

	Literacy	History/Geography	Art/DT	Science	Other
<b>Entry Point Day</b>	<p>Have your own Sutton Hoo discovery.                      The school builders have found a treasure trove buried under the school. We have bought an Anglo-Saxon "hoard" of artefacts for the children to examine.                      Spend the rest of the session learning about "another" Anglo-Saxon hoard discovery. In 1939 the burial site of Redwald (~600AD) was discovered and had items which taught us a lot about the Anglo-Saxons.                      What do you think the artefacts could have been used for?                      Set some class questions about what they would like to find out eg, Who were the Anglo-Saxons? How did they live? What did they do? etc</p> <p><b>NOTE:</b> Vikings invade towards the end of the Anglo-Saxons, but the Anglo-Saxons defeat them. So, we will start the next topic with a Viking invasion, and then return to the famous Anglo-Saxon kings (Alfred the great, Ethelred the unready, Athelstan, Cnut, Edward the Confessor) at the End of Spring 1. Please don't teach about them yet.</p>				
<b>Wk 1</b>	<p>Non-fiction writing - explanations/information /newspapers</p> <p>Myths and legends: Beowolf/King Arthur</p>	<p><u>History:</u>                      Who were the Anglo-Saxons?</p> <p>The decline of the Romans (410AD).                      Britons under attack from Germany/Scandinavia - the Angles, Saxons and Jutes.                      Seven kingdoms set up.</p> <p><b>The organisation of society:</b> king - eoldermen (nobles) thanes (king's warriors) - ceorls (churls) (free landowning farmers and craftsmen) - slaves (not free)</p> <p><u>Geography:</u>                      Where did the Anglo-Saxons come from?                      Where would the 7 kingdoms be on today's map of UK?                      Where did the Native Britons go? (Wales, Cornwall, Cumbria, Scotland)</p>			<p>British Values: The organisation of society from past to present</p>
<b>Wk 2</b>		<p><u>Geography - over 2 weeks</u>                      Look at a map of Anglo-Saxon settlements. Why did they set up villages in these locations?</p> <p>Compare with present day. Has land-use changed?</p> <p><u>History</u>  <b>Settlements - How they had shelter:</b>                      Homes for rich - living in the King's Hall                      Homes for poor - living in a thatched hut</p>		<p>What would life be like without Electricity?</p> <p>What are our basic needs? food/water, warmth, shelter.                      What role does electricity play to achieve these in our daily life? Link to Anglo-Saxons - they didn't have electricity so how did they survive?</p>	
<b>Wk 3</b> <b>3 days (inset day 14/11)</b>		<p><u>History</u>  <b>Settlements - How they made food/what they ate:</b>                      Farming                      Bread                      Pottage</p>	<p>DT: Make pottage</p>	<p>If we could time-travel, how would we explain what electricity is to an Anglo-Saxon king.                      Let's learn how</p>	<p>PSHE: Anti-bullying day in this week</p>

Wk 4		<u>History</u> <b>Settlements - crafts people</b>  clothes  (http://anglosaxondiscovery.ashmolean.org/Life/clothes/making_clothes.html)	Art: Weaving wool	electricity works?  Make simple circuits and problem solve them if they are not working by using a process of elimination with the equipment. A warrior never gives up!	
Wk 5	<u>Hot task</u> <i>Assessment data handed in this week</i>	<u>History</u> <b>Settlements - crafts people</b>  Weapons - scabbards, shields, swords (context - constant invasion from neighbouring tribes/Germanic/Scandinavian peoples)  Jewellery - brooches, belt buckles, purses etc	Art: Make a replica piece of Anglo-Saxon weaponry (or jewellery)	An Anglo-Saxon king is so impressed with the idea of electricity that he wants to use it to warn him of potential plunder raids from a neighbouring tribe (eg, a light comes on/buzzer sounds).  Help him by investigating which materials are conductors and which are insulators so he can create his own circuit.	PSHE: War - link to modern day and refugees.
Wk 6		<b>Settlements - Worship</b>  <u>Pagan beliefs</u> Early Anglo-Saxons were pagan and believed in goddesses and spirits.  Celebrated Eostre and Yule.  Tir, Woden, Thunor  <u>Christianity</u> 500AD - Princess Bertha (France) married Aethelbert (English) and converted him to Christian.  Monks - Bede Holy books, saints, Churches	Art: Letters of illumination	Can you illuminate an illuminated letter? Application of their work in Electricity to make a stained-glass or normal illuminated letter which can be lit from behind by using a switch and bulb.	
<b>Week 7</b> <b>(3 days)</b>	<i>Assessment book writing assessment to be done this week - electrical safety - Science lesson?</i>  Produce an "official" documentary TV programme, which is recorded/filmed to explain about life in Anglo-Saxon times. Different groups of chn to summarise different aspects of Anglo-Saxon life. Present pieces of art as if they were genuine artefacts Watch video as Exit Point.			Electricity safety - write a fact sheet to inform the Anglo-Saxons of the dangers of electricity.	
<b>Week 8</b>	<b>Christmas-based lessons</b>				

**Suggested Texts:**  
Beowulf

