



# The Dark Ages

7 Weeks



## Rationale/Intent

The children are taken back in time to 410-1066AD where they are challenged to discover about the life and times of the Anglo Saxons, how and where they lived, dressed and worked. Through this topic as aspiring historians, they will build on skills acquired during Year 4 to use a variety of sources, set their own goals to research and learn how the Anglo Saxons came to live in Britain. They will challenge the common perception of an Anglo-Saxon community as they justify why they deserved and needed to settle in Britain. Using their understanding of this time, they write a speech in character persuading others to trust their vision and come to battle. They will be showing the British values of democracy and individual liberty whilst discovering how the Anglo Saxon's lived and creating their artefacts as part of their home learning project.

Throughout this project, the children will be immersed in developing their knowledge and skills as historians; discovering the work of archeologists and accidental finds of metal detectorists, and about importance of archeology in understanding our past.

There are opportunities to develop their ASCENT value of community, nurture and trust while comparing lives of the past with those we live today; aspiring to make connections through history to further understand the future.

## Hook

Jigsaw activity - present chn with pictures of items - what do you think these things are?  
What period of time? What do you think they were used for?

## Outcome

Assembly to year 3 - sharing what they 'discovered' at an archaeological dig (their purse, a lost Legend, etc)

## English

## Link text; Beowulf

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

## Main writing outcomes

### Narrative;

Legend based on Beowulf

### Non- narrative;

Persuasive speech

## Writing skills to cover

Persuasive devices

## Punctuation and Grammar

Proof- reading

Homophones

Verb forms

Modal verbs

Modification of nouns

**Every two weeks - free writes;** are used to develop individual targets, re-visit previous learning and

offer a range of opportunities and genres to apply previously taught skills.

### History - Focus subject

Consider why the Anglo-Saxons came to England and why it's called the dark age.

Link back and build on to Romans in year 4.

Focus on sources and evidence that tell us about people living in that time.

Sutton Hoo burial and Staffordshire hoard - examining evidence and providing context.

Learn about work of archeologists and accidental finds of metal detectorists, and about importance of archeology.

Take part in an 'archaeological dig' to understand the importance of doing it.

(NC: Pupils should be taught about: the Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.)

### D&T - Focus subject

#### DESIGN:

- Design Anglo-Saxon purse that is fit for purpose.
- Generate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes.

(NC: 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.)

#### MAKE:

- Use fabric scissors, needle, thread.
- Select textiles and materials that are most suited to the purse.
- Use a range of finishing techniques to ensure the product is aesthetically pleasing.
- Use a range of stitching techniques.

(NC: Select from and use a wider range of materials and materials and textiles according to their functional properties and aesthetic qualities).

#### EVALUATE:

- Investigate and analyse a range of existing Anglo-Saxon purses.
- Evaluate their product against their own design criteria.
- Consider the views of others to improve their work.

(NC: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work).

### Science - discrete

Investigate Professor Plutonium's (Pu) first challenge of learning about weight and gravity. Carry out a fair test to show that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Record your findings.

Plan, carry out, predict and report on the scientific enquiry 'How does the size of a parachute affect the speed at which it falls to the ground?'

Make predictions, investigate and explain the effects of water resistance on different shapes and how different shapes move in water.

Create a scientific Investigation to show the effects of friction acting between two surfaces changing one variable at a time. Explain the scientific processes involved, measuring using Newtons and subsequent conclusions.

Investigate how simple machines work.

Investigate levers, pulleys and gears in everyday situations e.g. construction kits, clocks, toys, cards and door

handles.

Explore, design, make and evaluate a product using levers, pulleys and gears.

### Visits and visitors-

### Cultural capital;

#### RE

- How did Anglo Saxons who were not Christians practice their beliefs about life and death? How is this different to Christian practice today?
- Explore religious practice and beliefs in Anglo Saxon times.

### Home Learning-

- Design, make and evaluate an Anglo-Saxon artefact of your choice.