

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



Title: Anglo Saxons & Vikings		Term: Spring Term	Year Group: Year 5
British Values/Rights: Respect / Individual liberty / Democracy / Tolerance Article 12, 13, 17, 28.			
Visits/Visitors: n/a			
Wow Starter: 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			
Art: Final outcome: Anglo Saxon Brooch Knowledge: To understand how to create a piece of Anglo-Saxon jewellery from clay. Skills: Describe the different qualities involved in modelling, sculpture & construction Plan a sculpture through drawing & other preparatory work Create imaginative work from a variety of sources Select & record from first hand observation, experience & imagination, & explore ideas for different purposes Work in a sustained & independent way from observation, experience & imagination Use a sketchbook to develop ideas Compare ideas, methods & approaches in their own & others' work & say what they think & feel about them Adapt their work according to their views & describe how they might develop it further Annotate work in sketchbooks	DT: Final outcome: Anglo Saxon Model Village Knowledge: To understand how to build and construct a small Anglo-Saxon village using a range of materials. Skills: 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.	History/Geography: Knowledge: Britain's settlement by Anglo Saxons and Scots C400 to 789. The Viking and Anglo Saxon struggle for England 789 to 1066. Skills: 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	
English links: Reading Comprehension/Extended Writing English book study: How to train your Dragon (English unit links to Vikings) Cross-curricular writing opportunities: Newspaper article – Viking battle Additional texts/reading links: Information Books	Maths links: Timeline – Ordering dates	Online Safety: Use of iPads Copyright (information) Use of appropriate websites	Other curriculum links: music/computing/PSHE: Knowledge: Computing (Podcasting) – To understand how to create an interview with a Viking Warrior using podcasting software. Skills: I can use text, photo, sound and video editing tools to refine my work.

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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.	Wow Starter: Anglo Saxons - Design and create a piece of Anglo- Saxon Jewellery from clay (within artefact session).	SEN:	Clay Clay tools Ideas/Artefacts Anglo-Saxon design
				GDS:	
Geography History	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	To understand why the Anglo-Saxons invaded Britain	Watch video clips – story of the anglo-saxon period http://www.bbc.co.uk/education/clips/zpnrk7h http://www.bbc.co.uk/education/clips/zc3b4wx http://www.bbc.co.uk/education/clips/zkj76sg Twinkle session 1-The Invaders – resources / powerpoint Task: Complete Anglo-Saxon Britain: The 7 Kingdoms map	SEN: Support with map	Video clips Anglo-Saxon invasion map
	SKILL 2 Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.			GDS: n/a	
Geography History	SKILL 2 Children should regularly address and sometimes devise historically valid questions about change, cause, similarity	To understand where the Saxons came from.	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	SEN: Differentiated timeline	Video clips Map of Europe Timeline worksheet
		To understand who the Anglo Saxons were		GDS: CHALLENGE- to add further dates and facts to timeline over the course of the topic	

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	and difference, and significance.	To understand the order of key events in the anglo saxon period	<p>relate/compare this to the map and find past and present locations and who lives there today?</p> <p>Task: Complete map of Europe showing where Anglo-Saxons came from in Europe.</p> <p>Use the ppt to show who the Saxons were.</p> <p>Discuss key events with chn, create a human timeline as a class.</p> <p>Chn to place key events into chronological order.</p> <p>LA –timeline with dates</p> <p>MA –timeline with some dates</p> <p>HA – blank dated timeline</p> <p>CHALLENGE- to add further dates and facts to timeline over the course of the topic</p>		
Geography History	<p>SKILL 4</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>SKILL 5</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	To recognise the influence of the Anglo Saxon on British place names	<p>Show Powerpoint</p> <p>Research maps and atlases of Britain to find places that are of Anglo-Saxon origin.</p> <p>Work on differentiated place names worksheet.</p> <p>LA – grid (name of town/origin/meaning)</p> <p>MA- work in pairs</p> <p>HA work independently</p>	SEN: grid (name of town/origin/meaning)	Maps & Atlases Place Name worksheet
				GDS: completely independent work with no examples or prompts	
History Art/DT	<p>SKILL 2</p> <p>Children should regularly address and sometimes devise historically valid questions</p>	<p>Understand where and how the Anglo-Saxons lived.</p> <p>Build and construct a small</p>	<p>Explain to the chn that over the next two sessions the children will be designing and creating a 3d Saxon village.</p> <p>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?</p> <p>Engage in whole class discussions.</p>	SEN: Extra resources and examples to aid	<p>Images of villages</p> <p>Materials for children to use</p> <p>Cardboard boxes</p> <p>Cardboard</p> <p>straw</p>
				GDS: Detailed annotations with reasoning.	

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	<p>about change, cause, similarity and difference, and significance.</p> <p>SKILL 5</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Anglo-Saxon Village</p> <p>Begin to plan and create a model village</p>	<p>Look at the PowerPoint for more information and to clarify whole class discussions. The presentation covers the following:</p> <ul style="list-style-type: none"> images of villages and Saxon houses interesting facts about everyday Saxon life <p>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</p> <p>Mixed ability pairs/groups</p>		
R.E History	<p>SKILL 4</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>To research Anglo- Saxon Gods and how the people worshipped them.</p>	<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"> Pagan religion Pagon beliefs and facts Images of Anglo-Saxon gods <p>Chns task will then be to complete an independent activity on a worksheet set out based on ability. Chn to create a leaflet.</p> <p>Chn to research key facts about anglo saxon religion.</p>	<p>SEN: Differentiated worksheets</p>	<p>Ipads/Laptops Research books Great Gods Questions Paper Pens/Pencils</p>
				<p>GDS: Differentiated worksheets</p> <p>Reflect and compare to modern day.</p>	
History Geography English	<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 3</p>	<p>Understand the mystery of Sutton Hoo.</p>	<p>Children view the PowerPoint – (Scooby Doo theme) the powerpoint covers the following:</p> <ul style="list-style-type: none"> where sutton hoo is located What was buried there Images of Sutton Hoo mystery objects <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.</p> <p>Chn will be come detectives and chose from an array of images placed on their tables.</p> <p>LA to use worksheet layout to stick pictures on and write answers</p> <p>MA/HA to use the worksheet as a layout to write/record and stick objects and ideas into their text books.</p>	<p>SEN: to stick pictures on and write answers</p>	<p>Sutton Hoo Grid worksheet Sutton Hoo information Images</p>
				<p>GDS: relate ideas and findings to what we already know about AS</p>	

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	To understand how our knowledge of the past is constructed from a range of sources.				
English History Computing	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	To Research Alfred the Great independently.	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.	SEN: chn to be given information booklets to refer to.	Anglo-Saxon kings fact sheet Information cards Ipads/Laptops/Books Paper
				GDS: relate to modern day Britain.	
Art	Use recycled, natural & manmade materials to create sculpture Use a variety of source material for their work	To understand Viking Runes and the alphabet.	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	SEN:	Art straws Viking Runes/alphabet
				GDS:	
Geography History	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	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.	Viking Invasion Map. 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	SEN: given pages for atlas	Invasion map Maps/Atlases
				GDS: to name to main seas on the map.	

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History	<p>SKILL 2</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>SKILL 5</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	To understand how and why the Vikings invaded Britain.	<p>STARTER- Group Task Why did the Vikings come to Britain? List ideas. How did they travel? Where did they first raid? Why? Main task Display the Viking Timeline and read through the facts together. In pairs, children can complete the Viking Timeline Ordering Activity.</p>	SEN: order only key events (different sheet)	Viking timeline Viking timeline ordering worksheet
				GDS: Choose how to present their timeline	
History	<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 how Vikings lived and worked.	<p>How did the Vikings who settled in Britain live? What were their houses like? What clothes did they wear? What did they like to eat? Show PowerPoint</p> <p>Children to complete who were the Vikings sheet. Children to then research one aspect of Viking life and write a fact file to present to the class.</p>	SEN: given one star sheet	Who were the Vikings worksheet Ipads / Laptops Fact file worksheet available if needed.
				GDS: to write a paragraph describing their one aspect of Viking life.	
History English Computing	<p>SKILL 1</p> <p>To develop a chronologically secure knowledge and understanding of British, local and</p>	To understand what happened during the Viking invasions and	<p>What were Viking warriors like? Can children draw a picture? What weapons did they use? Why were they such successful raiders and invaders?</p>	SEN: sentence openers to aid writing.	Fact sheet Video clip Newspaper article worksheet Success Criteria iPads (podcasting)
				GDS: different SC looking at GDS targets.	

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	<p>world history, establishing clear narratives within and across the periods they study</p> <p>SKILL 4</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>SKILL 5</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>know what Viking warriors were like.</p>	<p>Children to read fact sheet and highlight why warriors were successful.</p> <p>Introduce to battle of Lindsfarne. Discuss and watch video.</p> <p>Hot seat – as a Viking warrior and as a monk from the island.</p> <p>Independent writing – children to write a newspaper article about a Viking battle.</p> <p>Children to use SC grid linked to their English targets.</p> <p>ICT LINK – pod casting</p>		
History	<p>SKILL 3</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>SKILL 4</p> <p>To note connections, contrasts and trends over time and develop the</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?</p> <p>What types of evidence sources have been found?</p> <p>Group discussion around Viking artefacts.</p>	SEN: to work in pairs	Viking artefact PPT
				GDS: to write a paragraph for each artefact.	

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	appropriate use of historical terms.				
History R.E	<p>SKILL 2</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>SKILL 3</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	To know some Viking gods and what they represent.	<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>	SEN: Viking God worksheet	Viking God worksheet Information about Viking gods.
				GDS: Choose how to present information.	

****To add comprehension tasks**