



Coundon Primary School

Together Everyone Achieves More

Summer Term Invaders Year 5

Essential Knowledge

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. Explaining the impact of the many battles which took place during this time period.
- Use observational skills to draw houses and artefacts, research skills to develop an understanding of life in an Anglo-Saxon village.
- To begin to understand the role of an archaeologist to piece together information and create a picture of the past.
- To use research skills, skimming and scanning; to write a diary entry in different roles; to write the biography of Alfred the Great; to write a play-script for a Horrible History type recording about the Battle of Hastings; to write the story of Beowulf from Grendel's point of view.



Launch

Learn more about Anglo Saxon settlements through artefact investigations.

Explore

Watch archaeology programs e.g. Time Team, to understand how artefacts and findings inform about the past.

Energise

Use observational skills and a range of different artistic drawing techniques to draw houses and artefacts taken from Anglo-Saxon times.

Create a collagraph print inspired on Anglo-Saxon architecture.

Celebrate

Create a pop-up style story book based on the poem and the story of Beowulf.

Create an Anglo-Saxon fact sheet with examples of work from the term to send home.

Summer Term Year 5 Invaders: Theme Content

History and Geography

History:

Use key dates and terms accurately to represent changes on a timeline. Use appropriate historical vocabulary to communicate including dates, time period, era, chronology, continuity, change, century, decade, legacy. Understand concepts of continuity and change over time.

Use sources of evidence and appropriate history vocabulary to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Describe the social, ethnic, cultural or religious diversity of past society. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.

Use English to an exceptional standard in order to communicate information about the past.

Geography:

Name and locate some countries in the world; explaining why settlers make journeys. Using atlases, pictures and the internet to establish routes taken by the invaders.

Identify the Anglo-Saxon regions in England and recognise which cities are in those regions today. Describe how geographical regions are interconnected and interdependent.

Identify key aspects of human geography including human geography including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Understand some of the reasons for geographical similarities and differences between countries.

Art and Design and Design Technology

Choose a style of drawing suitable for the work; use a variety of techniques to add interesting effects. Use observational skills and a range of different artistic drawing techniques to draw houses and artefacts taken from Anglo-Saxon times – exploration in sketchbooks. Shapes, lines, textures.

Create an accurate detail showing fine detail. Create a collagraph print inspired on Anglo-Saxon architecture (printing)

Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. Artist study – Zaha Hadid Link with observational drawings and compare. Double page spread looking at her works, making comments, (drawings, sketches, paint, contemporary architecture)

Make products through stages of prototypes, making continual refinements; ensure products have a high-quality finish, using art skills where appropriate.

Cut materials with precision. Develop a range of practical skills to create products. Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

Create innovative designs that improve upon existing products. Evaluate the design of products to suggest improvements to the user experience.

English

Use dictionaries and a thesaurus's.

Write legibly, fluently and with increasing speed proofread for spelling and punctuation errors

Alfred the Great Biography: Retrieve, record and present information from non-fiction. noting and developing initial ideas, drawing on reading and research where necessary. using appropriate tense and chronological order.

Diary Entry from view of an Anglo-Saxon villager: using informal language including contractions.

Using thoughts and feelings to create empathy in the reader.

Horrible History style playscript for a broadcast: Use of parenthesis for additional information.

use of appropriate layout appropriate for a playscript. Beowulf narrative story from the point of view of Grendel:

Reading myths for understanding of the character.

Apply the range of features for a narrative story.

Change the viewpoint of a character.