

# Savage Settlers

**Recommended year group:** Year 4

**Theme focus:** History

**Suggested term:** Summer



## Theme introduction

Savage Settlers focuses on the Anglo-Saxon and Vikings invasions of Britain. The prominent subject focus for this theme is History but it also includes Geography, Art, PSHE and Design Technology. In Savage Settlers, we investigate the key questions, such as why the settlers came to Britain and why they attacked certain places (such as Lindisfarne). Pupils will learn what life was like on board a Viking longship and how the Vikings and Anglo-Saxons co-existed in Britain. Although they fought, the Anglo-Saxons and Viking did live side by side for many years. Pupils will learn how the settler's clothes were made, and what food they ate. Pupils then move on to what was happening elsewhere in the world at this point in History. They will look at the Maya and Benin, before doing an in-depth study of Baghdad. The theme ends with pupils investigating the similarities and differences between life in Britain and life in Baghdad.

### Driving Question

What did the settlers leave behind?

### Switch on Science Unit

Teeth and eating

### Switch on Computing Unit

We are artists

### Linked reading texts

*The Saga of Eric the Viking* by Terry Jones

### Driving Question

Diary Entries: Show the emotions and feelings of Eric through his diary

Debate (Balanced Argument): Were the Vikings savages or pioneers?

### Curriculum Coverage

**Geography** – The wider world, environment, direction; Britain

**History** – Chronology; Similarities; Differences and Connections; Significant Individuals; Events and Achievements; Historical Enquiry and Sources; Cause and Consequence

**D&T** – Evaluate: Existing Products; Technical Knowledge: Joining and Structures; Make: Food preparation and cooking

**Computing** – Digital research; finding information

**Art** – Evaluate and Appreciating; other techniques

**PSHE** – Living in the Wider World

**Maths** – Scales

## Excite

Have a Savage Settlers day. Children can dress up as Vikings and Anglo-Saxons, and engage in various Viking- and Anglo-Saxon-style activities. Learn about food and activities that the settlers would have undertaken during an average day. Pupils to learn about the Viking Longships and design their own longship dragon that will sail them through the theme.

## Explore

There are fifteen explore sessions:

Explore 1: Chronology

Explore 2: Where were the settlers from and where did they settle?

Explore 3: What were the Anglo-Saxons like?

Explore 4: Create a burh

Explore 5: What did Anglo-Saxons eat

Explore 6: Key Viking events

Explore 7: The Lindisfarne Invasion

Explore 8: Viking religion

Explore 9: The Anglo-Saxons vs the Vikings

Explore 10: Weaving

Explore 11: The Impact of the Anglo-Saxons and the Vikings

Explore 12: What else was happening in the world?

Explore 13: The spread of Islam

Explore 14: What was life like in Baghdad 900AD?

Explore 15: The Silk Road

Explore 16: Comparison study

## Theme essential vocabulary:

Anglo-Saxon, civilisation Danelaw, evidence, goddesses, gods, invade, Lindisfarne, longship, settlement, source, Scandinavia, Silk Road, Viking, Jorvik

## Essential knowledge/concepts

1. Know that the Anglo-Saxons invaded in the 5th Century.
2. Know that the Vikings invaded in the 8th Century.
3. The Vikings landed here in AD793.
4. Know that Vikings left Norway, Sweden and Denmark and came to the UK, e.g. Denmark had sandy soil and they deemed their land to be overcrowded.
5. The Viking attacked the monastery at Lindisfarne, Northumbria three times.
6. The Anglo-Saxons settled mainly in the west and the south.
7. The Viking settled mainly in the north and the east and their land became known as Danelaw.
8. Although the Anglo-Saxons and the Vikings fought, they did also live side by side for many years.
9. The Viking believed that the heads on the long ships helped to give them safe passage away from any sea monsters.
10. Fabric has two thread the warp (the vertical thread) and the weft (the horizontal thread).
11. The Vikings believed that there were many gods and goddesses lead by Odin.
12. The Anglo-Saxons used to tell myths and legends, and these are still read today.
13. At the same time as the Anglo-Saxons and Vikings, other areas of the world were also being developed including Benin, the Maya and early Islamic civilisations.
14. 14.Baghdad was an advanced civilisation on the Silk Road.
15. 15.The Silk Road consisted of many road and sea routes where trading was exchanged.

## Excel

The key assessment outcomes of this unit are:

Explore 3: What were the Anglo-Saxons like?

Explore 6: Timeline of key Viking events

Explore 16: Comparison study of Britain and Baghdad

## Exhibit

Create a gallery to show off the children's houses, boats and shields, and weaving. They also show their comparison studies and discuss how life was different in various places around the world.

## Possible wider experiences:

Visit museums with an Anglo-Saxon or Viking focus, such as the JORVIK Viking Centre in York.

## Flipped learning opportunities

1. Create a 3D model of a Viking longship.
2. Investigate a famous Anglo-Saxon or Viking, and produce a fact-file about them.
3. Design a settlers-inspired family shield.

## Family learning suggestion

Pupils could research what the settlers were like and whether they really were the enemies of each other.

## Cultural awareness

### Key piece of music

*Fanfare for Common Man* by Aaron Copland

### Key piece of art

*Monument to the Discoveries* (Sculpture in Lisbon, Portugal) by Cottinelli Telmo

### Key poem

*History of Vikings* by Paul Perro