

## Y3 The Anglo-Saxon Chronicles Learning Sequence

**Synopsis:** Children will ‘excavate’ the Anglo-Saxon Chronicles only to find that all the information inside is missing. They will investigate aspects of Anglo-Saxon life, with a focus on Sutton Hoo and use this to write a non-chronological report.

In **Science**, children investigate light including how we see and shadows.

In **History**, children learn that the past is constructed from a range of sources which support historical claims.

In **Art**, children recreate Anglo-Saxon illuminated letters using paint.

In **D&T**, children research, design, make and evaluate an Anglo-Saxon shield or helmet.

In **Computing**, children use the internet and search engines to retrieve and select information.

**Curriculum areas:** English, Science, History, Art, D&T and Computing

**Length of theme:** 6 weeks

### English

*Write a non-chronological report about the excavation of Sutton Hoo.*

#### English Objectives

##### Comprehension

- Use a dictionary to check the meaning of words
- Identify how language, structure and presentation contribute to meaning
- Read books that are structured in different ways
- Identify themes and conventions - non-fiction texts

##### Grammar & Punctuation

- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*)
- Express time, place and cause using conjunctions, adverbs and prepositions

##### Text Structure & Features

- Organise paragraphs round a theme
- Locate information using contents, index and glossary

#### English Learning Sequence

- Children sort range of books according to fiction and non-fiction justifying reasons for this
- Using non-fiction books only, give children a range of questions and they place this on the book that they think would provide the answer. Justify and explain reasons eg I think this book will answer XXXX question because the title is Polar Animals and I know that polar bears live in the North Pole.
- Explore similarities and differences in how the information is presented in the books eg use of diagrams, photographs, tables and charts, glossary, headings and sub-headings, index
- Look inside non-fiction book about Anglo-Saxons and note its structure and features
- Discuss how the language, structure and layout of the book contributes to the understanding of it
- Read a chosen part of text – what do they notice? Focus on impersonal, factual, tense, language etc.

- Use simple organisational devices eg headings, subheadings

### Language & Vocabulary

- Discuss words and features of texts that capture the reader's interest

### Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Use a dictionary to check the meaning of any words they are unsure of
- Introduce children to Sutton Hoo – watch videos and examine images. What questions do they have?
- Explain that children are going to research what was excavated at Sutton Hoo to compile a non-chronological report about the burial mound
- Take notes using a range of sources and practise using these notes to write a variety of sentences eg simple, compound and complex (drawing on previous teaching)
- Consider cohesion within sentences using conjunctions and between ideas and paragraphs using adverbials eg **As well as the helmet**, archaeologists also discovered...
- Draft, edit and improve report to produce final draft

## English

### *Write a journalistic report about the excavation of Sutton Hoo.*

#### English Objectives

#### Comprehension

- Read books/texts that are structured in different ways
- Identify themes and conventions - newspaper articles

#### Grammar & Punctuation

- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*)
- Express time, place and cause using conjunctions, adverbs and prepositions
- Use fronted adverbials and use commas after fronted adverbials (Y4)

#### English Learning Sequence

- Share examples of newspapers with children and discuss features (First News is appropriate for this age range). What is a newspaper for? Who reads it? Why?
- Chop up articles into key parts and allow children to rearrange, label and annotate: headline, by-line, introduction, main article, quotes, pictures and captions. What is the function of each part?
- Explain that they are going to become news reporters in 1939 covering the story of the excavation of Sutton Hoo
- Role play being reporter and archaeologist explaining what was discovered in burial chamber

- Punctuate direct speech with inverted commas

### Text Structure & Features

- Build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of time, place and number or by varying the tense

### Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Practise each newspaper feature in turn, writing headline, by-line, introduction (using the 5 W's of when, who, what, where and why) and main article
- If appropriate, introduce inverted commas to indicate direct quotes and explore the conventions of speech eg "We discovered many interesting artefacts inside the burial chamber," reported the chief archaeologist.
- Draft, edit and improve to produce final newspaper report

## Science

### *Investigate light including how we see and shadows.*

#### Science Objectives

#### Working Scientifically

- Ask relevant questions and suggest how to answer
- Develop different types of scientific enquiry
- Set up simple, practical enquiries
- Understand fair and comparative tests
- Use range of equipment to measure accurately eg data loggers
- Develop skills of systematic observation
- Gather, present & record data in a variety of ways
- Report findings orally and in writing using scientific language
- Use results to draw simple conclusions, make predictions and raise further questions
- Identify similarities and differences and changes related to

#### Science Learning Sequence

- Consider what children already know about light and dark, drawing on personal experiences
- Introduce sources and reflectors of light, explaining this terminology
- Children sort images into source or reflector, explaining their reasoning. Challenge children with more difficult ones eg moon. Address misconceptions.
- Explore how light travels in straight lines by carrying out simple tests eg with torches, IWB. What happens when light meets different surfaces?

scientific processes and ideas

**Scientific Knowledge**

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows changes

- Investigate how we see things eg light from light source travels in straight line, reflects off an object and into our eyes. Complete diagram to show this, using arrows to show direction of light
- Sort materials according to criteria of opaque, transparent and translucent. Ensure children understand terminology
- Explore shadow making and make links to different types of material eg opaque materials cast a clearer shadow. Can children explain why?
- Set up a simple test regarding changing shadows, encouraging children to devise this themselves. Guide children to consider questions, observations, fair testing, recording and gathering data and drawing conclusions
- Children carry out test and discuss/record findings using correct scientific language

## History

*Learn that the past is constructed from a range of sources which support historical claims.*

**History Objectives**

- **Begin to understand how knowledge of the past is constructed from a range of sources**
- **Develop understanding of how and why the past is represented in different ways**
- **Select key information from a range of sources to answer historical questions**
- **Understand what types of question are historically-valid and identify how to find the answer**
- **Order key dates on a timeline to demonstrate chronology of British and world history**
- **Compare different eras considering similarities and differences**
- **Develop a range of historical vocabulary**

**History Learning Sequence**

- Recap children's previous learning about chronology – what can they remember? Place key dates and eras on a timeline
- Use clues about the Anglo-Saxons to establish when this period was and make links across timeline eg This happened after...so... Discuss similarities and differences
- Children generate own historically-valid questions about the Anglo-Saxons eg Where did they come from and why? What was life like as an Anglo-Saxon child? What kinds of jobs did they do and why?
- Use a range of sources (digital, books, videos etc.) to answer questions, understanding that there are different perspectives and representations of the same event/time. Discuss reasons for this.
- Select relevant information from sources to answer questions
- 'Zoom in' on Sutton Hoo and carry out an in-depth study of this burial mound. Understand how/when/why it was excavated, what

	<p>was discovered there and what the artefacts tell us about Anglo-Saxon times</p> <ul style="list-style-type: none"> <li>• Use this to write a non-chronological report about Sutton Hoo</li> </ul>
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## Art

### *Recreate Anglo-Saxon illuminated letters using paint.*

<p><b>Art Objectives</b></p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record and revisit observations</li> <li>• In painting, use white to make tints and black to make shades</li> <li>• In painting, create a colour wheel</li> <li>• Use and apply art and design techniques and improve control and use of materials</li> <li>• Use range of artistic vocabulary to discuss and evaluate work</li> </ul>	<p><b>Art Learning Sequence</b></p> <ul style="list-style-type: none"> <li>• Share and discuss a range of examples of illuminated letters. What do you notice? Focus on elaborate style, images and colours</li> <li>• Explain that children are going to design and paint their own illuminated letter</li> <li>• Capture process and ideas in sketchbooks</li> <li>• Recap how to mix paint and add white/black to create new colours/tints and tones</li> <li>• Children paint their illuminated letters, using the design process in sketchbooks as a guide</li> <li>• Display final piece in an 'Anglo-Saxon gallery'</li> </ul>
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## D&T

### *Research, design, make and evaluate an Anglo-Saxon shield or helmet.*

<p><b>D&amp;T Objectives</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wide range of tools, equipment, materials and components accurately</li> <li>• Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work</li> <li>• Communicate ideas using different strategies</li> <li>• Use research to inform design</li> <li>• Take risks to become innovative and resourceful</li> </ul>	<p><b>D&amp;T Learning Sequence</b></p> <ul style="list-style-type: none"> <li>• Considering the artefacts found at Sutton Hoo, children investigate Anglo-Saxon weapons and armour eg shield and helmet</li> <li>• Use this information to design own shield against design criteria eg it must be strong enough to withstand impact, must be big enough to shield most of body.</li> <li>• Communicate design in a range of ways</li> <li>• Use a range of tools, equipment and materials to make shield, evaluating and adapting throughout the process</li> </ul>
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## Computing

*Use the Internet and search engines to retrieve and select information.*

### Computing Objectives

- Show emerging understanding of computer networks, including the internet, and how they provide multiple services such as the world wide web
- Use some search technologies effectively and appreciate how some results are selected
- Decide which questions to ask when using search engines

### Computing Learning Sequence

- Develop understanding of how to retrieve digital content following simple searches online
- Provide key words and explanations to match (eg search engine - something that allows you to search the World Wide Web, browser, download, upload)
- Provide children with scenarios to allow them to retrieve digital content online
- Decide as a group which question to ask a search engine in order to find key information
- Share terminology 'URL' and give some examples of different URLs for children to guess what type of website they would lead to
- Recap on importance of safe passwords and discuss everyday uses for passwords online (eg parents accessing online banking)