

Year 4- Why did the Anglo Saxons and Vikings come to Britain?

<p>Week 1 How did the Anglo Saxons come to conquer Britain?</p> <p>Can I begin to build up a picture of the main events that happened in Britain?</p>	<p>Week 2 Where and how did Saxons settle in Britain?</p> <p>Can I appreciate how items belonging to the past help us to build an accurate picture of the past?</p>	<p>Week 3 How was Britain divided during Saxon rule?</p> <p>Can I explain how events from the past have shaped our lives?</p>	<p>Week 4 How did the Vikings and the Anglo Saxons become neighbours in Britain?</p> <p>Can I begin to build up a picture of the main events that happened in Britain?</p>	<p>Week 5 What is the significance of the Battle of Hastings within British history?</p> <p>Can I appreciate that wars are often associated with invasion?</p>	<p>Week 6 Who occupied Britain after the Vikings and Anglo-Saxons?</p> <p>Can they place periods of history on a timeline?</p>
<p>Compare and contrast Cause and consequence</p>	<p>Evidence</p>	<p>Continuity and Change Cause and consequence</p>	<p>Compare and Contrast</p>	<p>Cause and Consequence Interpretations Evidence</p>	<p>Chronology Continuity and Change</p>
<p>350 A.D. Anglo Saxons raid English shores and are beaten Back by the Romans. They came over the North Sea from Germany.</p> <p>410A.D. Romans left England and the shores are now unprotected.</p>	<p>450 A.D.- Saxons came from Germany to settle in Kent.</p>	<p>556 A.D. Seven kingdoms created across Britain were occupied by Saxon. Known as the Heptarchy: Wessex Sussex Kent Essex East Anglia Mercia Northumbria (compare to modern day regions)</p>	<p>793 A.D. Invaded over the North Sea from Denmark. Like Saxons began with raids and then conquered and settled in some of the seven kingdoms, driving Saxons out. Alfred the great agreed with Vikings that the could settle along parts of the East coast and the called this area Danelaw. Anglo Saxons anc Vikings became neighbours in Britain but did not always get along peacefully. After Alfred the Great English kings gradually recaptured more land from the Viking. Alfred's son Edward, fought for control over Danelaw. In 954 the Anglo Saxons drove Eric Bloodaxe (the last Viking) out of Jorvic. Eric was then killed in a battle and the Vikings agreed to be ruled over by an English king.</p>	<p>1051 A.D. William is believed to have visited England and met with his cousin Edward the Confessor, the childless English king. According to Norman historians, Edward promised to make William his heir. On his deathbed, however, Edward granted the kingdom to Harold Godwine, head of the leading noble family in England and more powerful than the king himself. In January 1066, King Edward died, and Harold Godwine was proclaimed King Harold II. 1066 A.D. On September 28, 1066, William landed in England at Pevensey, on Britain's southeast coast, with approximately 7,000 troops and cavalry. Seizing Pevensey, he then marched to Hastings, where he paused to organize his forces. On October 13, Harold arrived near Hastings with his army, and the next day William led his forces out to give battle.</p>	<p>After his victory at the Battle of Hastings, William marched on London, and received the city's submission. On <u>Christmas</u> Day, 1066, he was crowned the first Norman king of England. (finish off with a timeline of Romans, Saxons, Vikings, Normans)</p> <ul style="list-style-type: none"> Work on expert outcome so it doesn't get forgotten

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<p>Children to experiment with clay. Knead, pinch, create textures. How does it feel? What can you make? Use normal clay for experimenting</p> <p>Use air drying clay for mini outcome (gift for someone special) Make a slab using the rolling pin and guides. Cut out a shape. Add texture / pattern / layers using the bit box. If ready leave to dry, if not wrap in damp cloth / paper and put in plastic back so no air can get to it.</p>	<p>Normal clay : teach and practise slabbing Ceramics, slabbing for someone special. Model slabbing. Choose a base shape (square or rectangle) Roll out a small amount with the rolling pin and guides. Use guides to cut out the chosen shape for a base. Model how to use scoring and slipping to attach / join 2 slabs together. Children practise. Collect all clay in big tub to recycle</p>	<p>Air drying clay (preferably full afternoon) Children to design their own Viking boat in their art book. Keep in mind what they have learnt about slabbing. Keep it simple. They can always decorate and add / cut away once the shape is ready. Children to create the base shape of their boat. Add side slabs to the boat applying the scoring and slipping method. When desired shape / design is achieved, the children can add texture.</p>	<p>Chn to add colour and detail by glazing / painting with different coloured clay paint.</p>
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<p><u>Vocabulary:</u> invasion, conflict, conquest, country, king, military, peace, power, monarch, rule, settlement, society, heptarchy, voyage, war Art vocab: Slabbing, equipment, viewpoint, textures, pattern, applique, mark making, effects, glazes, scoring , slipping, rolling guide</p>	<p><u>Resources and actions:</u> <u>Link for details of Saxon settlements:</u> http://www.primaryhomeworkhelp.co.uk/saxons/houses.htm Battle of Hastings context: https://www.history.com/this-day-in-history/the-battle-of-hastings Bayeux tapestry: https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/4 air drying clay, plastic bags, damp cloths for each child, photos of Viking ships, ceramic tools, clay paint, ceramic art examples, uses of ceramic through history.</p>	<p><u>Expert Outcome:</u> <u>Communicate knowledge and understanding and offer points of view based on what they've found out?</u> What does the Bayeux tapestry tell us about the Battle of Hastings? To build and apply learnt slabbing techniques a Viking ship with clay.</p>	<p>Previous Learning: Children were introduced to invaders and settlers as part of their Roman study. This project ended with the Romans returning to defend the heart of their empire and leaving Britain ripe for the picking!</p> <p>Preparing for: An understanding of treaties and different groups living alongside one another which they will build on in Upper KS2</p> <p>Bespoke to us: Building children's disciplinary knowledge of "cause and consequence" which is a golden thread weaved throughout the History curriculum.</p>
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<p>Objectives Art</p> <ul style="list-style-type: none"> • Can select and plan create an image for printing to use two colours • Can independently trace a drawn image onto a poly-tile either using tracing paper or by colouring the reverse of the design and drawing through. • Can create two tiles of the same image to use as background and foreground • Can plan and prepare a two tiles to fit together • Experiments with a variety of objects to create textures and patterns on a tile • Can trace an image effectively • Can create smooth even layers of colour • Can align second tile to print accurately • Can keep margin areas clean and free from smudges or fingerprints • Knows that in the cut away process , the repeats of the prints must done at each stage as once cut away the tile will be destroyed. * • Can compare the two processes.* • Can set up equipment and work responsibly with tools to ensure a clean and safe work area. • Can choose appropriate subject for printing that will result in effective printed image 	<ul style="list-style-type: none"> • Can repeat two colour process but using cut away process. • Can combine drawn and pressed textures to prepare an image for printing. • Is able to ink background tile and print a series of identical prints. • Can create print that has crisp clear images. • Can overlay colour successfully without bleeding • Knows that using multiple tiles will enable repeats to be continually made. * • Understands the process of layering colour and can plan each printing stage • Is able to tidy away independently • Is aware that there are other types of printing processes and can identify some of them
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