

## Key Vocabulary

Raider  
Trader  
Viking  
Anglo Saxon  
Scots  
Dark Ages  
Settlement  
Trade  
Europe  
Scandinavia  
Longhouse  
Longship  
Roundhouse  
Integration  
Resources  
Monastery  
Weaponry  
King Arthur  
Myth  
Narrative  
Wessex  
Sussex  
Essex  
Mercia  
Northumbria  
East Anglia  
Kent



## Traders and Raiders

### Key questions for this area of learning:

Why did successive peoples come to Britain?  
Where did the Anglo Saxons and Vikings come from?  
Why did they leave their homelands?  
Where did they settle in Britain?  
How did the Vikings travel across to Britain?  
What was everyday life like for Anglo-Saxons and Vikings?  
What was the impact on the indigenous Britons?  
What evidence is there that the Vikings and Anglo-Saxons came to Britain?  
What religious beliefs did the Vikings have?

### Geography:

We use historical maps to show where the Anglo-Saxons originated from, and where the Anglo-Saxon Kingdoms were located in England. We also use modern maps to investigate Celtic and Anglo-Saxon place names and how this shows where the Kingdoms were.

We describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and distribution of natural resources e.g. water and food.

### Home learning ideas/ places to visit:

Researching aspects of Anglo Saxon or Viking life – BBC Bitesize.  
Staffordshire Hoard – The Potteries Museum, Staffordshire  
Jorvik Centre, York

### Key areas of English learning:

Recounts: We study a genuine Monk's account of the Anglo-Saxon landings and write our own version in role as a monk or Anglo-Saxon.

Narrative writing: We compose a version of The Sword in the Stone focussing on descriptive devices, fronted adverbials, different types of sentences and how to punctuate speech. We discuss first and third person and write in the third person.

### Key areas of Maths Learning

Decimals  
Money

### Key people studied:

Anglo-saxons, Vikings, The Legend of King Arthur

### Visits, visitors or key events:

We visit Perlethorpe Viking Centre.

**Design and Technology:**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (e.g. Viking Longhouses)

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

**Art and Design:**

Create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. (e.g. Viking longships)

**History:**

Learn about Britain's settlement by Anglo-Saxons and Scots.

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Learn about what everyday life looked like for these invaders – their homes, clothes, food, work and religion.

**Computing:**

Scratch - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

**Religious Education:**

Easter Story. This unit covers what happened to Jesus over the few days of his life and the events of Holy Week.

**PE:**

Hockey, Basketball/High Five.

These are competitive games, with attack and defence skills.

**Carousel:**

The children are taught PE, Drama and music by specialist teachers every week.

The drama is linked to the topic, where possible.

**Citizenship/ PSHE:**

We consider the ethical implications of invasion and the reasons why this might be necessary in some instances.

**Science knowledge and understanding:**

This is taught in other topics.

