



Invaders and Settlers
British History 410A.D -1066 A.D



Rationale – This period of history is full of bloody battles and invasions, but how do we know about what has happened in the past? What was everyday life like during the Anglo-Saxon period and how did this change when Vikings invaded? Did everyone who settled in Britain want a war? Why was our land so sort after? What legacy of this period remains today?

Creativity	Independence	Aspiration
Creating wattle and daub model houses. Designing and making shields, amulet, embroidery and illuminated lettering.	Independent research using the internet and books.	We aspire to increase our understanding of historical events and be able to appreciate how these have shaped the country in which we now live.

<p><u>Spark</u></p> <ul style="list-style-type: none"> • Watch a ‘Horrible Histories’ clip about the Anglo-Saxon period which outlines a period of great unrest. • Our class will be invaded by y6 	<p><u>Learning Celebration</u></p> <p>We will create classroom display showing the activities we enjoyed most. Share the food we have prepared. Anglo-Saxon day with parents being invited.</p>
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<p><u>Role Playing/Life Skills/Real Learning</u></p> <ul style="list-style-type: none"> • Anglo-Saxon homes, making homes from wattle and daub. • Clothing, weaving and sewing. • Role playing being a Viking / Anglo-Saxon invader / settler • Playing games from the period ‘Nine men’s Morris’ • Planting crocus bulbs • Hatching chicks/ frog spawn/ dissecting flowers to see part of their respective lifecycles. 	<p><u>Community Cohesion</u></p> <p>We have worked alongside Stamford Rotary Club to plant 1000 purple crocus bulbs to raise awareness about polio. We hosted an assembly, promoting the fund raising event in school on World Book Day.</p>
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<p>Out of Classroom Opportunities</p>	<p>Home Learning Activity</p> <ul style="list-style-type: none"> • Write the alphabet in runes, create a secret message. • Research characteristics of Anglo-Saxons villages and houses. • Research and find examples of the clothes worn by Anglo-Saxons • Have family time playing a board game like Anglo-Saxons did. Write instructions for their favourite game. • Research information about chickens and eggs. • Find out which other animals lay eggs • Research and make an egg based recipe • Design and make a decorated egg.
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Computing and E-safety

Pupils will have to be discerning in evaluating digital content. They will need to select and use a variety of software including internet services research aspects of daily life. They will access an online simulation to further their understanding of Anglo-Saxon life (West Mucking Farm) <http://pastexplorers.org.uk/village/> - West Mucking – an online Anglo-Saxon village; <http://en.wikipedia.org/wiki/Mucking> - Description of modern-day Mucking & the adjacent Anglo-Saxon village of West Mucking; http://en.wikipedia.org/wiki/The_Mucking_Excavation - The excavation of Mucking; <http://www.pastexplorers.org.uk/fun/welcome-child> - Information for children about archaeology; <http://www.pastexplorers.org.uk/resources> -Kit Bag Bingo game and other resources. http://www.history.org.uk/resources/resource_3852.html - Text describing the fall of the Roman Empire & the invasion by Anglo-Saxons using a magic adventure; http://www.history.org.uk/resources/resource_3716.html - Activity about where the Anglo-Saxons came from & how they settled in Britain; http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/invasion_and_settlement/ - The journey to Britain – boats; http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/anglo-saxons_at_war/ <http://anglosaxondiscovery.ashmolean.org/kings/kingdom.html> - Interactive map of Anglo-Saxon kingdoms in mid-7th century; <http://londonist.com/2011/02/hand-drawn-maps-anglo-saxon-london.php> - Hand drawn map of London area in Anglo-Saxon times. ; <http://www.bayeuxtapestry.org.uk/BayeuxContents.htm> - Copy Bayeux Tapestry, Reading; <http://www.bbc.co.uk/education/clips/z698q6f> - BBC video clip about the Bayeux Tapestry. http://www.earlybritishkingdoms.com/kids/pagan_gods.html - Child-friendly descriptions of the gods and goddesses; <http://futhorc.com/runic.asp> - Convert messages into runes;

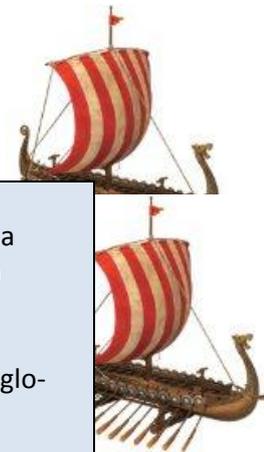
Links to discrete subjects:

English: We have studied Legends and have written our own involving King Arthur. We read a range of epic 'narrative' poetry, including Beowulf, the first known written poem from the Anglo-Saxon period. The pupils commented on the use of language (similes, metaphor, alliteration), and how we use the rhythm of the words to improve performing poetry. We have used spoken language to explore, discuss and record ideas. In non-narrative material we have written a chronicle, recording what happened to our tribe overtime plus a report about life in a settlement. We have also written explanation texts about the lifecycle of a butterfly, how chicks hatch and incorporated information about plant lifecycles into our descriptive writing 'A flower's story'.

Science: The Anglo-Saxons were self-sufficient, raised animals and grew their own food. In science we have classified animals into groups, learning that the only mammal to lays eggs is a duck-billed platypus. To bring our learning to life we had 11 chicken eggs, all of which hatched. The children research how long a chick takes to develop plus the correct humidity and temperature required as well as caring for them in the brooding box. Frog spawn was collected allowing the children to see the development of an amphibian. Crocus flowers were dissected to study the reproductive parts of a flowering plant.

History: To place the Anglo-Saxon period in context we pieced together timelines and realised that there was an overlap between Roman rule and Viking invasions. They identified where Anglo-Saxons originated and could give some of the reasons for their settlement. Pupils explored the everyday life including being able to identify key features of Anglo-Saxon settlements, types of housing and had the opportunity to experiment with making wattle and daub constructions. We aimed to make real shelters on the school field using natural materials, lashing together sticks and using fur branches and leaves, however snow days prevented this. Other aspects of daily life such as clothing (weaving, sewing and braiding) were also experienced.

Geography: Pupils could identify areas on a map where Anglo-Saxons / Vikings settled and where they came from. They Identified towns with Anglo-Saxon names and explored how Anglo-Saxons



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changed land use through playing an invasion game.

Design/Food Technology Pupils studied armour from the Anglo-Saxon period, designing and making their own in a similar style.

Art: The pupils studied craft workers techniques in history such as weaving using a loom, embroidery and braiding. We have developed our observational drawing skills of flowers experiencing a variety of media (watercolour, crayons and paint)

Steps to success

- 1) Explore the everyday lives of Anglo-Saxons.
- 2) Investigate how invasions affected Britain.
- 3) Find out about Anglo-Saxon beliefs.
- 4) Lifecycles of plants and animals

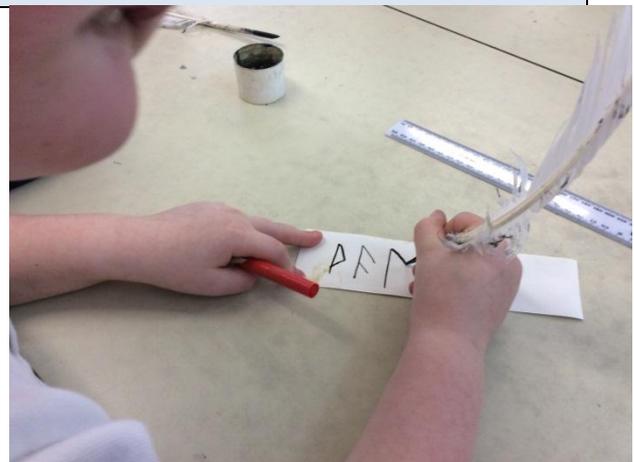
Ongoing skills – How evidence from the time informs us about the past.

How will the project be evaluated?

The pupils have collaborated effectively during this project on several activities including shelter building, making a wattle and daub structure as well as making bread and soup. These activities have also shown pupils are becoming more self-motivated and are willing to follow their own lines of enquiry. Pupils will have produced reports and pieces of writing to demonstrate what they have learned.



Sewing



Writing runes with quill and ink

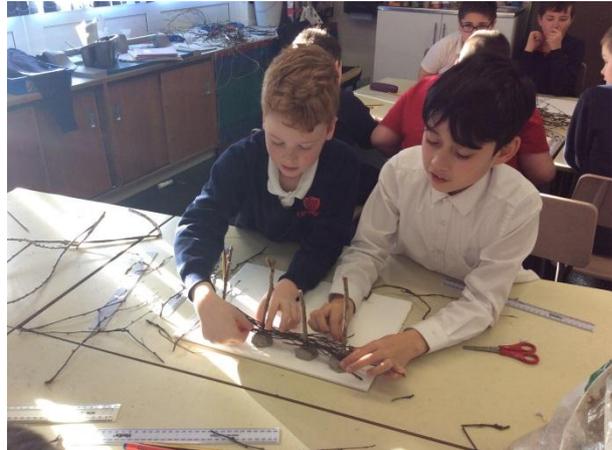




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Weaving



Wattle and Daub



Hatching chicks



Dissecting a flower



Designing and making an Anglo-Saxon inspired shield





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What we enjoyed most:

I really liked watching the chicks hatching and caring for them. It taught me what a chicken's life starts off like.

I enjoyed dissecting the flower because I didn't know there were male and female parts of the flower.

I liked when we wrote our own legends as I was able to use my imagination and knowledge of Anglo-Saxons.

I liked making the houses as I could see and compare to how our houses are now.

I really enjoyed writing my name in runes as I could compare how they wrote to how I write now.

