Year 3 – Tribal Tales Relationships Theme
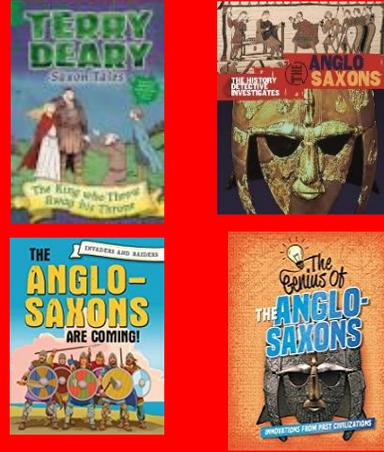
Who were the Anglo-Saxons?

In this unit, we will travel back in time to early medieval Britain to find out about this turbulent time in British history. We will begin with an excavation of historical artefacts on our school grounds. We will then investigate the Anglo-Saxon settlers and use historical sources to explore how they lived their lives and find out about their enemies who invaded Britain during this time. In DT, we will use our knowledge of Anglo-Saxon villages to construct a detailed model house to add to a class village. In computing, we will create a photographic video tour of our village, using a multimedia program.
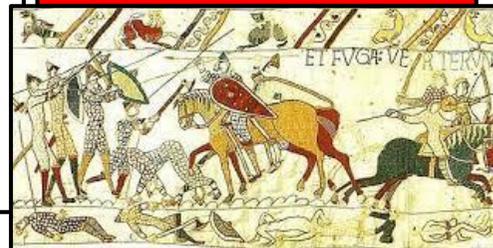
Core Texts

In history, pupils will know:
- The Anglo Saxons came from modern-day areas of Germany, Denmark and the Netherlands.
- The period began after the Romans had withdrawn from Britain.
- Many of the Anglo-Saxon settlers came to Britain seeking land to farm.
- Families usually lived all under one roof in small communities living in wooden houses with thatched roofs.
- There were craftsmen, and some evidence has been found of things including pottery from the early Saxon period.
- The residents of Britain were largely pagans at the start of the period, although Christianity was brought to the islands by St Augustine and spread widely over the following centuries.
- Much of what we know of this period comes from a history of the English church and people written by the monk Bede.
- Common clothing included tunics for men, and longer robes for women.
- The Anglo Saxons wrote using runes.
- Many of today's place names come from Anglo-Saxon words.
- A common diet was made up of bread and items such as eggs and cheese. Popular drinks included beer and mead, which were brewed and therefore much safer to drink than water.
- In 1939 archaeologists discovered an Anglo-Saxon ship burial at Sutton Hoo in Suffolk.
- Anglo Saxons were settled in Britain when the Vikings began to invade Britain.
- The Anglo Saxon period ended in 1066 following the defeat to the Normans, led by William the Conqueror at the Battle of Hastings.
- The Bayeux Tapestry is a primary source which gives us lots of information about this.

Personal, Social, Health and Citizenship

- I can recognise and respond to a wider range of feelings in others.
- I can recognise what constitutes and maintain positive healthy relationships
- I can recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
- I recognise different types of relationships including acquaintances, friends, relatives, family.
- I understand what kind of contact is acceptable and how to respond if something makes me feel uncomfortable.
- I know how to recognise when someone is being bullied.
- I can work cooperatively and confidently in a group.
- I know what makes a happy playtime and can contribute to this.
- I consider issues from different points of view
- I try to resolve conflict with a friend by finding a win-win situation.
- I know how to manage situations with dares.

Key Vocabulary
Bayeux Tapestry
invade   conquer
pagan   artefact
monastery   monk
settle   raider   wergild
raid   tribe   battle
defeat   ruins   burial
archaeologist   runes

History Skills
- Use dates to order significant events from the periods studied, on given timelines.
- Use a time line to place historical events in chronological order.
- Place periods of study on a timeline, using BC and AD.
- Ask focused questions and use research to find answers about the past.
- Use a range of suggested sources to find out/infer relevant information about the past.
- Explore the idea that there are different accounts of history.

In DT pupils will know:

- The basic needs that a new settlement should provide.
- The materials and techniques used by Anglo-Saxons for their buildings.
- That 3d solids can be built up from nets.
- That materials can be strengthened through laminating, corrugating or ribbing.
- Tabs are used to glue nets together.
- A shell structure is a hollow structure with a thin outer covering.

DT Skills

- Create a design that meets a range of requirements.
- Consider the equipment and tools needed when planning.
- Describe a design, in detail, using accurately labelled diagrams, and words.
- Suggest what could be changed to improve a design, beginning to link this to the design brief.
- Select materials and components according to known characteristics and
- functions.
- Select tools to cut, shape and join materials and components.
- Use a ruler to measure and mark lines for cutting.
- Make simple paper models, mock-ups and templates.
- Select an appropriate way to improve the appearance of a product.
- Create nets of increasingly complex 3D shapes which include the addition of
- gluing tabs.
- Reinforce and strengthen 3D framework using the concept of 'triangulation'.
- Use a range of materials to make joints.

In Computing pupils will know:

- That still images can be taken from different distances for effect.
- That different shot angles can be used for effect.
- That still images can be added into a movie maker and effects used to make it into a short video.
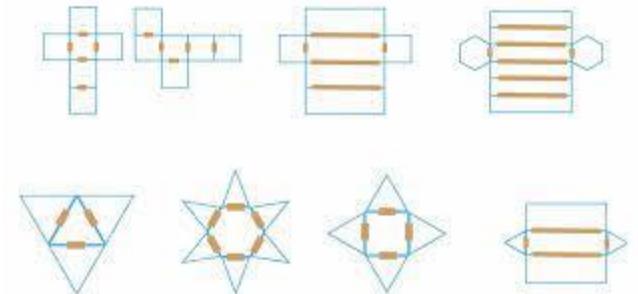
Computing Skills

- Capture still images using a wide range of angles and distances.
- Use angles and distance to create digital effects
- Input still images into iMovie/movie maker and add shot name as title

Key Computing Vocabulary

arrange   film   title   credits   discard audience

clip   angle   distance   digital effects   still image

tour

Key DT Vocabulary

shell structure   net   cube   cuboid   prism
cylinder   shape   3D   marking   scoring   tabs
joining   assemble   stiff   corrugating   laminating
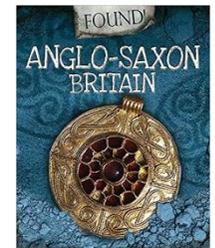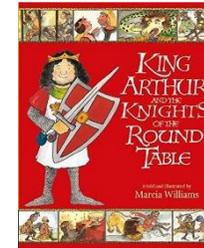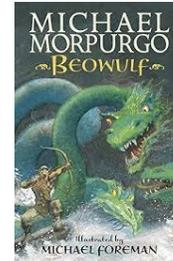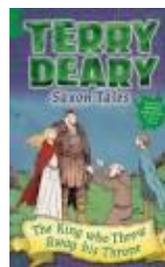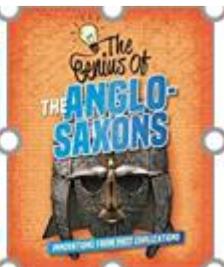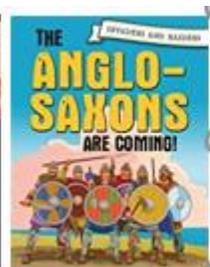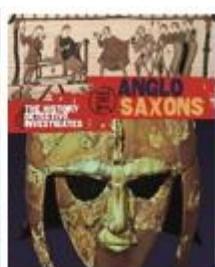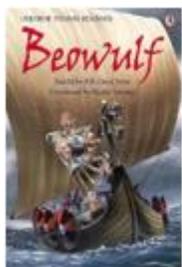ribbing   vertex   strengthen

Year 3 – Tribal Tales

Relationships Theme

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Reading List – Topic Linked

Home Learning Ideas- How You Can Support At Home.		
Anglo Saxons used runes to write. Can you use runes to practise writing words and phrases?	Listen to the Beowulf podcast at KS2 English: Beowulf - BBC Teach.	Create your own Sutton Hoo helmet/mask using whatever materials you have. You could use cardboard or paper Mache for example. You could also decorate it using tin foil or buttons. Look at the one found at Sutton Hoo for an example.
Find a simple peasant bread recipe and work with an adult to make some Anglo Saxon bread. Don't forget to show us your work!	Use junk modelling to make a model of an Anglo Saxon house. Try to make it look as authentic as you can.	Design your own Anglo-Saxon coin. You can use a search engine to research design ideas.
Imagine that you are an archaeologist who has dug up a box of Anglo Saxon artefacts. What could be inside? Describe in a diary entry, using adjectives and similes what you found.	Visit the library and find and read books about the Anglo Saxons. You could begin with the reading list below.	Create a piece of Anglo Saxon art work. Think about how you frame your work.

Tribal Tales

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