Traders and Raiders
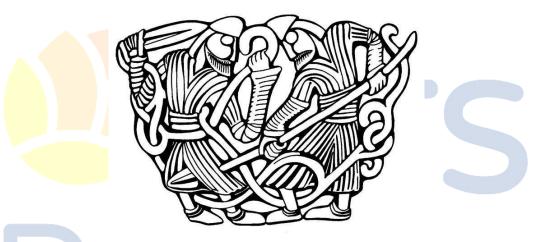
Year Group: 3/4
Cycle B

Half Term Learning Focuses

Geography	History	Art and Design	RE	Writing Genres
Locational knowledge: counties and cities of the UK, geographical regions, human and physical characteristics, topographical features and land use patterns, changes over time.	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	Printing on fabric - Anglo-Saxon textile designs	Why is prayer important for religious believers? Why is pilgrimage important to some religious believers? - Islam	Poetry, Conquering the Monster Tale (myth)
		Music Violins (Yr4) Recorders (Yr3)		**Key Texts** Beowolf (Usbourne Young Readers), Poem: To Asgard
		MFL German	**PSHE** Y4 SCARF: Feelings and Emotions Y4 SCARF: Valuing Difference	**Computing** Programming

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/	Transition		
		Confessor			

History Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

Year 3/4 – Traders and Raiders– Cycle B

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**

Year 3/4 – Traders and Raiders– Cycle B

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:

- *Work from observation and known objects*
- *Use imagination to form simple images from given starting points or a description*
- *Begin to collect ideas in sketchbooks*
- *Work with different materials*
- *Begin to think what materials best suit the task*

- *Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control*
- *Develop controlled printing against outline /within cut out shapes*
- *Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns*
- *Experiment with marbling, investigating how ink floats and changes with movement*

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

Year 3/4 – Traders and Raiders– Cycle B

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 Firs 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
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

Year 3/4 – Traders and Raiders– Cycle B

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	Year 4
Speaking and Listening	*Speaking and Listening*
• *Respond to simple questions with support from a spoken model or visual clue*	• *Identify and pronounce accurately the names of some countries and towns*
• *Respond to spoken instructions*	• *Sing a song from memory on a related topic*
• *Discriminate sounds and identify meaning when items are repeated several times*	• *Listen with care*
• *Greet others with confidence and reply to the questions*	• *Listen to a story and select keywords and phrases from it*
• *Know a well-known children's song in language studied*	• *Ask and answer simple questions with correct intonation*
• *Sing a song from memory, with clear pronunciation*	• *Remember a sequence of spoken words*
• *Identify common nouns*	• *Speak clearly and confidently*
• *Begin to know some key vocabulary e.g. body parts, colours*	• *Initiate a conversation when working with a partner*
Reading	• *Express opinions*
• *Recognise some familiar words in written form*	*Reading*
• *Recognise and read known sounds within words*	• *Understand words displayed in the classroom*
• *Read some key vocabulary*	• *Research additional vocabulary using a dictionary*
Writing	• *Read familiar words and join in with a non-fiction text / story*
• *Write some of the numbers to 20 from memory*	*Writing*
• *Experiment with writing simple words*	• *Write familiar words and simple phrases from a model*
• *Copy accurately in writing some key words*	• *Understand and write a short email using structures learnt*
• *Copy or label using single words or short phrases*	*Knowledge about languages*
Knowledge about languages	• *Understand the main core structures and begin to use some actively.*
• *Understand and start to use some basic core structures*	• *Identify phonemes that are the same as or different*

Knowledge about the country/culture	*from English or other languages they know*
• *Understand the differences in social conventions when people greet each other*	*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	**English**
Montag	Monday
Dienstag	Tuesday
Mittwoch	Wednesday
Donnerstag	Thursday
Freitag	Friday
Samstag	Saturday
Sonntag	Sunday
was ist heute?	What day is it today?
heute ist	Today is
das Wochenende	the weekend
Wie is das wetter?	What's the weather like?
es ist schön	it's nice
es ist schlecht	it's nasty
es ist warm	it's warm
es ist kalt	it's cold
es ist sonnig	it's sunny
es ist windig	it's windy
es regnet	it's raining
es schneit	it's snowing

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

Year 3/4 – Traders and Raiders– Cycle B

Computing

National Curriculum:
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts § use sequence, selection, and repetition in programs; work with variables and various forms of input and output §use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Computing Strand: Programming

Topic Links: To use an on screen algorithm to draw Anglo-Saxon/ Vikings symbols

Age Related Subject Skills (Progression Guidance - DDAT):
- *Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern*
- *Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon*

Lower Key Stage 2

• Link their learning of a programmable robot to creating a set list of instructions for a on screen robot (e.g Textease turtle) • Use an on screen robot to draw a path	• Can talk about what everyday/real life objects uses algorithms and discuss what the algorithms will tell them to do • I know an algorithm is a set of instructions. • Draw using pen up and down linking their knowledge of properties of shapes

Other Key Areas of Learning:
- To use the pro-bots to draw shapes
- To use the pro-bots to explore turns (including starting to explore angles)
- To use an onscreen turtle (Textease) and scratch and discuss similarities

Prior Learning

Forever Firs children working at ARE should already be able to:
- Explore a range of control toys and devices
- Explore outcomes when individual buttons are pressed on a robot
- Follow instructions to move around a course
- Create a series instructions to move their peers around a course
- Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras Talk about how everyday devices can be controlled
- Control a floor robot using appropriate buttons, Make predictions and estimate distances and turns
- Create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn
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Key Vocabulary

Tier 1		Tier 2		Tier 3	
Shapes Robot	Path Turn	Instructions Command	Programmable Properties Angles	Algorithms Pen up Pen down	

Computing Assessment

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

Year 3/4 – Traders and Raiders– Cycle B

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	Motif
Turn	Partner	Gesture	Rhythm	Canon	
Group	Space	Precision	Expression	Choreograph	
Cooperate	Direction	Action	Improvise		
Speed	Energy	Reflect	Evaluate		
Beginning		Formation	Duo		
Middle		Repetition	Solo		
End		Levels	Unison		