

# Invited Immigrants to Raiders and Traders: Anglo-Saxons and the Vikings

## Overview and rationale:

Leading on from the Roman Empire's demise in Year 4, Year 5 pick up where they left off and begin with the end of the Roman rule in Great Britain, due in no small part to a group of Germanic immigrants, who settled in their new land, introduced regional governments of shires and hundreds and became responsible for the development of over half of the modern English language's words. Oh yes...they introduced Christianity too. They became known as the Anglo Saxons. As well as looking at the geographical elements of how, where and why the Saxons settled in Britain and how they developed their culture, this topic delves into what immigration is (focusing on the obvious fact that we all descend from immigrants), how the term 'immigrant' is used today...and how people from various backgrounds feel about that word. Once the children become almost accustomed to life as an 'Angle', along come the Vikings, Norse people intent on raiding and trading. We'll look at where they came from, their motivations, their way of life, the 'diplomacy' of Alfred the Great, the leadership of King Cnut, the ups and downs of conflict and battle, and the eventual end of the Viking and Saxon rule in Britain...the Battle of Hastings and the start of the Norman rule. It's as easy as that!



HISTORY		
CONCEPTS	LEARNING STATEMENTS	TIER 2 VOCABULARY
Chronology	I can continue to develop a chronologically secure knowledge of history. I can establish clear narratives within and across time periods studied.	periods of time, timeline, chronological conventions (e.g. BC, BCE & CE/AD), chronological order, story of events within and across the time periods, changes, era
Causes and Consequences	I can identify and give reasons for (and results of) historical events, situations and changes.	cause and consequence, result/impact, identifying reasons, links, change, difference, context, similarity, difference, relationships, legacy
Continuity and change	I can describe and make links between main events, situations and changes within and across different societies and periods.	reasons, continuity, change, trends, patterns over time, relationship between different periods, legacy, complexity, identify, specific changes across time periods, valid comparisons, connections, contrasts, trends over short and longer time periods
Significance	I can identify historically significant people and events in situations.	significant events, significant people, leaders, invasion, war, conflict, changes, legacy, impact
Historical evidence and interpretation	I understand that different versions of the past exist and can give some reasons for this.	represented, interpreted, different ways, historical sources, primary, secondary, artefacts, devise questions about the past, source of information, knowledge of the past, events, people, different versions, various sources, exist, evaluate, versions of the past, exist, relevant information, viewpoint, perspective, bias, anachronism, critically, sift evidence, weight evidence, develop perspective, judgement, infer, deduction, reliable, valid, archaeologists
Similarity, difference and diversity	I can describe social, religious and ethnic diversity in Britain and the wider world.	similarities, differences, past, changes, impact, legacy
SKILLS	LEARNING STATEMENTS	
Using Evidence	I can think critically, weigh evidence, sift arguments, develop perspective and judgement.	
	I can explain that the past can be represented or interpreted in many different ways.	
	I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.	
	I can evaluate and carefully select from a range of historical sources to find relevant historical information.	
	I consider different viewpoints or think about possible bias or anachronism.	
Historical Enquiry	I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims.	
	I can answer and devise my own historically valid questions.	
	I make perceptive deductions about the reliability of sources.	
	I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.	
Communication	I can create my own structured accounts, including written narratives and analyses.	
	I can use key historical terms accurately (e.g. century, decade) in structured, informed, written responses or descriptions of the main features of past societies/periods.	
	I make pertinent and valid comparisons between periods.	
	I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative numbers, etc.	
TIER 3 VOCABULARY		
General	invasion, expansion, kingdoms, settlements, village life, peasantry, hierarchy, trade, laws and justice, withdrawal, cultural, economic, military, political, religious, gender, influence, conquer, merchants, successful leader, language, hoard	
Topic Specific	Britain's settlement by Anglo-Saxons and Scots: Dark ages, Christianity, Canterbury, Iona and Lindisfarne, Sutton Hoo, Alfred the Great, warriors, farmers, tribes, Jutes, Angles, Saxons, cyning, wiergold, Pagan, trials, Orme, -ton Viking and Anglo-Saxon struggle for the Kingdom of England: raids, longships, resistance, invasion, Danegeld, Alfred the Great, Althelstan, Edward the Confessor, King Cnut, Battle of Hastings	

GEOGRAPHICAL VOCABULARY AND CONCEPTS	
<b>Human Geography</b>	settlement, village, region, country, county, continent, trade, migration, immigration, farming and food, land use, natural resources, tribe, language, population
<b>Physical Geography</b>	landscape, hills and mountains in the UK, sea, ocean, weather, climate, biome, vegetation, rivers
<b>World and UK Map-based vocabulary</b>	population, capital cities, city/country/continent, atlas/map/globe, equator, hemisphere, Tropic of Capricorn/Cancer, longitude, latitude, time difference, Greenwich Meantime
<b>Tier 3 place and locational vocabulary</b>	North Sea, Europe, Germany, Scandinavia, Denmark, Norway, Sweden Great Britain, Lindisfarne, East Anglia, Sutton Hoo, Mercia, Northumbria, Norse, Danelaw, Islands off the coast of Scotland - Shetland, Orkney and The Hebrides, north and north west coast of Scotland, Ireland – Dublin, Isle of Man, Wales, Northumbria (which included modern Yorkshire)East Anglia, Leicester, Nottingham, Derby, Stamford and Lincoln, -by, -thorpe, River Mersey, boundary, border, Mercia
<b>Geographical concepts and tier 2 vocabulary</b>	Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, regional, national, continental, global, oceanic, relationships, patterns, connections, impact Environment (physical and human processes: topography, changes over time, natural resources, settlement Interconnections: significance, connections, links, interdependent, ecological, economic, trade, social, break down Cultural awareness, diversity: lives, communities, disparity, inequality, cultural interests, religion, similarities and differences, environmental resources

GEOGRAPHY LEARNING STATEMENTS	
Locational and place knowledge	I know some of the world’s countries, focusing on Europe – Scandinavian
	I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in Europe.
	I can explain how aspects have changed over time.
	I can locate key Anglo Saxon and Viking places on a map of the UK and a World map.
Fieldwork	I use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.
	I can collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.
Using globes, maps and plans	I can locate the world’s countries, using maps.
	I realise purpose, scale and symbols are related.
Human and physical: enquiry skills and communication	I know the location of places of global significance, their defining physical and human characteristics and how they relate to one another (focus on Scandinavia and UK)
	I can understand key aspects of physical geography (e.g. climate zones, biomes and vegetation belts).
	I can give a few reasons for the impact of geographical influences and effects on people, places or themes studied.

ART AND DESIGN			
Exploring and Developing			
Exploring and developing ideas	Select and record from first hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT.		
	Question and make thoughtful observations about starting points and select ideas to use in their work.		
	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		
Evaluating and developing work	Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.		
	Adapt their work according to their views and describe how they might develop it further.		
	Annotate work in sketchbook.		
Printing			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
-Use different techniques, colours and textures etc. when designing and making pieces of work. -To be expressive and analytical to adapt, extend and justify their work.	-Choose the printing method appropriate to the task. -Try printing with more than one overlay. -Colour mix by overlapping colour prints Create repeating patterns using relief (i.e. leaves, string prints)	-Know that a sketchbook can be used to collect ideas, plan and refine them. -Know that recycled, natural and manmade materials can be used to create sculptures. -Know the joins needed to assemble -Know the difference between a physical and visual texture. -Know how to secure work to continue at a later date.	Rubbing, repeated pattern, environment, colour, shape, mono, impressed, interpret, appropriate, mix, relief, overlay.
Artist/Style/Activities			
Printing: Anglo-Saxon style illuminated letters using different materials (e.g. embossed card)			

## ANGLO-SAXON KNOWLEDGE (substantive)

'Core'	'Additional'
1) I know that the Saxons first came to Britain in around 410AD and I can position their arrival on a timeline of British history.	<p>a) I can identify on a map the European origins of many of the different tribes that came to Britain after the Romans – Germany, Denmark, Netherlands.</p> <p>b) I know why our country name of England originated from a description of this land as "Angle-Land".</p> <p>c) I know that they rowed across the North Sea to Britain in long wooden boats.</p>
2) I know that once settled, they created a heptarchy, seven kingdoms in Anglo Saxon Britain - Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.	<p>a) I know that they were not just ONE group of people who settle in Britain. I know the names of the main tribes that came to Britain from Europe: Angles, Saxons, Jutes, Frisians etc.</p> <p>b) I know the areas of Britain where they weren't able to settle (modern-day Scotland, Ireland, Wales, Cornwall etc)...and why.</p> <p>c) I know that each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cynning', the Anglo-Saxon word for 'king'. Each kingdom was ruled by a king and his army and they had wars against one-another. Sometimes a king would claim to be King of all of England.</p> <p>d) I know that they had a social structure led by the king and royal family, followed by nobility (thanes, etc), commoners (farmers and craftsmen, etc) and then slaves, who were very harshly treated!</p> <p>e) I know that although largely based at home rather than working, women were treated with respect in Anglo Saxon Britain – this only changed after the Norman conquest when women were then seen as inferior to men.</p>
3) I know that in many cases the tribes were invited to Britain for their fighting prowess – e.g. to fight off invading Picts, to assist communities in their local feuds, etc.	<p>a) I know appreciate the different reasons these tribes settled in Britain: for better farming conditions and to escape flooded farmlands, etc.</p> <p>b) I know that they settled in small towns and villages, normally run by lords, and that they were mostly farming communities.</p> <p>c) I can explain a day in the life of an Anglo Saxon peasant.</p> <p>d) I understand the term immigrant and the political views of the term in today's world – and that we are all descendants of immigrants.</p>
4) I understand the pagan beliefs of the original Anglo Saxon settlers and how they were converted to Christianity.	<p>a) I can detail the original pagan beliefs of these tribes; the gods they worshipped etc. I know that four days of our modern week are named after pagan Anglo Saxon gods.</p> <p>b) I know that the Pope (in Rome) sent St Augustine in the late 6th century, leading missionaries to convert the British.</p> <p>c) I can quote examples of Christian symbols (e.g. the cross) being used in Anglo Saxon ornaments and jewellery etc. and which still exist today.</p>
5) I can explain the legal system of the Anglo Saxons.	<p>a) I can explain the Anglo Saxon laws that we still use today, e.g. trial by jury.</p> <p>b) I can describe the differing laws that existed to protect the people, e.g. "blood feud" and "Weregild".</p> <p>c) I can explain the "logic" and the nature of their Trials by Ordeal where, it was believed, that God was able to judge an individual's guilt or innocence. I know that there were different examples of these Trials : by water, fire (holding hot iron, walking across coals etc)</p>
6) I can describe what we have been able to discover about the Anglo Saxons, based on archaeological findings.	<p>a) I know about the burial site at Sutton Hoo: when it was discovered, what it contained, who was buried there, etc. I know that from excavations like Sutton Hoo, we know what Anglo Saxon buildings and villages were like and what their features were.</p> <p>b) I know what an archaeologist does and how he/she searches for evidence of past lives, through artefacts/primary sources.</p> <p>c) I can describe the legend of Beowulf and know that it was the first major piece of English literature; I know that it tells us a lot about the lifestyles of the Anglo Saxons.</p>
7) I can describe the effect the Anglo Saxons had on the 'English' language we use today.	<p>a) I know that many current place names are based on descriptions that the Anglo Saxons used, e.g. Urmston comes from 'ton' (meaning farmlands) and Orme, who was the landowner; and that other place names throughout the country are based on descriptions of the land where settlements were made.</p> <p>b) I know that many surnames are based on descriptions of Anglo Saxon people: describing the jobs they did, where they lived, who their relatives were etc.</p>



## VIKING KNOWLEDGE (substantive)

'Core'	'Additional'
1) I know that the Vikings first began raiding parts of Britain and attacking Anglo Saxon settlements in about AD700.	a) I know that they came across the North Sea in longships from Scandinavia – Norway, Sweden and Denmark. I also know why they raided.
	b) I know that Alfred the Great's father was king of Wessex but Alfred became known as the 'King of the English' when he fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly.
	c) I understand the importance of Lindisfarne in the history of Viking settlements in Britain – the monastery was the centre of Christianity and when it was attacked in AD793, it marked the start of the Viking age, and reintroducing paganism.
2) I know how Vikings intended to use the land and that their land in Scandinavia was poor for farming – I know that some Vikings came to settle, keep animals and farm, but some came to conquer and fight!	a) I know that the name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'.
	b) I know how the Vikings connected with the rest of the world – they were great explorers and traders – the Vikings traded all over Europe and as far east as Central Asia. They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. In return, they sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory. Everywhere they went, the Vikings bought and sold slaves too. I know the interconnection that the Vikings brought with them.
	c) I can describe what 'Danegild' is: a tax paid to Viking raiders to "protect" a settlement from being ravaged / attacked. I can distinguish this from "Danelaw", the territory occupied by the Vikings in East Anglia and agreed by Alfred the Great.
3) I know that conflicts between Anglo Saxons and Vikings continued, until the Norman (French) invasion of the Battle of Hastings in 1066.	a) I know that 'Ethelred the Unready' wasn't a strong enough leader to keep his land and couldn't stop the Vikings from taking over.
	b) I know that King Cnut was the most famous Viking king and he led England well and fairly in the Viking Empire with Norway and Denmark.
	a) I know that the Normans were led by William the Conqueror.
4) I can describe evidence of the Vikings' settlement in Britain.	a) I can describe Viking evidence in the city of York (Jorvik) and why this was important to the Vikings. That they turned around a small Anglo Saxon village into a prosperous city that traded with other parts of the kingdom and internationally, including important links with Dublin.
	b) I can research whether there is evidence of Viking life in the North West:
	i. Vikings buried their treasure to keep it safe in turbulent times and one huge 'hoard' was found in Preston (The Cuerdale Hoard) and another in Silverdale (The Silverdale Hoard). ii. The 'hogback' stones from Heysham and the Halton Cross are commemorative stones that show both Viking mythology and Christian symbolism – showing that perhaps Vikings and Anglo Saxons did get on in the North West.
5) I know that the Viking hierarchy in settlements was made up of a king, jarls (nobles), karls (farmers and craftsmen) and thralls (slaves), much like the Anglo Saxons.	a) I can describe a typical Viking settlement: the buildings they lived in, clothes they wore, food and drink etc.
	b) I can describe - and appreciate - what life was like for a 10 year old Viking boy or girl.
	c) I know that women in the Viking Age enjoyed more freedom and held more power in their society than many other women of their day. But the majority of Viking burials found by archaeologists reflect traditional gender roles: Men were generally buried with their weapons and tools, and women with household items, needlework and jewellery.

## Possible 'higher order' questioning

<b>Remember</b>	When did the Angles, Saxons and Jutes first come to Britain? Where did the Vikings first invade and where did they settle?
<b>Understand</b>	Why did the Vikings raid the UK? How did Alfred the Great find a compromise and work with the Norse people?
<b>Apply</b>	The Anglo Saxons were immigrants. What else do you know about immigrants? How do we view immigrants today? Are people from the UK who live in other countries called immigrants or is it just those that come to the UK?
<b>Analyse</b>	What was it like to be a female Viking or Anglo Saxon? Would you rather be a man or a woman in those eras? Why? Why were the Vikings not hugely successful and take over the whole of the UK? Would you have led the Vikings differently, and how?
<b>Evaluate</b>	The Saxons were great and brought many great things to Britain. They had such a positive impact. Do you agree with this?
<b>Create</b>	If you were in Alfred the Great's shoes, what would you have done differently? Why? Imagine you are king. What plan would you have against the Viking raiders?

MUSIC			
Controlling sounds through Singing			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression</li> <li>- Listen to each other and be aware of how you fit into the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing in unison and in two parts, call and response style.</li> <li>- Listen to the group when singing.</li> <li>- Demonstrate a good singing posture.</li> <li>- Follow a leader when singing.</li> <li>- Experience rapping and solo singing.</li> <li>- Sing with awareness of being 'in tune'.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and confidently sing 5 songs (across the year) and their parts from memory, and to sing them with a -strong internal pulse.</li> <li>- Choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>*Its main features</li> <li>*Singing in unison, the solo, lead vocal, backing vocals or rapping taking place</li> <li>*What the song is about and the meaning of the lyrics</li> <li>- Know the importance of warming up your voice</li> </ul> </li> </ul>	Solo, call and response, melody, harmony, unison, posture, 'in tune', expression, clarity of projection
Controlling sounds by Playing (and Performing)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy and control. Drums.</li> <li>- Maintain own part whilst others are playing their part.</li> </ul>	<ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the song.</li> <li>- Rehearse and perform their part within the context of the song.</li> <li>- Listen to and follow musical instructions from a leader.</li> <li>- Communicate the meaning of the words and clearly articulate them.</li> <li>- Record the performance and compare it to a previous performance.</li> <li>- Discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> <li>-Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</li> </ul>	<ul style="list-style-type: none"> <li>- Know different ways of writing music down – e.g. staff notation, symbols</li> <li>- Know the instruments they might play or be played in a band or orchestra or by their friends</li> <li>- Know that performing is sharing music with other people, an audience - it can be to one person or to each other.</li> <li>- Know that everything that will be performed must be planned and learned and is different for each occasion</li> <li>- Know that you must sing or rap the words clearly and play with confidence</li> <li>- A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	names of instruments being played, control, solo, ensemble, symbols, quaver, crochet, minim, semibreve, rest, small group, composition, interrelated dimensions of music, appraise
Creating and developing musical ideas (Improvisation and Composing)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Use musical notations</li> <li>- Compose music which meets a specific criteria.</li> <li>- Choose the most appropriate tempo for a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- Improvise using instruments in the context of a song to be performed.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>- Record own compositions.</li> <li>- Identify where to place emphasis and accents in a song to create effects (duration).</li> </ul>	<ul style="list-style-type: none"> <li>- Know and be able to talk about:               <ul style="list-style-type: none"> <li>*Improvisation: is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- Know three well-known improvising musicians</li> <li>- Know and be able to talk about:                   <ul style="list-style-type: none"> <li>*A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>*A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>- Notation: recognise the connection between sound and symbol</li> </ul> </li> </ul> </li> </ul>	names of instruments being played, control, solo, ensemble, symbols, orchestra, quaver, crochet, minim, semibreve, rest, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, innovation, key rhythmic patterns, memorable phrases, musical terminology, steady beat, rhythm combinations, long sounds, short sounds, fast, slow, loud, quiet, structure, plan, texture, combination, layering sounds, enhance.  Notation: pause, rest symbol
Responding and reviewing (Appraising)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Appreciate and understand a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- Repeat a phrase from the music after listening intently.</li> <li>- Describe, compare and evaluate music using musical vocabulary.</li> <li>- Explain why they think music is successful or unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and move to the pulse with ease.</li> <li>- Think about the message of songs.</li> <li>- Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When talking, use musical words.</li> <li>- Talk about the musical dimensions working together in the songs.</li> <li>-Talk about the music and how it makes you feel.</li> <li>- Use a range of words to identify strengths and weaknesses in own and others' music.</li> </ul>	<ul style="list-style-type: none"> <li>- Know five songs from memory (across the year), who sang or wrote them, when they were written and, if possible, why?</li> <li>- Know the style of the five songs and name other songs in those styles.</li> <li>- Choose two or three other songs and be able to talk about:               <ul style="list-style-type: none"> <li>*Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>*The lyrics: what the songs are about</li> <li>*Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>*Identify the main sections of the songs (intro, verse, chorus, etc.)</li> <li>*Name some of the instruments they heard in the songs</li> <li>*The historical context of the songs. What else was going on at this time?</li> <li>- Know how pulse, rhythm and pitch fit together.</li> <li>- Use a range of words to describe music – e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, staccato, legato, crescendo, diminuendo.</li> </ul> </li> </ul>	Duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, staccato, legato, crescendo, diminuendo., call and response, rhythmic accompaniment, tastes, listen, appraise, preferences
Listening and applying knowledge and understanding (Theory)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Develop an understanding of the history of music.</li> <li>- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>- Contrast the work of a famous composer with another and explain preferences.</li> </ul>	<ul style="list-style-type: none"> <li>- Find the pulse</li> <li>- Copy back rhythms based on the words of the main song</li> <li>- Lead the class by inventing rhythms for others to copy back</li> <li>- Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</li> <li>- Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and be able to talk about:               <ul style="list-style-type: none"> <li>*How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>*How to keep the internal pulse</li> <li>- Musical Leadership: create musical ideas for the group to copy or respond to</li> <li>- Describe different purposes of music in history/other cultures.</li> </ul> </li> </ul>	Contrast famous composer names, leadership, copy, respond, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, staccato, legato, crescendo, diminuendo., call and response, rhythmic accompaniment, narrative, tastes, listen, appraise, preferences
<b>Composers/Musicians/Artists/Styles</b>		<b>Invade (Sing Up) and Viking Rock (Sing Up)</b>	
		<b>Genres of the half term – Rock and heavy metal</b>	



School Value	Topic relevance: How/when/where/why is it needed?
<b>Resilience</b>	<ul style="list-style-type: none"> <li>- Anglo Saxons showed tremendous resilience, persistence and fortitude in trying to invade Britain during Roman times, most probably for better farmland. Migrating from Germany, Netherlands and Denmark, they eventually took their chance when the Romans left and even helped get rid of them!</li> <li>- Migrants today, like those of the Anglo Saxon period, show incredible resilience, even in the face of real struggle and sometimes oppression.</li> <li>- The Anglo Saxons fought resiliently in the face of the Viking invasion and the Norman conquest but eventually lost out to William the Conqueror and his warriors at the Battle of Hastings.</li> <li>- The Vikings also showed great resilience in travelling many miles to invade and settle in the UK.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>- There was little respect for settlers during these times and tribes invaded villages, towns and countries with no respect whatsoever for the inhabitants.</li> <li>- Respect that people show in today's society for migrants is lacking. But 'Ex-Pats' do get respect. What do we make of that?</li> <li>- There was little respect for some segments of society and slavery was a constant in these times with Saxons even trading slaves with the Norse people.</li> <li>- The Anglo Saxons showed great respect for their Christian religion and they also showed respect for their social hierarchy – the village chief and his warriors would command respect and often, even their oxen would have better shelter than some of the peasants!</li> <li>- The Vikings also showed great respect for their 'norse' gods.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>- There were many roles and responsibilities in Anglo Saxon and Viking times, and there was a firm hierarchy of leadership that people needed to respect.</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>- What evidence is there of kindness amongst Anglo Saxons and Vikings? They were still human beings and must have shown kindness to one another...amongst all the battles!</li> </ul>
<b>Pride</b>	<ul style="list-style-type: none"> <li>- Anglo Saxons and Vikings in particular had great pride in their people and their customs.</li> </ul>

Possible Enrichment activities (including trips/visitors, etc)

Tatton Park Anglo-Saxon and Viking experience - Making a Viking meal - Longships!

