

Year Group:5 Term: Summer

Challenge pack

Invade and Attack

Learning Challenge

How can we re-enact the chronology of those who invaded Britain?



Hooks or memorable experiences

Children will visit Warwick castle to experience a live re-enactment of a battle and explore the influence of different invaders.



Challenge outcome—what will the outcome look like to demonstrate learning?

Event that captures key aspects of the invasion in Britain in different times of the Anglo Saxons, Scots, Vikings and Romans.

- Who came in and settled?
- What was it like when they were in Britain?
- Who came next and why?

Class texts—whole class reading, extracts, thematic books

Main texts for planning:

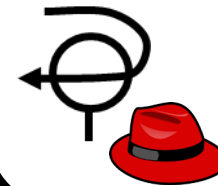


Additional books from book web: Norse myths by Kevin Crossley-Holland, Saxon Boy by Tony Bradman, 50 things you should know about the Vikings,

Cognitive skills / Meta-learning— specific teaching examples to use in learning



Consequences and sequence— What events through history have altered our way of living today? What sequences did events happen in the past?



Other people's point of view:- How do you think people felt about the Invasions of Britain?

Killer Questions—those asked to measure understanding of pupils

Who invaded Britain first? Why did they invade and settle?

What was life like in Britain when the Anglo Saxons / Vikings / Scots/ and Romans invaded?

Why did the Romans invade Britain?

How did the different people who invaded Britain use different areas of the country and land? What did they create?

Year group	5	Term	Summer	Challenge Pack	Invade and Attack—How can we re-enact the chronology of those who invaded Britain?	
SUBJECT FOCUS (delete as required)		<i>Children will learn about / will know WHAT? (Declarative knowledge)</i>		<i>Children will know HOW TO...? (Procedural knowledge)</i>	<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
History		<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots, Viking and Anglo-Saxon struggle for the Kingdom of England Roman Empire and Roman Britain <p>What took place, what life was like and who came next?</p>		<ul style="list-style-type: none"> H3.1a Populate a timeline with key periods including those not studied in depth H3.1b Demonstrate knowledge of key events in times studied, sequencing these correctly H3.1d Select and synthesise key information to present findings on a time period. H3.2b Identify the difference between primary and secondary sources 	<p>Year 4: Significant turning point in British history – the inventions of key products, the Industrial revolution, railways and the car. Reasons and impact with changes. Timeline of inventions and inventors through history Historical facts and opinions about inventors and inventions</p>	<p>Invasion, battle, settlement Chronology BC / AD Sources Empire</p>
Geography		<ul style="list-style-type: none"> Name / locate counties / cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Compare and contrast region of the UK and a region of Europe Use grid references and compasses 		<ul style="list-style-type: none"> G3.1b Name and locate countries and cities of the UK, geographical regions G3.2a Compare and contrast geographical regions of the UK, a region of a European country and a region in North or South America G3.4b Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Compare ways in which believers interpret texts / sources of authority. 	<ul style="list-style-type: none"> Locate the world's countries to focus on Europe (Inc. Russia) and North America: countries and major cities – locations of space mission locations. Prime/Greenwich Meridian and time zones (including day and night) - explain its significance, identify location 	<p>City, county, country Borders, region England, Ireland, Scotland, Wales, Europe Grid reference—4 figure, 6 figure Compass directions</p>
RE		<ul style="list-style-type: none"> The Power of Prayer Temptation 		<ul style="list-style-type: none"> Make clear connections between what people believe and how they live individually Evaluate the importance of beliefs to different people (e.g. believers and atheists) Discuss how religious ideas relate to their own experiences and the world today 	<p>Year 4– Importance of Muhammad, Good Friday Y5– Aut Changemakers</p>	<p>Prayer, comfort, Amazing Grace, sermons, Hindu morning prayer-Gayatri Mantra; First Surah opening Islamic Prayer; daily Adun Olam; Sikh Mool Mantra temptation, pilgrimage, prayer</p>
Art		<ul style="list-style-type: none"> Printing on paper and textiles - link to DT—Castle flags, tapestries and hangings 		<ul style="list-style-type: none"> A3.3d Explore more complex pattern and techniques to create designs for painting or printing A3.3e Confidently print on paper and fabric using a range of techniques for layering image A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future. 	<ul style="list-style-type: none"> Painting and Sculpture, 3D – linked to creating space experience and DT 	<p>Pattern, printing, sewing, cross stitch, design Repeat, motif, coat of arms Mono-printing, block printing</p>
Design Technology		<ul style="list-style-type: none"> Replica and working models – invasion and battle 		<ul style="list-style-type: none"> D3.2a Use technical knowledge of joining materials (fabric, wood) to complete a task 	<p>Props and models – space experience</p>	<p>Fabric, joining, sewing, tapestry</p>