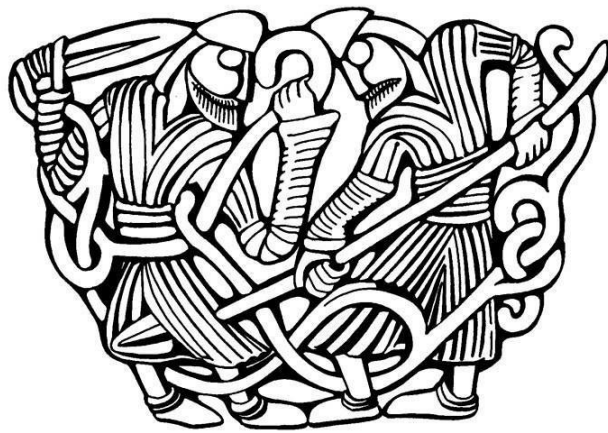


Traders and Raiders



Year Group: 3/4
Cycle B

History

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

Art and Design

- Printing - Anglo-Saxon textile designs – fabric printing

Computing

- Programming

Geography

- 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
- 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

History

National Curriculum (Knowledge and Skills): Pupils should be taught about:

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

Curriculum Intent (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).
- 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. They brought tools and farm animals with them.
- 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, local, British and world
- 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
- 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
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- 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:

- Develop, then demonstrate an awareness of the past, using common words/phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- 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
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things, why some events happened and what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives

- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

Key Vocabulary

Tier 1	Tier 2	Tier 3
	Invade Raid Settle Rule Confess Confessor Convert Empire Battle Exile Transition	Roman Scot Anglo-Saxon Viking Pagan Christian

History Assessment

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

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
- 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

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):

Year 3

Using maps

- Follow a route on a map with some accuracy
- Locate places using a range of maps including OS & digital
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

Map knowledge

- Locate the UK on a variety of different scale maps
- Name & locate the counties and cities of the UK

Making maps

- Try to make a map of a short route experiences, with features in current order
- Create a simple scale drawing
- Use standard symbols, and understand the importance of a key

Year 4

Using maps

- Follow a route on a large-scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge

- Locate Europe on a large-scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Making maps

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Prior Learning

Forever Firs children working at ARE in Year 3 should already be able to:

Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

Key Vocabulary

Tier 1

Tier 2

Tier 3

<p>City Hills Mountains Coasts Rivers Land use Food Water</p>	<p>Settlement Land use Economic Trade Natural Resources Energy Minerals</p>	<p>United Kingdom County Geographical region Human characteristics Physical characteristics Topography Human geography Trade links</p>
---	---	--



Firs Primary — School —

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 <p data-bbox="268 712 1326 1554">Firs Primary — School —</p>			

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)

Pupils should be taught:

- about great artists, architects and designers in history

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 or three colours in their printing.

Year 3

Developing Ideas (Sketchbooks)

- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Identify interesting aspects of objects as a starting point for work.
- Use a sketch book to express feelings about a subject
- Make notes in a sketch book about techniques used by artists.
- Annotate ideas for improving their work through keeping notes in a sketch book

Printing

- Print simple pictures using different printing techniques.
- Continue to explore both mono-printing and relief printing.
- Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece.

Year 4

Developing Ideas (Sketchbooks)

- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Express likes and dislikes through annotations
- Use a sketch book to adapt and improve original ideas
- Keep notes to indicate their intentions/purpose of a piece of work

Printing

- Increase awareness of mono and relief printing.
- Demonstrate experience in fabric printing.
- Expand experience in 3 colour printing.
- Continue to experience in combining prints taken from different objects to produce an end piece.
- Create repeating patterns

Prior Learning

Forever Firs children in Year 3 working at ARE should already be able to:

Developing Ideas (Sketchbooks)

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work

Printing

- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Demonstrate experience at impressed printing: drawing into ink, printing from objects.

Forever Firs children in Year 4 working at ARE should already be able to:

- See Progression guidance for year 3 above

- Use equipment and media correctly and be able to produce a clean printed image.
- Make simple marks on rollers and printing palettes
- Take simple prints i.e. mono - printing.
- Experiment with overprinting motifs and colour.

Key Vocabulary

Printing	Developing Ideas
Printing, hard/soft materials Impressed printing, clean printed image Relief printing Repeating pattern Forms of printing Roller, printing palette Overprinting, mono-printing Fabric printing	Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques, Like, dislike, improve, adapt Intention, purpose

Art and Design Assessment

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

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

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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:

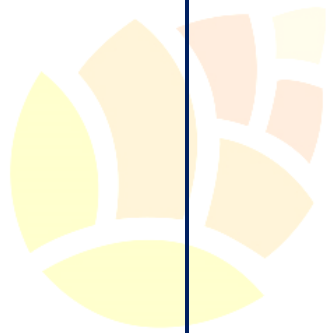
- Explore a range of control toys and devices
- Explore outcomes when individual buttons are pressed on a robot
- Follow instructions to move around a course
- Create a series instructions to move their peers around a course
- Have experiences of controlling other devices such as sound recording devices, 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
-

Key Vocabulary

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

Computing Assessment

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



Firs
Primary
— School —



Firs
Primary
— School —