



Did the Anglo Saxons make Britain a better place to live?

Year 3 / 4 Autumn 2023

Linked texts: Anglo Saxon Boy, Beowolf, Anglo Saxon Village,

Topic composite: Anglo Saxon workshop

Trips/ Visits: Anglo Saxon workso

Wild Tribe Link: Languages (French) Science



History

Intent: Children will develop their chronological knowledge using sequenced and scaled timelines. They will use a range of sources and engage in enquiry tasks which provide the opportunity to develop children's questioning, analysis and evaluation skills.

Skills, and Knowledge Components Focus

Sequence events and use a scale to calculate intervals between events
Extract information from various types of sources (artefact, pictorial, written)
Pursue a line of enquiry for a given question
Begin to create their own enquires
Use historical language linked to the topic

Sticky Knowledge:

I know the position of this period on a timeline of British History
I can explain how the Anglo Saxon period links to the Romans and Vikings
I know that there are different types of sources and can explain some of the sources which tell us about the Anglo Saxons e.g. Sutton Hoo, writings from monks
Life for people in Anglo Saxon England was dependent on how much money they had.
I know King Offa of Mercia was a significant Anglo Saxon

Key Vocabulary: settlement, governance, society, invasion, settlement, migration, chronology, duration, period of history, invasion, immigration, kingdom, interval, significance, burial, culture, monk, Christian, Pagan, Primary Source, Secondary source, evidence, similarity, difference

Subject composite: Children to hold an open afternoon to share their History work with family members.

Impact: Children have a clear understanding of where the Anglo Saxon period fits within the British History timeline and can compare it to periods of history studied previously. Children understand about primary and secondary sources and can use these to give facts about peoples lives in Anglo Saxon Britain.



Science - Living Things and data collection

Intent: Children build on their knowledge of animals and plants from KS1 and group and classify a range of living things in their own a wider environment. , Children begin an observation over time enquiry to name and identify living things in their local area.

Skills, and Knowledge Components Focus

Recognise that living things can be grouped in a variety of ways.
Talk about criteria for grouping and classifying.
Ask relevant questions and use different types of scientific enquiry to answer them.
Explore and use classification keys to help group, identify and name a variety of living things in their local environment and wider environment.
Gather, record, classify and present data in a variety of ways to help in answering questions.
Report on findings from enquiries , including oral and written explanations, display or presentations of results and conclusions.
Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Sticky Knowledge:

Scientists use data to present findings and data can be used to make predictions and ask further enquiry questions.
Classification keys are used to classify animals accurately and they use closed questions.
Flowering plants produce flowers and fruit
Animals with a spine are called vertebrates
Animals without a spine are called invertebrates
Insects have three body sections, six legs and antennae

Key Vocabulary: Vertebrate, mammal, bird, fish, amphibian, reptile, exoskeleton, insect, spider, soft bodied invertebrate, flowering plant, non-flowering plant, stamen, carpal, pollination, fern, moss, classification key, data, bar chart, pictogram

Subject composite: Children use a range of ways to group and classify living things including classification keys. Children begin a long term observation study of the local area.

Impact: Children will have a clear understanding of the types of animals and plants. They will know how to identify unknown plants and animals and will develop their scientific enquiry skills.



Science - states of matter

Intent: Children will begin to develop their understanding of states of matter and how we can use these terms to describe everyday processes.

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
Talk about criteria for grouping, sorting and classifying
Identify differences,, similarities or changes related to simple scientific ideas
Ask relevant questions and using different types of scientific enquiry to answer them
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

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.
-Water boils at 100 degrees Celsius and freezes at 0 degrees Celsius.
·Water is in constant movement through a process called the water cycle. As water moves it can be in different states of matter.
· Evaporation is one stage of the water cycle. Evaporation is where a liquid changes state to a gas.

Key Vocabulary: solid, liquid, gas, state, degrees Celsius,freezing, melting, boiling, condensation, thermometer, beaker, temperature, water cycle,volume, precipitation, evaporation, transpiration, collection

Subject composite:Children take part in a range of investigations exploring changing states and the water cycle.

Impact: Children will be able to describe and explain the water cycle and explain what happens in each of the processes.



Art

Intent: Children are introduced to the genre of still life. They develop key artistic concepts. They build on their knowledge of artists.

Skills, and Knowledge

- explore the work of a traditional artist
-express thoughts about artists' work
- develop the use of sketchbooks to record ideas
- draw from observations
- develop the use of line, colour, shape, texture, form and composition
-present and share artwork

Sticky Knowledge:

- I know that Paul Cezanne was a still life artist
- I know that lots of artists still study still life today
- I know when drawing an object it is important to look at the outline shape and then to look at the shadow the object forms on the ground and then to look at the shadow on the underside of the object.
- I know that you can create unique compositions for art work and there is no right or wrong
- I know that it is important to look carefully at the colours in the composition before I mix colours to use.

Vocabulary: Still life, shape, line, composition, focal point, outline, form, shadow, negative space, foreground, background

Subject composite: Children to create their own unique compositions and produce still life pieces (linked to Roman still life art pieces) inspired by the work of Paul Cezanne

Impact: Children will understand that art is unique and that they can use other artists to inspire their work. They will have a developing knowledge of still life artwork.



Design and Technology

Intent: Design, make and evaluate a pneumatic monster (product) for children (user) to use when talking about Anglo Saxon mythical creators (purpose)

Skills, and Knowledge

Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user
Use annotated sketches and prototypes to develop, model and communicate ideas.
Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.
Understand and use pneumatic mechanisms
Evaluate their own product and ideas against a set criteria and user needs, as they design and make.

Sticky Knowledge

- I know that a pneumatic is a system that works using gases (air).
- I know that a system is a set of related parts used to create an outcome.
-I know that all designers make detailed plans to ensure they are successful in their making of a product
- I know how to safely use syringes in my work and ensure I use them carefully as they can create a great force.
-I know that the 'input movement' is where the user pushes or pulls a syringe or pump. The o'utput movement' is where the object at the end of the tube moves.

Vocabulary

components, fixing, attaching, tubing, syringe, plunger, split pin, paper, fastener, pneumatic system, input, movement, process, output movement, pressure, inflate, deflate, pump, seal, air-tight

Subject composite: Children to create a pneumatic monster, designing and selecting their own resources.

Impact: Children will develop their understanding of the design, make and evaluate process. They will develop skills for joining and cutting.