

Anglo-Saxons and Vikings Year 4/5 Curriculum Driver

Year 4/5 Autumn Term

Topic Question: Who invaded Britain?

Linked people of study: King Alfred the Great
Linked texts: Beowulf by Rob Lloyd/Michael Morpurgo
Anglo Saxon Boy by Tony Bradman
The Saga of Erik the Viking by Terry Jones and Michael Foreman
Viking Boy by Tony Bradman
Arthur and the Golden Rope by Joe Todd Stanton
Linked Music: Charranga

Trips/Visitors: Viking workshop at NMM

Topic Composite/Finale: creation of Anglosaxon village and Viking brooches for display.

Future Learning Link:



History

Intent: This history topic focuses on the life, times and conflicts between the Anglo Saxons and Vikings. It introduces children to the idea that people from other countries and societies have been coming to Britain for a long time.

Skills, and Knowledge Components Focus

- Beginning to think about the impact of historical events/people.
- Shows some understanding and talks with some clarity about the impact of historical events. (Describe and explain the causes and consequences of the Viking invasion. Explain how the events at the Battle of Hastings brought an end to Anglo-Saxon and Viking rule)
- Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these.
- subject. (Use sources to find out about life in Britain at this time)
- Begin to use questions to understand significant events
- A detailed study of a particular famous person and their historical legacy.
- Language specific to topic (e.g. Norse)

Sticky Knowledge:

- The Anglo-Saxons settled in Britain when the Romans left in AD 410
- The Anglo- Saxons came from the Netherlands (Holland), Denmark and Northern Germany.
- The Vikings began to invade Britain in AD 789
- The Vikings had left Scandinavia to set out on expedition to raid and settle in Britain.
- The Vikings were great traders and skilled seafarers. They were skilled at farming, fishing, craft work and hunting.
- The Vikings raided and invaded Britain repeatedly, setting up bases and taking land and riches, particularly from monasteries as they had easy riches and were not well defended.
- King Alfred of Wessex, also known as Alfred the Great, initially fought the Vikings, also known as the Danes, but then peace was agreed and the country was divided. Wessex and Danelaw were created to eventually be united into a united English kingdom.
- As a result from the conflict between the Anglo-Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established.
- England was ruled by Anglo-Saxon kings as well as Danish kings.
- The Viking and Anglo-Saxon rule came to an end in 1066, during the Battle of Hastings.

Key Vocabulary: Invasion, Invaded, raid, settler, settlement, Viking, Anglo-Saxon

Subject Composite: A beautifully illustrated time line.

Impact: Children will have a good understanding of what life was like in Britain during Anglo-Saxon times. They will have an understanding of the causes of Viking invasion and what happened as a result of this. They will be able to place the main events on a time line and explain how this time period affected Britain.

Art

Intent: Children to design and make a Viking artefact e.g. a Viking brooch or buckle.

Skills, and Knowledge Components Focus

- Create sketch books to record observations
- Revisit and review ideas using the sketch books.
- Use a variety of materials creatively to design and make products.
- Use drawing, painting and sculpture with a range of materials including charcoal, pastel, and clay.
- Develop techniques including their control and use of materials
- Experiment and explore creatively using different techniques and materials.

Sticky Knowledge:

- Vikings used metal work to create artefacts such as brooches, buckles, purse clasps and jewellery.
- They used gold, silver and bronze.in their artefacts.
- They beat and engraved the metal and used a black paste called Niello to add letters and symbols to engraved items.
- They were often patterned with animal designs and swirls.

Key Vocabulary: metal, metallic, pattern, gold, silver, bronze, firing, beating, paste, Niello, clay, glue, foil, charcoal, pastel, tool, engrave, technique, scrape, pinch, buckle, brooch, design, Anglo Saxon, Viking,

Subject composite: A Viking brooch.

Impact: Children will understand what materials were used to make decorative jewellery and will become more confident in using techniques to replicate this style of design.

DT

Intent: Children to design and make e an Anglo-Saxon building based on research into the materials and techniques they used. Children to use wood in the form of dowelling, lolly sticks, pieces of flat balsa wood. Clay to use as 'daub'. Children will use tools including hacksaws.

Skills, and Knowledge Components Focus

- Use sketches, labelled diagrams and notes to explain their design.
- Communicate ideas by developing sketches, labelled diagrams and notes to support their design.
- Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made.
- Select, name and use appropriate tools and equipment safely and accurately.
- Suggest ways of improving their own and others' work, using their criteria.
- Explain how to make structures stronger, stiffer and more stable using engineered designs (e.g. diagonal struts).
- Explore and analyse a range of linkages (ways of fixing and joining materials - temporary, fixed and moving) to change movement (e.g. make it larger or varied).
- Create models which use gears, pulleys, levers and linkages for a specific purpose. (Link to year 5 science?)
- Explore and analyse existing products against a set of criteria.

Sticky Knowledge:

- I know that Anglo-Saxon buildings were made from natural materials.
- They did not use stone buildings like the Romans before them.
- I know that Anglo-Saxon's used axes, wedges, adzes, pole lathes to build their houses.

Key Vocabulary: wood, dowelling, sued axes, wedges, adzes, pole lathes, junior hacksaw

Subject composite: Anglo-saxon buildings.

Impact: Children will have a good knowledge of materials and design of Anglo-Saxon houses. They will be able to adapt their design when needed .

Working Scientifically- Year 4

Ask relevant questions and using different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Working Scientifically- Year 5

With prompting, plan different types of scientific enquiries to answer questions

With prompting, recognise and control variables where necessary

Select, with prompting, and use appropriate equipment to take readings

Take precise measurements using standard units

Take and process repeat readings

Record data and results

Record data using labelled diagrams, keys, tables and charts

Science - Year 4 - Properties and changes of materials

Intent: To have a good understanding of the different properties of materials to classify into solids, liquids or gases. To have a good understanding of the water cycle.

Skills, and Knowledge Components Focus

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sticky Knowledge:

- I know that a solid holds its shape and has a fixed volume.
- I know that a liquid fills up the shape of the bottom of a container. It forms a pool, not a pile and also has a fixed volume.
- I know that a gas can escape from an unsealed container. It fills up the space it is in, and does not have a fixed container.
- I know that a cycle is a series of events that repeat in the same order.
- I know that Precipitation is the release of water from the sky. It can be a liquid or solid, e.g. rain, sleet, hail and snow.
- I know that evaporation is the process of turning from liquid into vapour.
- I know that transpiration is the evaporation of water from plant leaves.
- I know that when water falls from the clouds as rain, snow, hail or sleet and collects in the oceans, rivers, lakes and streams - this is known as 'collection'.

Key Vocabulary: solid, liquid, gas, state, change, melting, freezing, degrees Celsius, water cycle, precipitation, evaporation, transpiration, collection, boiling point, melting point, temperature

Subject Composite: Model of the water cycle (3D or animation)

Impact: Children understand the water cycle. They develop their awareness about the particle structure of solids, liquids and gases. Children can explain the effects of temperature to different

Science - Year 5- Forces

Skills, and Knowledge Components Focus

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Sticky Knowledge:

- Forces can make an object... start to move, change direction, move more slowly, move faster, stop moving.
- Mass is how much matter is inside an object. It is measured in kilograms (kg).
- Weight is how strongly gravity is pulling an object down. It is measured in Newtons (N).
- Isaac Newton is famously thought to have developed his theory of gravity when he saw an apple fall to the ground from an apple tree.
- Friction is a force that acts between two surfaces or objects that are moving, or trying to move across each other.
- Water resistance and air resistance are forms of friction.
- Streamlined is when an object is shaped to minimise the effects of air and water resistance.
- Pulley's can be used to make a small force lift a heavier load. The more wheels in a pulley, the less force is needed to lift a weight.
- Gears or cogs can be used to change the speed, force or direction of a motion. When two gears are connected, they always turn in the opposite direction to each other.
- Levers can be used to make a small force lift a heavier load. A lever always rests on a pivot.

Key Vocabulary: Friction, forces, gravity, gravitational pull, streamlined, mass, weight, resistance, pulleys, gears, cogs, levers, upthrust

Subject composite: Plan and carry out an investigation to test water resistance (using Viking longships).

Impact: Children will be able to test and explain the different forces acting upon their boats. They will be able to recognise when these forces are in action.