# Year 4 – 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 apply all of our knowledge and use green screen technology to make a news report of an invasion.

## Core Texts



## Personal, Social, Health and Citizenship

- I understand why people enter civil partnerships and marriage.
- I understand that marriage is a commitment freely entered into by both people and no one should marry if they don't want to.
- I consider how actions affect themselves and others.
- I understand when it is right to break a confidence or share a secret.
- I consider the consequence of discrimination teasing, bullying and aggressive behaviour.
- I know about the difference between a group and a gang.
- I can recognise and challenge gender stereotypes.
- I recognise and challenge prejudice.
- I can manage requests for images of myself.

## Key Vocabulary

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

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- The period began after the Romans had withdrawn from Britain.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.

## History Skills

- Use dates to order significant events from the periods studied.
- Use a time line to place historical events in chronological order.
- Place periods of study on a timeline, using BC and AD.
- Suggest which sources of evidence could be used to find out about the period studied.
- Use their own sources to find out/infer relevant information about the past.
- Look at different versions of the same event in history and identify differences.

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

- Generate more than one idea for how to create a product.
- Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide.
- Suggest improvements to develop and refine a planned idea.
- Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.
- Select from and use a wide range of materials and components according to both functional and aesthetic qualities.
- 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.
- Create nets of increasingly complex 3D shapes which include the addition of
- gluing tabs.
- Reinforce and strengthen 3D framework.
- 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

- Story board and film a short movie.
- Edit Trim and arrange clips to convey meaning.
- Add titles, credits, slide transitions and special effects.

Key Computing Vocabulary

arrange  film  title  credits  discard  audience

clip  angle  distance  digital effects  still image

tour  credits  special effects

Key DT Vocabulary

shell structure  net  cube  cuboid  prism
cylinder  shape  3D marking  scoring  tabs
joining  assemble  stiff  corrugating  laminating
ribbing  vertex  strengthen
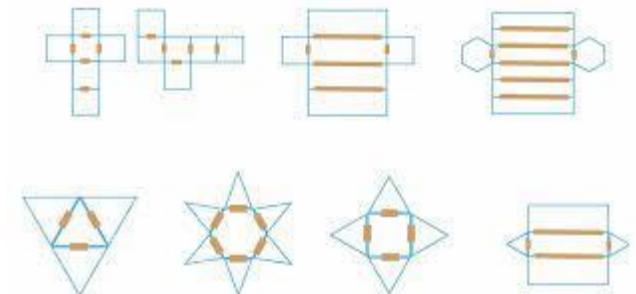
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## Reading List – Topic Linked

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|---|---|---|
| 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. |
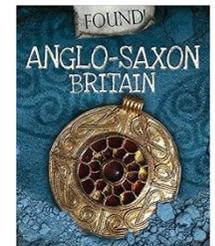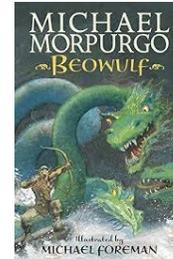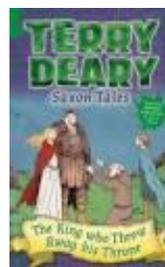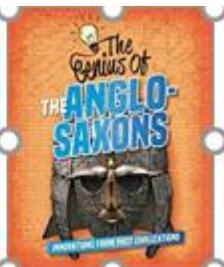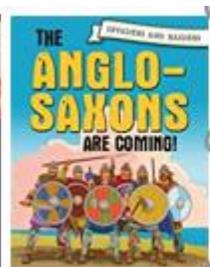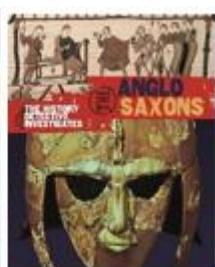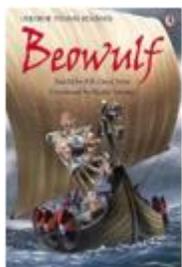
# Tribal Tales



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