

# 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, Ethelred, Athelstan, Cnut, Laura Carlin, Shaun Tan

**Linked texts:** Beowulf by Rob Lloyd/Michael Morpurgo

Anglo Saxon Boy by Tony Bradman

Viking Voyagers by Jack Tite, 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

**Trips/Visitors:** Viking workshop at NMM

**Topic Composite/Finale:**



## 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.
- 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:

- Saxons, Vikings and Scottish settlers came from a range of places and sometimes travelled long distances. They contributed greatly to the make-up of this country;
- The Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over central centuries;
- Often Saxons and Vikings arrived to raid but gradually settled
- There is a range of evidence to help us piece together the lives of Saxons, Vikings and Scots but there are many gaps in this evidence.
- 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 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.
- As a result from the conflict between the Anglo-Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established.
- 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, seafarer, migration, conquest, archaeology, chronology, Scandinavia, Lindisfarne, monasteries, Sutton Hoo

**Subject Composite:** Children to create a Viking museum displaying their History, art, DT and Literacy work for parents to view.

**Impact:** Children will have experience of historical enquiry, posing questions, constructing accounts and role playing situations. Children will understand the parallels and contrasts between then and today.

## Art

**Intent:** Children will use line, shape, colour and composition to develop evocative and characterful imagery. Children will tell stories through drawing and understand that we can use text within our drawings to add meaning.

### Skills, and Knowledge Components Focus

- Use the work of a Laura Carlin, Shaun Tan and Cressida Cowell as a stimulus for their own work.
- Use pencils and penwork to create tone and shade and intricate marks when drawing.
- Continue to use art as a tool to support other curriculum areas.
- Use oil pastels and charcoal
- To continue to critique their own work and build a portfolio which they can talk about confidently.

### Sticky Knowledge:

- I know that Laura Carlin and Shaun Tan tell stories through imagery.
- I know how to use line shape and colour to represent my ideas.
- I know how to consider composition and sequencing in my art work to tell a story.
- I can use charcoal, rubber and white chalk to create a layered effect
- I know that colour can be used to enhance illustrations

**Key Vocabulary:** illustrations, oil pastels, charcoal, line, imagery, sequencing, composition, layered, enhance

**Subject composite:** To create a graphic novel based on Beowulf

**Impact:** Children will understand that art can enhance story telling and will be inspired by illustrators.

## Design and Technology

**Intent:** Design, make and evaluate a history poster for families with young children to provide information/learning about the Anglo Saxons and Vikings

### Skills, and Knowledge Components Focus

- Generate realistic 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.
- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Select from and use finishing techniques suitable for the product they are creating.
- Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.
- Understand and use lever and linkage mechanisms.
- Distinguish between fixed and loose pivots.

### Sticky Knowledge:

- I know that a mechanism is a device used to create movement in a product
- I know a lever is a rigid bar which moves around a pivot.
- Linkage - the card strips joining one or more levers to produce the type of movement required. The term 'linkage' is also used to describe the lever and linkage mechanism as a whole.
- Loose pivot - a paper fastener that joins card strips together.
- Fixed pivot - a paper fastener that joins card strips to the backing card.

**Key Vocabulary:** mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief

**Subject composite:** create a history poster using levers and linkages

**Impact:** Children will have an in-depth knowledge of mechanical systems and how these are used everyday.

## 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

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

## Science Year 4- States of matter

### 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, degrees Celsius cycle, water cycle, precipitation, evaporation, transpiration, collection

**Subject composite:** A water cycle in a bag with an explanation text to explain what is happening.

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

### 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
- Use line graphs to record data

### Science Year 5- Properties & Changes in Materials

**Intent:** Children will develop their understanding of properties and changes in everyday materials.

#### Skills, and Knowledge Components Focus

- Compare and group materials on the basis of their properties: hardness, solubility, transparency, conductivity (thermal & electrical), and response to magnets
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to separate mixtures through: filtering, sieving and evaporating.
- Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metal wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible
- Explain that some changes result in the formation of new materials and this kind of change is irreversible.

#### Sticky Knowledge:

- I know how to compare and group materials based on their properties
- I know that some materials dissolve in liquid to form a solution.
- I know dissolving is a reversible change and how to recover a material in a solution through evaporation.
- I know how to separate mixtures using filtering, sieving and evaporating.
- I can give reasons for the use of metals, wood and plastic in everyday objects.
- I know that some changes are irreversible and result in the formation of a new material e.g. burning or acid on bicarbonate soda.

**Key Vocabulary:** Materials, properties, recover, formation, conductors, solutions, mixtures, solids, liquids, gases, dissolving, evaporating, separating, filtering, sieving, reversible, irreversible,

**Subject composite:** Children to hold a science fair for other children and their parents to showcase their understanding of the properties of materials.

**Impact:** Children will develop their awareness of and of everyday changes and how these changes occur. Children can identify irreversible and reversible changes in their own daily lives and how they are used in the wider world.