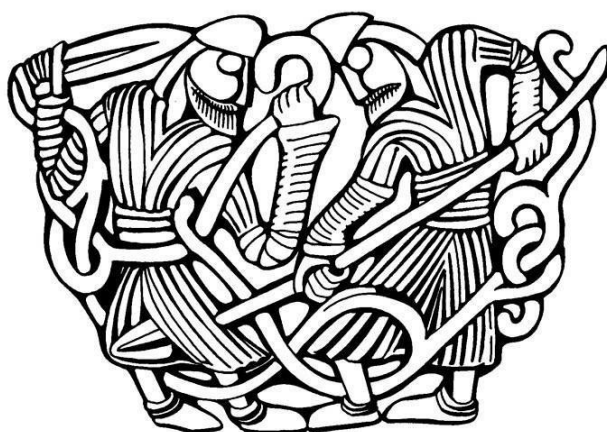


Traders and Raiders



Year Group: 3/4
Cycle B
Spring Term 1

Half Term Learning Focuses

Geography Locational knowledge: counties and cities of the UK, geographical regions, human and physical characteristics, topographical features and land use patterns, changes over time.	History Double unit: Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor	Art and Design Printing on fabric - Anglo-Saxon textile designs	RE Why is prayer important for religious believers? Why is pilgrimage important to some religious believers? - Islam	Writing Genres Poetry, Conquering the Monster Tale (myth) Key Texts Beowulf (Usbourne Young Readers), Poem: To Asgard
		Music Violins (Yr4) Recorders (Yr3)		

History

National Curriculum: Pupils should be taught about:

- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor

Curriculum Intentions - Key Knowledge to be learned:

- Roman rule of Britain ended in around AD 410. When the Romans left, Britain was vulnerable to attack from both the Scots, and from Anglo-Saxons who sailed from Northern Europe (including Germany, Denmark and the Netherlands).
- The Scots invaded North Britain (now Scotland), and came from Ireland.
- Some Anglo-Saxons were warriors who enjoyed fighting, but many came peacefully to find land to farm, because it was hard to farm in their home countries.
- The Anglo-Saxons settled in Britain and built many towns and villages. They brought tools and farm animals with them.
- Some native Britons had asked the Anglo-Saxons to help them fight the Scots, but they didn't want to leave afterwards.
- Vikings first came from Scandinavia and invaded Britain in AD 793.
- Like the Anglo-Saxons, many Vikings wanted to farm, but others wanted to raid and fight.
<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx>
- Roman rule had converted much of Britain to Christianity, but the Anglo-Saxons were Pagan and believed in many other gods. Over time the Anglo-Saxons converted to Christianity as well and were Christian when the Vikings begin invading.
- The Vikings were also Pagan and worshipped similar gods to the Anglo-Saxons had originally (e.g. Thor/Thurnor and Odin/Wotan). *Note: Wednesday and Thursday are named after the gods Wodin and Thor!*
- Vikings eventually converted to Christianity as well.
- About the struggle for power between the Anglo-Saxons and the Vikings, focusing on the transition in power between the rule of the Saxon kings Ethelred the Unready and Edward the Confessor. <https://www.theschoolrun.com/homework-help/edward-the-confessor>, <https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f>

Age Related Subject Skills (Progression Guidance):

- *Develop increasingly secure chronological knowledge and understanding of history (British).*
- *Put events, people, places and artefacts on a time- line.*
- *Use correct terminology to describe events in the past.*
- *Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.*
- *Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.*
- *Be aware that different versions of the past may exist and begin to suggest reasons for this*
- *Suggest where we might find answers to questions considering a range of sources.*
- *Understand that knowledge about the past is constructed from a variety of sources.*
- *Construct and organise responses by selecting relevant historical data.*
- *Describe and begin to make links between main events, situations and changes within and across different periods and societies.*
- *Identify and give reasons for historical events, situations and changes.*
- *Identify some of the results of historical events, situations and changes.*
- *Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.*
- *Identify and begin to describe historically significant people and events in situations.*

Prior Learning Forever Firs children working at ARE should already be able to:

- Use dates and place some key events in a broad chronological framework.
- Use the term centuries to describe how long ago an event occurred.
- Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Farm	King	Invade	Convert	Roman	Viking
Fight	Power	Raid	Empire	Scot	Pagan
Gods		Settle	Battle	Anglo-Saxon	Christian
		Rule	Exile		
		Confess/ Confessor	Transition		

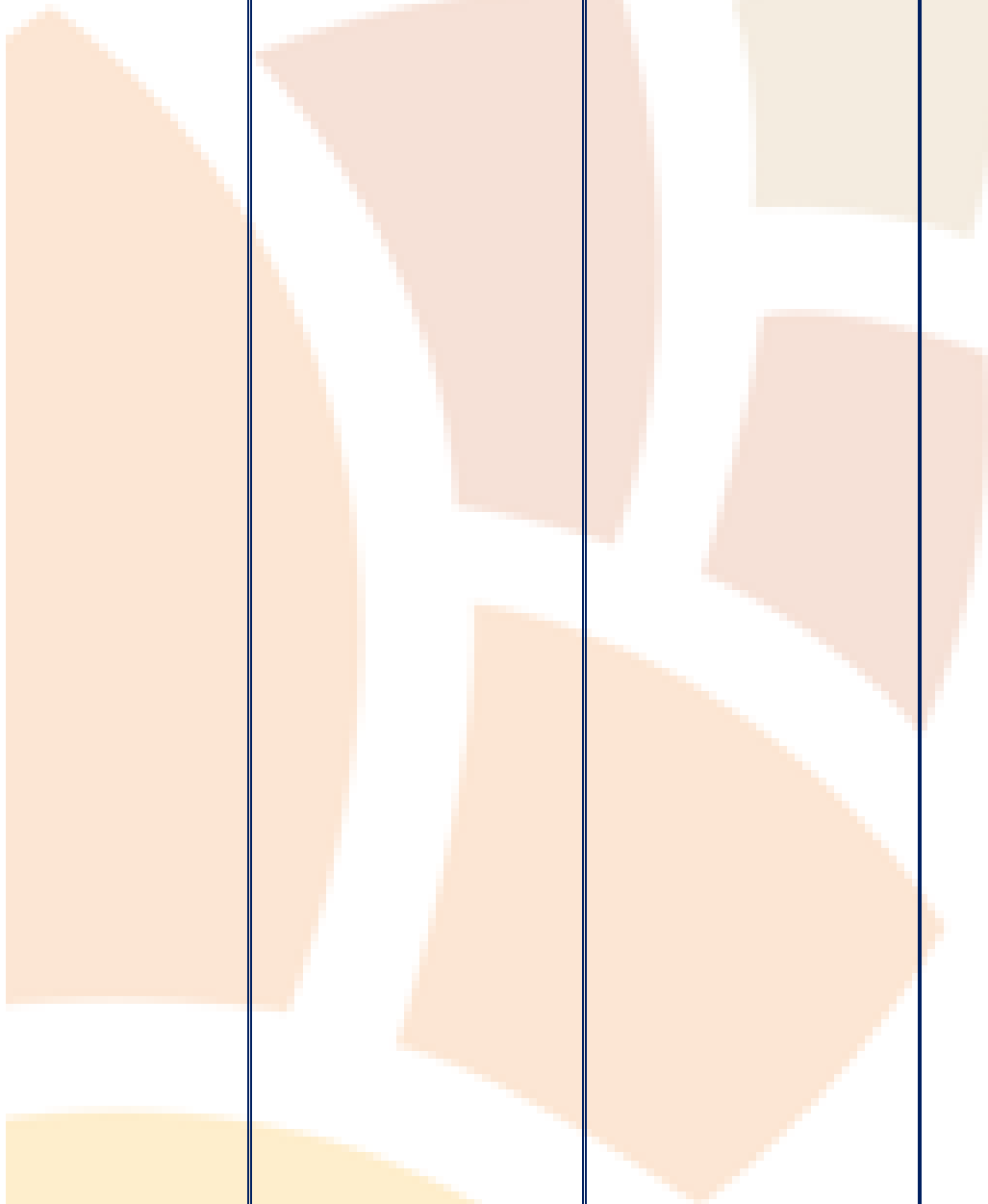
History Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE



— School —

Geography

National Curriculum: Pupils should be taught to:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Key Lines of Enquiry: Origins of county names and boundaries, topography of historical settlements – have these changed over time?

Curriculum Intentions - Key Knowledge to be learned:

- What a county is, and how it is different from a city.
- That many of the counties in the United Kingdom were established in the middle ages, during the time of the Viking invasion of Britain.
- The names and locations of the counties in England (e.g. <https://www.tes.com/teaching-resource/counties-of-the-uk-england-lesson-and-worksheet-6355179>)
- How these differ from the county boundaries during Anglo-Saxon rule (<https://tchipakkan.wordpress.com/arastorm/handouts-from-my-classes/maps-of-anglo-saxon-england/>)
- The names and locations of UK cities that were significant in Anglo-Saxon Britain, including York (Jorvik) and London.
- Consider the topography of the 'Saxon Shore Forts' and key Viking and Anglo-Saxon settlements – what makes their location suitable for defense and/or settlement e.g. availability of fresh water, vantage point from hills, distance from the coast, ease of trade links e.g. by river or sea etc.

Age Related Subject Skills (Progression Guidance):

Describe and understand key aspects of:

- physical geography, including: rivers and mountains,
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Prior Learning

Forever Firs children working at ARE should already be able to:

Use basic geographical vocabulary to refer to:

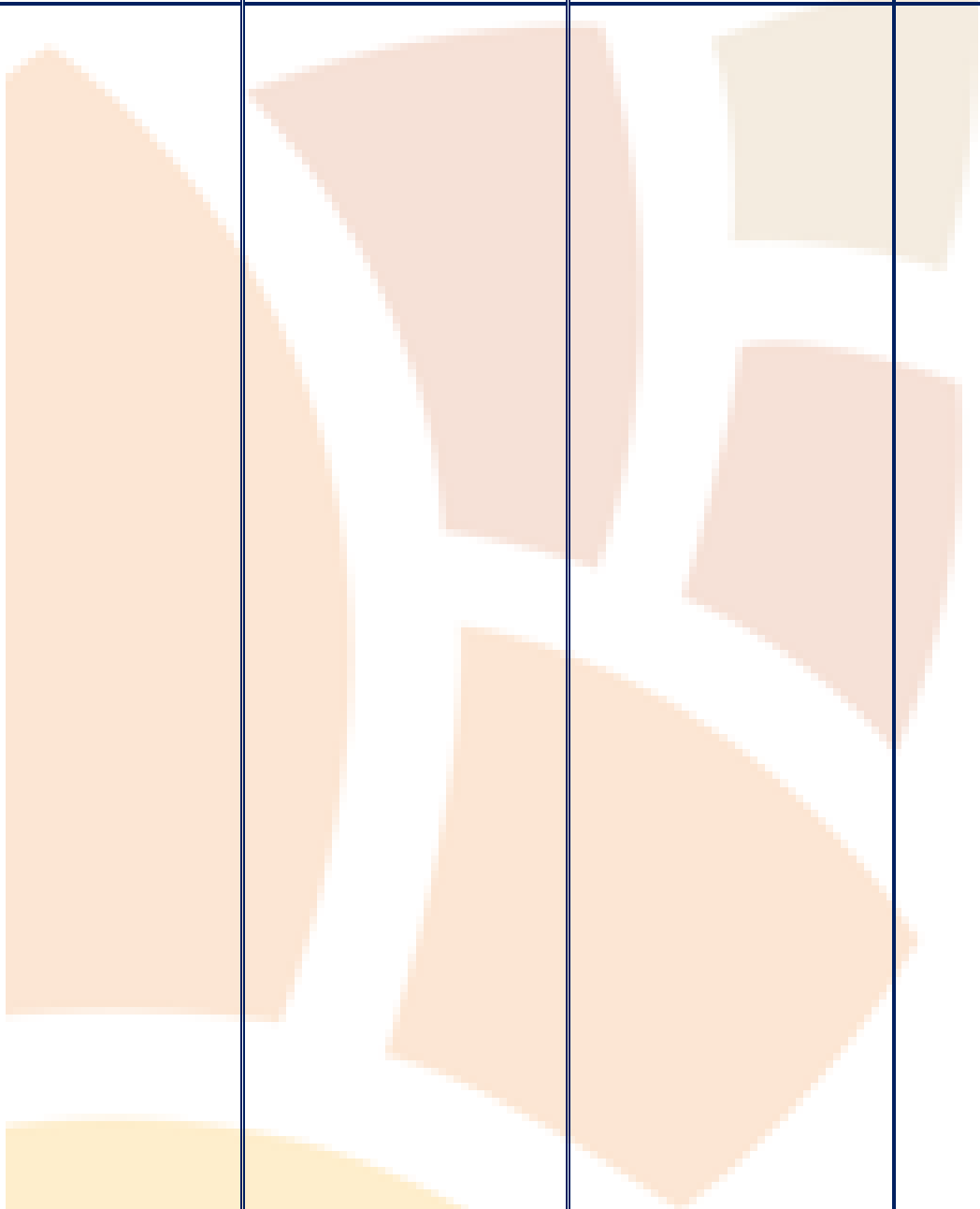
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop

Key Vocabulary

Tier 1		Tier 2		Tier 3	
River	City	Trade	Location	County	
Hill	Ocean	Defense	Vantage point	Topography	
Mountain	Beach	Natural	Boundaries	Human/physical	
Village	Cliff	resources	Location	characteristics	
Town	Valley	Established	Settlement		
Food	Water				

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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Art and Design

National Curriculum: Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Key Lines of Enquiry: Anglo-Saxon and Viking textile designs and printing

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will explore and imitate a range of Anglo-Saxon and Viking designs e.g. from jewelry, clothing and weapons
- They will imitate the designs in their sketchbooks, then innovate their own designs, inspired by their observations.
- They will use cardboard and string to form their own printing plate, based on their design.
- They will create their own Anglo-Saxon/Viking fabric, using their printing plate and fabric paint, and will learn how to blend two colours in their printing.

Age Related Subject Skills (Progression Guidance):

Creating Ideas

- *Develop sketch books*
- *Develop artistic/visual vocabulary to discuss work*
- *Begin to suggest improvements to own work*
- *Experiment with a wider range of materials*
- *Present work in a variety of ways*
- *Use sketchbooks to record drawings from observation*
- *Include increased detail within work*

Printing

- *Use roller and ink printing.*
- *Use simple block shapes formed by children*
- *Blend two colours when printing*
- *Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays*
- *Form string roller prints to create continuous patterns*

Prior Learning

Forever Firs children working at ARE should already be able to:

- | | |
|---|--|
| <ul style="list-style-type: none"> • <i>Work from observation and known objects</i> • <i>Use imagination to form simple images from given starting points or a description</i> • <i>Begin to collect ideas in sketchbooks</i> • <i>Work with different materials</i> • <i>Begin to think what materials best suit the task</i> | <ul style="list-style-type: none"> • <i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i> • <i>Develop controlled printing against outline /within cut out shapes</i> • <i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</i> • <i>Experiment with marbling, investigating how ink floats and changes with movement</i> |
|---|--|

Key Vocabulary

Tier 1	Tier 2	Tier 3
Pattern Shape Line Straight	Round Curved Observation Tessellation Repeated Detail Decoration Fabric	Blend Texture Relief Overlays Continuous Printing plate Roller Ink

Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
  <p data-bbox="304 1659 863 2121">Firs Primary School</p>	 	 	

RE

Key Line of Enquiry: Why is prayer important for religious believers? Why is pilgrimage important to some religious believers? Focus on Islam

Curriculum Intentions (Key Knowledge and Skills to be learned)

Children will be able to:

- identify what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life
- explain the meaning of pilgrimage for some believers
- suggest meanings in the practice of Hajj and make links to Muslim beliefs, stories and commitments
https://www.bbc.co.uk/religion/religions/islam/practices/hajj_1.shtml
- <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt>
- ask some thoughtful questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers about the relationships between pilgrimage and faith
- express their own ideas about the value of times of reflection, repentance, journey, remembrance
- discuss special places that hold significance for them, and why they are important
- understand the spiritual significance of Hajj for Muslims
- explain the variety of reasons believers give for making or not making a pilgrimage
- describe origins, locations, stories, symbols, actions and hopes of pilgrimage and their significance for believers e.g. throwing stones at the devil on Hajj
- talk about prayer and what it means to Christian and Muslims
- explain why the Lord's prayer is so important for many Christians
- identify ideas and feelings in a prayer and express their own reflections in a prayer or a poem
- identify differences and similarities between prayer in Islam and prayer in Christianity
- identify the impact of prayer on believers' lives
- ask questions about prayer and share their own ideas about it
- make links between what Christians / Muslims believe about God and how / why they pray
- explain the impact of beliefs about God on how people pray and the impact of prayer on the believers' lives
- express thoughtful views on questions like 'why is there unanswered prayer?' 'Does answered prayer show that God loves us?'
- relate the values and commitments shown in Christian or Muslim prayer to their own lives, values or commitments thoughtfully.

Prior Learning

Forever First children working at ARE should already be able to:

- describe how and why sacred texts are important to believers
- recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer, making links with their own ideas about how these teachings might be worth following
- identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers
- ask questions and suggest answers about how and why the Bible influences Christians and the Qur'an influences Muslims and identify what influences themselves, noting similarities and differences
- identify actions and rituals which show how important holy books are to religious believers (see notes on how to handle the Qur'an sensitively)
- identify where some stories and individuals are found in more than one sacred text (the Qur'an and the Bible)
- explain the meanings of stories and texts which teach about principles for living from each religion and reflect on ways in which their message may be relevant today.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Pray	God	Significance	Reflection	Christian	Lord's Prayer
Prayer	Poem	Impact	Remembrance	Muslim	Christianity
Journey	Similar	Commitments	Repentance	Islam	Devil
Love	Different	Religious	Values	Hajj	Pilgrim
Believe/belief	Special				Pilgrimage

RE Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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MFL

National Curriculum: Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
 - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Curriculum Intentions (Key Knowledge and Skills to be learned):

(Early Start German, Chapter 1.08- Days of the Week, and Chapter 1.09 - Weather)

- Children will be able to name the days of the week and ask and answer the question 'What day is it today?' in German.
- They will learn to read the names of the days of the week.
- They will learn a simple German song about the days of the week.
- They will join in with a simple children's story told in German using the words and phrases they have learned (including numbers 1-5)
- Children will be able to ask and answer the question 'What's the weather like?' in German.
- They will be able to label pictures about the weather with the correct German phrase
- They will be able to identify which German words and/or phrases relating to the weather and days of the week are similar to English words and/or phrases.

Age Related Subject Skills (Progression Guidance):

Year 3

Speaking and Listening

- Respond to simple questions with support from a spoken model or visual clue
- Respond to spoken instructions
- Discriminate sounds and identify meaning when items are repeated several times
- Greet others with confidence and reply to the questions
- Know a well-known children's song in language studied
- Sing a song from memory, with clear pronunciation
- Identify common nouns
- Begin to know some key vocabulary e.g. body parts, colours

Reading

- Recognise some familiar words in written form
- Recognise and read known sounds within words
- Read some key vocabulary

Writing

- Write some of the numbers to 20 from memory
- Experiment with writing simple words
- Copy accurately in writing some key words
- Copy or label using single words or short phrases

Knowledge about languages

- Understand and start to use some basic core structures

Year 4

Speaking and Listening

- Identify and pronounce accurately the names of some countries and towns
- Sing a song from memory on a related topic
- Listen with care
- Listen to a story and select keywords and phrases from it
- Ask and answer simple questions with correct intonation
- Remember a sequence of spoken words
- Speak clearly and confidently
- Initiate a conversation when working with a partner
- Express opinions

Reading

- Understand words displayed in the classroom
- Research additional vocabulary using a dictionary
- Read familiar words and join in with a non-fiction text / story

Writing

- Write familiar words and simple phrases from a model
- Understand and write a short email using structures learnt

Knowledge about languages

- Understand the main core structures and begin to use some actively.
- Identify phonemes that are the same as or different

Knowledge about the country/culture

- Understand the differences in social conventions when people greet each other

from English or other languages they know

Knowledge about the country/culture

- Investigate aspects of lifestyle in selected country e.g. food or leisure activities
- Investigate weather patterns of select country

Prior Learning

Forever Firs children working at ARE should already be able to:

- Say 'hello' in several languages
- Understand that there are lots of languages spoken in the school
- Sing some simple songs in French
- Say simple greetings, introduce themselves and ask another's name in German.
- Know some simple German songs.
- Say numbers (1-12) in German
- Ask and answer 'How old are you?' in German
- Ask and answer 'Where do you live?'
- Understand and be able to talk about Christmas traditions in Germany

Key Vocabulary**German**

Montag
 Dienstag
 Mittwoch
 Donnerstag
 Freitag
 Samstag
 Sonntag
 was ist heute?
 heute ist
 das Wochenende
 Wie is das wetter?
 es ist schön
 es ist schlecht
 es ist warm
 es ist kalt
 es ist sonnig
 es ist windig
 es regnet
 es schneit

English

Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday
 What day is it today?
 Today is
 the weekend
 What's the weather like?
 it's nice
 it's nasty
 it's warm
 it's cold
 it's sunny
 it's windy
 it's raining
 it's snowing

MFL Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 <p data-bbox="300 1666 874 2123">Firs Primary — School —</p>			

Computing

National Curriculum:

- 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.

Key Lines of Enquiry: How can I use the features of Powerpoint to create a visual timeline from the Anglo-Saxon invasion of Britain until the Norman Conquest in 1066.

Curriculum Intentions (Key Knowledge to be learned):

- Children will learn how to use Powerpoint to insert; text boxes, shapes and images they have searched for online.
- They will learn how to change the size and colour of the graphics inserted.
- They will learn how to change the size, font and colour of their text.
- They will learn how to use Word Art to create a title.

Age Related Subject Skills (Progression Guidance):

- Choose a suitable font
- Choose suitable images to accompany the text
- Learn how to add word art and animations
- Use more than two fingers when typing
- Use a spell checker
- Insert images using clipart and online search

DDAT

- Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject
- Presentations: Pupils learn to write and deliver a presentation on a given subject
- Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work

Prior Learning

Forever Firs children working at ARE should already know:

- How a keyboard helps them to present their information as they wish on screen including the use of: spacebar, backspace, shift, and enter. They will understand how specific keys help them provide information onscreen, which is clear and error free.
- How images can support the information that they have written and give additional information to the reader.
- How to think about the purpose of their work and learn why they should edit their work to present it for the audience (including different presentational features: font size, colour and style)
- How to add texts to photographs and apply their English skills to label images or write simple sentences to create a story (2create A Story)
- How a computer system can save work and that it can be worked on it the future.
- That digital content can be printed to create paper-based information.
- That artistic images can be created on a computer as well as on paper.
- They will begin to link what they already know about art to create a picture electronically (explore shape, line and colour, talk about their choice of tools, talk about the differences between a graphics package and paper-based art activities).

Forever Firs children working at ARE should already be able to:

- Learn to save, open and print work
- Use a keyboard to print letters onscreen
- Use a mouse to select between letters and word
- Use the mouse to click, drag, drop when creating artwork
- Highlight text to change the colour, font type and size
- Add text boxes to create captions for images

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Line	Type	Audience	Evaluate	Graphics	Powerpoint
Colour	Shape	Animations	Impact	Spell Check	Word Art
Size	Title	Presentation	Effect	Search Engine	Font
Drag		Open	Insert	Copy	Mouse
Click		Suitable	Images	Paste	Keyboard
				Save	Keys
				Clipart	

Computing Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE



PE

National Curriculum:

- perform dances using a range of movement patterns
- compare their performance with previous ones and demonstrate improvement to achieve their personal best

Key Lines of Enquiry: To create a dance with a partner or group that reflects a Viking saga or battle e.g. <https://www.youtube.com/watch?v=VRnD6fOuCBA> in time to Nordic music e.g. <https://www.youtube.com/watch?v=VHxjyBtKxpM>

Curriculum Intentions (Key Knowledge to be learned):

- Explore dance movements and create patterns of movement.
- Work with a partner to create dance patterns.
- Perform a dance with rhythm and expression.
- Use knowledge of dance to create a story in a small group.
- Develop precision of movement.
- Work cooperatively with a group to create a dance piece.
- Perform in front of others with confidence.
- Identify and practice patterns and actions of chosen dance style.
- Demonstrate and awareness of the music's rhythm and phrasing when improvising
- Create and individual dance that reflects the chosen dancing style.
- Create partnered dances that reflects the dancing style and apply the key components of dance.
- Perform and evaluate own and others' work.

Age Related Subject Skills (Progression Guidance):

- *Create dance phrases/dances to communicate an idea*
- *Develop movement using;*
 - Actions (WHAT); travel, turn, gesture, jump, stillness
 - Space (WHERE); formation, direction and levels
 - Relationships (WHO); whole group/duo/solo, unison/canon
- *Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition*
- *Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end*
- *Link phrases to music*

Prior Learning

Forever Firs children working at ARE should already be able to:

- *Copy some moves*
- *Develop control of movement using:*
 - Actions (WHAT) – travel, stretch, twist, turn, jump
 - Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others
 - Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions
 - Dynamics (HOW) – slowly, quickly, with appropriate expression
- *Use own ideas to sequence dance*
- *Sequence and remember a short dance*

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Jump	Pattern	Travel	Perform	Dance style Canon Choreograph	Motif
Turn	Partner	Gesture	Rhythm		
Group	Space	Precision	Expression		
Cooperate	Direction	Action	Improvise		
Speed	Energy	Reflect	Evaluate		
Beginning		Formation	Duo		
Middle		Repetition	Solo		
End		Levels	Unison		