

Unit 6B Why have people invaded and settled in Britain in the past? An Anglo-Saxon case study

Medium-term plan

Session	Primary National Strategy speaking and listening teaching objectives	Session plan	Learning objectives and outcomes
1 Anglo-Saxon settlement Speaking	33. to sustain conversation, explaining or giving reasons for their views or choices	<ul style="list-style-type: none"> • Pairs are given an Anglo-Saxon settlement card and decide whether to settle in the location based on the information given on the card. • Each pair presents a two-minute talk to the class on the choices made. 	<p>Learn to explain and sustain conversation about key features of Anglo-Saxon settlement.</p> <p>Learn to consider why people move from the place where they are born.</p> <p>Understand how important it is to contribute to discussion when decisions are being made.</p> <p>Speak aloud confidently in front of the class for a predefined length of time.</p>
2 What have you heard? Listening	34. to identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus	<ul style="list-style-type: none"> • Children watch a video programme and record a tally of specific words. • A class discussion is held considering specific situations where these words have been heard. 	<p>Learn to consider words that are used in language to indicate changes.</p> <p>Learn to record and recall instances of how and when they heard specific words.</p> <p>Identify specific words, noting where they are used and considering why they are used.</p> <p>Record information on a tally chart and calculate totals.</p>

Continued ...

Session 1 Anglo-Saxon settlement

Speaking and listening teaching objective

33. Speaking: to sustain conversation, explaining or giving reasons for their views or choices

Learning objectives

Children should learn:

- to explain and sustain conversation about key features of Anglo-Saxon settlement
- to consider why people move from the place where they are born.

Learning outcomes

By the end of the session children should be able to:

- understand how important it is to contribute to discussion when decisions are being made
- speak aloud confidently in front of the class for a predefined length of time.

Prior knowledge

It would be helpful if children have had some experience of:

people's way of life at a time before living memory

why people settled where they did and what choices they had to make.

Resources

Sets of the differentiated Anglo-Saxon settlement cards from activity sheet 6B/1. You will need enough copies to have one card of a suitable level for each pair.

A stopwatch.

Teaching strategies

- Make sure you have a sound background knowledge of what a good settlement is, and the factors that Anglo-Saxons would have considered when choosing a place to settle
- Ensure that you are able to model effective decision making by considering each piece of information (both pros and cons)
- Pair up children of similar ability



Introduction

If you have not already done so, introduce the topic of Anglo-Saxon settlement to the children.

Background information

The Anglo-Saxons settled in a variety of areas, depending on the benefits the location had to offer. Points they looked for included:

- a water supply, usually a stream or a river, for water, transport, fishing and as a source of reeds for thatching
- good, fertile land on which to grow crops and graze animals

Background information (cont.)

- proximity to a forest, which offered fuel and building materials, and could be a source of game. Woodland could also be cleared for agricultural land
- hilly land and valleys, which were easier to defend
- a crossroads, where there would be good opportunities to trade.

Activity 1 Thought shower

The children should have some basic background knowledge of why people moved and settled, and the choices they had to make (see Prior knowledge) so begin by asking them to tell you what they know, and recording their suggestions on the board. You may need to prompt the children with questions, such as: *Do you think it would be good to settle near a stream? Why?* When the children's ideas are exhausted use some of their suggestions to model effective decision making. Demonstrate how to make a decision by considering the pros and cons of a particular suggestion, such as settling near a forest. The *Pros* might be that there would be plenty of wood to build houses and to use as fuel on fires, while the *Cons* could be the difficulty of clearing trees to prepare land for farming and grazing.

Activity 2 Paired work

Put the children into same-ability pairs and give each pair one Anglo-Saxon settlement card (6B/1). Select a suitable card for the ability level of the children so, for example, the Plot 1 card, which is suitable for less able children, includes a number of facts on a good place to settle, making the decision easier. The Plot 3 card, for more able children, is missing some fundamental points for settlement but includes others. This should encourage a more in-depth discussion before a decision can be made. Working in their pairs, the children should discuss their plot and whether it would be a good place to settle. Allow about 10–15 minutes for this activity. During this time you could choose to work with two or three groups for a few minutes each, or you might prefer to move around the room, monitoring as you go.

Activity 3 Presentation

At the end of the prearranged time, gather the children together again and ask each pair to present their decision in a two-minute talk. (You could use the stopwatch for this, or to check that each child speaks for a reasonable proportion of the time.) Encourage the children to explain the reasoning behind their decision and give them the opportunity to clarify any points that the audience does not understand.

Plenary

Thank the children for their presentations, then ask them to put up their hands to suggest some of the most important issues when choosing a location for an Anglo-Saxon settlement. Draw particular attention to points that may not have been mentioned in the initial thought shower session, but have been developed during the discussion. Then summarise the pros and cons of each plot (see Differentiation).

Praise the children for their paired discussions and for their interesting presentations. Remind them of the importance of everyone contributing to the discussion when decisions are being made.

Anglo-Saxon settlement cards

Plot 1



- Trees nearby
- Hilly land
- Plenty of room for lots of small buildings
- A small river with a crossing point
- Lots of good grassland
- Space for birds to fly

Plot 2



- Green, fertile land
- Forest nearby
- A short walk to a stream with a ford crossing
- Marshy land in places
- Lots of good grassland
- Flat land
- Lots of places for animals to graze

Plot 3



- Quite a way from a stream
- Marshy, muddy land
- Plenty of land that has never been farmed
- Nearby forest
- Lots of wildlife
- Very hilly

Session 4 The six wives

Speaking and listening teaching objective

28. Drama: to present events and characters through dialogue to engage the interest of an audience

Learning objectives

Children should learn:

- to develop characters through movement, use of voice and facial expressions, dialogue and interaction with characters
- to use language to plan a group sketch that will be performed to the class, highlighting an event from the life of one of Henry VIII's wives.

Learning outcome

By the end of the session children should be able to:

- dramatise events from an historical period using appropriate vocabulary.

Prior knowledge

It would be helpful if children have already studied Key Stage 2 QCA History, Unit 7.

Resources

Make one copy of each of Henry's wives marriage information sheets (activity sheets 7/4a-f The wives of Henry VIII).

(Optional) Props relevant to the character you have chosen to play – see Activity 1.

Teaching strategies

- Ensure you have detailed knowledge of the life of at least one of Henry VIII's wives
- Adopt the role of a wife of Henry VIII in a hot-seating activity with the children questioning you
- Divide the class into mixed-ability groups



Introduction

Begin the session by seating the class in a circle around you. Explain to the children that you are going to use the technique of hot-seating. You are going to take on the role of a famous person from history and they must take turns at asking questions to discover your secret identity.

Tell the children that they will need to establish the following:

- *Who is the character?*
- *Where is the character?*
- *What is the character doing?*
- *When is the scene taking place?*

Encourage the children to ask searching questions, but explain that you will be trying to avoid giving a direct answer.

Reminder

Hot-seating involves the class in asking questions of someone in role as a character, fictional or real, who sits in the 'hot-seat'. The questions can be prepared or improvised and the answers should be consistent with the role. This focuses closely on character and is an effective technique for developing a supporting role or exploring character and motivation.

Activity 1 Hot-seating

Seat yourself in front of the children in a suitable position and attitude. If you wish, you may choose to have a few props relevant to the character.

When the children are asking their questions, try to limit the amount of information you provide to encourage them to think about the best way to ask the next question.

Sustain the role until they have successfully guessed who you are. Here is an example of a possible interview.

You could take on the character of Anne of Cleves, sitting in Richmond Palace after her divorce from Henry (in 1540) sewing.

Child: *Who are you?*

Teacher: I am one of Henry VIII's wives.

Child: *Which wife?*

Teacher: I am Henry's fourth wife.

Child: *Are you Anne of Cleves?*

Teacher: Yes

Child: *Are you at Hampton Court?*

Teacher: No. Henry has given me a palace where I now live.

Child: *Where is the Palace?*

Teacher: I'm staying at Richmond Palace.

Activity 2 Developing the play

Divide the class into six mixed-ability groups and explain that each group will be given a card with information about one of Henry VIII's wives. Their task is to choose, and act out, an event from the information provided, in any way that they choose. They will perform this to the rest of the class who will have to guess the characters and the event being portrayed. Tell them that every member of the group should take a role within the sketch.

Suggest that they spend the first five minutes planning what they will do, and who will take each role in the play. Encourage them to share their ideas as a group and discuss the best way to present their sketch. They should then spend five minutes practising the sketch, and a further two minutes checking that everyone within the group knows what they are doing, and ensuring that they are well prepared to perform to the class.

Plenary

Allow each group to present their play to the class, allowing time for discussion after the sketch to identify the characters and the event portrayed. Points could be awarded to groups who correctly identify the characters and events.

Differentiation

These activities should be accessible to all abilities, with the teacher monitoring and giving support where required.

Record each child's achievement on the Speaking and Listening Assessment Record.

Notes

