



Historical timeline (Britain)

Palaeolithic (Stone Age)	Mesolithic & Neolithic	Bronze Age	Iron Age	Roman Period	Anglo-Saxons	Medieval (Middle Ages)	Tudor & Stuarts	Georgian Period	Victorian Period	Recent History
2 million – 10,000 BC	10,000 BC	2500 BC	800 BC	43 AD	400's	442c Kingdom of Gwynedd	1485 Henry VIII	1714 1770's – slate industry	1837 Queen Victoria	1900 WWI 1914-18 WWII 1939-45
										

<p style="text-align: right;"><i>ENGLISH</i></p> <p>We are myth weavers... Developing dialogue between characters inspired by a silent movie.</p> <p>We are diarists... Stepping into the shoes of a mythological character as we board the Golden Dragon for epic adventure.</p> <p>We are poets... Rewriting the story of Beowulf in the form of an epic poem.</p>	<p style="text-align: right;"><i>RE</i></p> <p>We are theologians... Understanding the significance of the Easter story to Christians and how it is linked to Christian music. Appreciating the impact of the introduction of Christianity to Anglo-Saxon Britain.</p>	<p style="text-align: right;"><i>SCIENCE</i></p> <p>We are audiologist... Investigating how all sound is created by movement. Discovering how volume changes with distance and strength of vibrations. Associating pitch with frequency and the features of the object creating the sound.</p>	<p style="text-align: right;"><i>MATHS</i></p> <p>We are statisticians... Explain and calculate from a variety of graphs and charts including histograms and line graphs.</p> <p>We are quantifiers... Convert between metric units and increase measures by given proportions. Use thermometers to measure positive and negative temperatures.</p> <p>We are cartographers... Find points using coordinates and grid references.</p>	
<p style="text-align: right;"><i>PSHE</i></p> <p>We are relational... Developing our understanding of the dynamics of interpersonal relationships by exploring 'What is a friend?' and 'How to be a better friend?' Appreciating different points of view through our 'Remember the Beach ball' concept.</p>	<p style="text-align: right;"><i>PE</i></p> <p>We are dancers... Immersing ourselves in different aspects of the life of a Viking and expressing them through the media of dance. Improvising and composing a dance sequence with a group.</p>	<h2 style="text-align: center;">Saxons and Vikings</h2>	<p style="text-align: right;"><i>COMPUTING</i></p> <p>We are safe online... Discerning between different online sources of information to find the most trustworthy and useful to complement our Anglo-Saxon investigations.</p>	<p style="text-align: right;"><i>DRAMA</i></p> <p>We are performers... Performing an epic poem while developing our expression and tone to tell a story.</p>
<p style="text-align: right;"><i>HISTORY</i></p> <p>We are historians... Exploring the ancient cultures of the Anglo-Saxons and the Vikings that fought with them. Investigating the daily life of an Anglo-Saxon farmer and the significant events that would have affected them. Discovering the lasting impact that the Anglo-Saxons had on our calendars, our language and our landscapes.</p> <p>We are archaeologists... Unearthing the artefacts that the Anglo-Saxons and Vikings left behind and what they tell us about life in those times.</p>	<p style="text-align: right;"><i>GEOGRAPHY</i></p> <p>We are cartographers... Locating the countries of origin of the Angles, Jutes and Saxon tribes as well as the invasion of the Vikings. Comparing and contrasting the physical geography of those countries to Britain, to provide explanations for the migrations. Investigating historical maps of the local area to see how places have changed over time.</p>		<p style="text-align: right;"><i>MFL</i></p> <p>We are linguists... Take part in conversations about physical features in French. Listen to examples of Old English and compare to our modern language.</p>	<p style="text-align: right;"><i>Design and Technology</i></p> <p>We are chefs... Explore the seasonality of food stuffs from around the UK and what would be available to people in previous eras. Develop our food preparation techniques of measuring, cutting, kneading and baking on an open fire. Investigate the importance of a healthy diet and compare a modern diet to an ancient one.</p>

Recommended Reads	Key Words	W I L D
<p>Adults <i>The Winter King by Bernard Cornwell</i> <i>Warlord by Bernard Cornwell</i> <i>Norse Myths by Neil Gaiman</i></p>	<p>Angle, Jute, Saxon – a member of a Germanic tribe who invaded and settled in Britain in the 5th Century.</p>	<p>FOREST Explore when and where different foods can be grown and gathered in the UK. Discover the seasonality of different foods. Understand the dangers of found foods and reasons for Forest School Rules. Have a go at cooking historical Viking food on an open fire. https://kidadl.com/articles/viking-food-ks2-and-recipes-made-easy Investigate the Viking diet consisting of vegetables along with gathered fruits and nut, some meat and fish and honey from kept bees. Look at balanced diets and design their own. Look at surprising sources of food that are available in the UK (bugs/leaves/nettles etc...)</p>
<p>Recommended Viewing</p>	<p>Anglo-Saxon – the people who invaded and settled in Britain from the 5th century up to the Norman conquest.</p>	
<p><i>The Last Kingdom - Netflix</i> <i>Vikings - Amazon Prime</i> <i>The Dig - Netflix</i></p>	<p>conquer – to take control or possession of a place or people by force.</p>	
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<p>Children <i>Saga of Erik the Viking by Terry Jones</i> <i>The Last Viking by Terry Deary</i> <i>The Time Travelling Cat and the Viking Terror by Julia Jarman</i> <i>How to Train Your Dragon by Cressida Cowell</i> <i>There is a Viking in my Bed and Other Stories by Jeremy Strong</i> <i>Beowulf by Michael Morpurgo</i> <i>The Vikings In Britain (Non-fiction) by Maira Butterfield</i> <i>Anglo-Saxons in Britain (Non-fiction) by Maira Butterfield</i> <i>Horrible Histories: Vicious Vikings (Non-fiction) by Terry Deary</i> <i>Horrible Histories: Smashing Saxons (Non-fiction) by Terry Deary</i></p>	<p>Germanic – relating to people who speak Germanic, a group of languages that include German, Swedish and English.</p> <p>invade – to enter a country by force.</p> <p>longhouse – a long single room building made from wood, stone, mud and turf where many Viking people lived together.</p> <p>monastery – a building in which monks live and worship.</p> <p>Offa’s Dyke – a wall made from earth that King Offa ordered to be built to divide his kingdom of Mercia from Wales.</p> <p>pagan – belonging to a religion that worships many gods.</p> <p>Viking – invaders of Britain from Scandinavia from between 8th-11th Centuries.</p>	<p>Useful Links</p> <p>Early British Kingdoms http://www.earlybritishkingdoms.com/kids/index.html British Museum – Sutton Hoo Artefacts and Virtual Tour https://www.britishmuseum.org/collection/galleries/sutton-hoo-and-europe Anglo-Saxon and Viking Cookbook http://cookit.e2bn.org/historycookbook/28-326-saxons-vikings-Food-facts.html BBC – Viking Sagas https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f</p>