.</p> <p>Know percentage equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$.</p> <p>Establish percentage equivalents of fractions with denominators of 10 and 100.</p>	<p>Know what congruent means.</p> <p>Carry out a translation using mathematical language.</p> <p>Carry out a reflection using a line parallel to the axis touching and crossing the object.</p> <p>Convert between different units of measure.</p>	

