Invasion
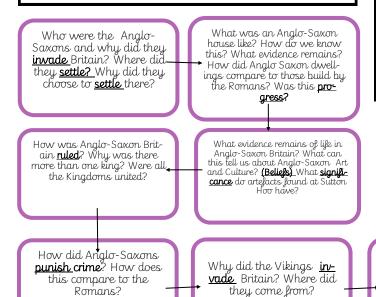
Entry Task

What does it mean to 'invade? What do we already know about invasion? Can you create your own invasion game?

What to revisit?

Year 3— archaeology, primary & secondary sources, artefacts, invasion,

Year 2— defence, timeline, chronology, historical source,

Big Question

What impact did the Anglo-Saxons and Vikings have on Britain ?

Who were the Anglo-Saxons and why did they **invade** Britain? Where did they choose to **settle** there?

What was an Anglo-Saxon house like? How do we know this? What evidence remains? How did Anglo Saxon dwellings compare to those build by the Romans? Was this **progress?**

How was Anglo-Saxon Britain **ruled**? Why was there more than one king? Were all the Kingdoms united?

What evidence remains of life in Anglo-Saxon Britain? What can this tell us about Anglo-Saxon Art and Culture? **(Beliefs)** What **significance** do artefacts found at Sutton Hoo have?

Threads

Ruler, Resistance, Invasion, Settlement, Legacy, Crime and Punishment, Trade, Comparison, Belief

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How did Anglo-Saxons **punish crime**? How does this compare to the Romans?

Why did the Vikings **invade** Britain? Where did they come from?

Were Vikings really brutal **invaders**? Did they meet any **resistance**? What was the danegeld and why pay it?

How did the Viking ability to sail influence their **trade** links? How did Viking **trade** compare to Roman **trade**?

If Alfred was great, was Athelstan even greater? **(Ruler)**

Can I evaluate my final product against the design criteria? Can I give others feedback and suggest areas for improvement?

What did Anglo-Saxons and Vikings leave behind? What is their **legacy**?

Can I stitch my purse together and use fastenings and finishing techniques to create my final product?

Can I choose from a range of materials and organise equipment needed for my project? Can I create a template and cut out pattern pieces using pinning and tacking?

Can I work collaboratively to create a design criteria? Can I design a stone age bag, practicable for a Viking and provide reasoning for my design choices?

Who was Edward the Confessor? What impact did his death have? **(Ruler)**

Can I explore a range of existing bags, evaluating materials, fastenings and finishing techniques? Can I practise a range of stitches and fastenings?

Celebration/Evaluation

Write a non-chronological report based on the Vikings and Anglo-Saxon to show what children have learnt.

Key Vocabulary

As a historian, I will understand and use...

Anglo-Saxon, Jutes, Angles, Picts, Pagan, Monastery, convert, fertile land, Viking, invade, settle, raid, Danelaw, Danegeld

As a designer, I will understand and use...

stitch, design criteria, running stitch, back stitch, cross stitch, pinning, tacking evaluate, intended purpose, properties, freehand sketch, Barthelemy Thimonnier, fashion. Garments, pattern piece, template, fastenings, finishing techniques

Who was Barthélemy Thimonnier?

What impact did he have on the fashion industry?

Can I name natural and synthetic fibres, comparing advantages and disadvantages? Can I explain what types of materials where used to make stone age garments?

Curriculum Passport Challenge

Children will participate in an 'Anglo-Saxon Day' being given the opportunity to dress up and take part in a range of activities that Anglo-Saxons would do.

DRIVER SUBJECTS ARE: HISTORY & DT