

<p>Topic Name – Viking and Saxons.</p> 	<p>Year Group - Year 4 Spring 2 Topic Purpose Question – How did Britain change after the Roman withdrawal?</p>	<p>Curriculum Coverage: History Topic Purpose – to give a secure knowledge and understanding about life in Britain after the Roman withdrawal. Learning about Anglo-Saxon and Viking invasions up to the Norman conquest and how a range of sources can help construct information from the past.</p>	<p>Class Novel: <i>The Saga of Eric the Viking</i>. Purpose- Topic specific vocabulary as well as immersing the children in another style of writing and narrative.</p>
<p><u>Links to previous topics.</u> Year 3 Emperors and Empires</p> <p><u>Links to future topics.</u> Year 4 1066 Year 5 Off With Her Head</p>	<p>History Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Activities: -Timeline of invasion. Look at significant dates for this time period and plot on a timeline. Purpose Question: What happened in the 600 years after the Roman withdrawal? -Significant events of the early middle ages. Purpose Question: How does a timeline help us to understand events in history over a longer or more complex period?</p> <p>-Anglo-Saxon invasion Purpose Question: What were the causes and consequences of the Anglo-Saxon invasion? -Anglo-Saxon Kingdoms -Sutton Hoo -Anglo Saxon monasteries Purpose Question: Why monasteries were so important to Anglo-Saxon Britain -Everyday life in Anglo-Saxon Britain Purpose Question: What was everyday life like in Anglo-Saxon Britain? -Anglo-Saxon Legacy Purpose Question: How would life today be different if the Anglo-Saxons had never invaded and settled in Britain?</p> <p>-The first Viking landing -Viking raids at Lindisfarne Purpose Question: What can we learn about the Viking raid on Lindisfarne from primary sources of evidence? -Surrender or fight back? Purpose Question: What do you think the Anglo-Saxons did when the Vikings started to settle? Do you think they surrendered their homes, goods and land or do you think they fought back? Why do you think that? -Comparing everyday lives of Anglo-Saxon and Viking Purpose Question: Were the everyday lives of Vikings similar or different to the everyday lives of Anglo-Saxons? -Significant person – King Athelstan Purpose Question: Who was Athelstan and why was he a significant leader? -After Athelstan -Norman Invasion Purpose Question: What were the causes and effects of the Norman invasion and the Battle of Hastings in 1066? Key Vocabulary: Date, time period, era, change, chronology, timeline, artefact, medieval, AD/BC, primary and secondary sources of evidence, reliability, impact, compare/contrast, decades, centuries, invasion, conquer, kingdoms, rebellion, revolt, treason, cause and consequence.</p>		<p>Geography Geographical Skills and Fieldwork. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Activities: Geography of invasion. Purpose Question: How did the geography of Britain help or hinder invaders?</p> <p>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. Activity: Use Ordnance Survey map of the south-west of England to locate different historical sites.</p> <p>Key Vocabulary: Primary data - information gathered by observation and investigation</p>
<p><u>Engage Stage/Memorable Experience</u></p> <p>Workshop in school: Portals from the Past – Vikings.</p> <p>In class, 'Play The Ruin audio to the children. Ask them to listen carefully for clues as to what the poem is about and encourage them to share their thoughts and ideas. Reveal that the poem was written by an unknown author, probably in the 8th or 9th century, and describes a deserted Roman city somewhere in England that has been destroyed by neglect and invasion. Ask the children to consider how useful the poem is as a historical source and share their opinions about its reliability.</p>	<p>Writing focus connected to topic Norse Myth (2 weeks) Non-chronological reports (3 weeks) Poetry (1 week)</p>		<p>Computing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Activities: See Computing Planning. Key Vocabulary: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.</p>
<p><u>Extended/linked reading</u></p>	<p>Art Printing To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Teach about a range of great artists, architects and designers in history. Activity: Look and copy a range of intricate Anglo-Saxon pattern work using print block.</p>		<p>Music Listen with attention and detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music.</p> <p>Activity: Unit 7 Ancient worlds (Structure)</p>
	<p>PSHE Healthy Me My Friends and Me Group Dynamics Celebrating My Inner Strength and Assertiveness Good Health Week</p>	<p>PE Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics). Activities: Gymnastics</p> <p>Swimming and Water Safety.</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively. - Perform safe self-rescue in different water based situations. Activity: Swimming	

<p>Key Vocabulary: Imprint, impression, mould, monoprint, background, marbling, surface, absorb, stencil, linear, register, manipulate, block, repeat, continuous.</p>	<p>RE Theme: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity Disposition: Creating Unity and Harmony</p>	<p>MFL-Spanish Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Activities: Revision of pets and colour Recognise word classes – dictionary work</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using interrelated dimensions of music. Use and understand staff and other musical notations. Develop an understanding of the history of music. Activity: Unit 11 In the past (Notation).</p> 
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