

Curriculum Map

Year 4

Autumn(i) -The Anglo-Saxons

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Men, Women and Children in Anglo-Saxon Times The Princess Who lived in a Tree Terry Deary Saxon Tales Biographies of Martin Luther King and Gandhi	Anglo-Saxon apple or plum pie	N/A.	British Museum- Sutton Hoo exhibit https://www.britishmuseum.org/collection/death-and-memory/anglo-saxon-ship-burial-sutton-hoo

	Science (<i>Living Things and Their Habitats</i>) States of Matter	R.E. Cross religions Peace	History Invaders and Settlers Britain's Settlement by Anglo-Saxons and Scots	Geography Locational Knowledge, Geographical skills & fieldwork;	Art Painting Bleeding colour	D.T.
Line of enquiry	Why are reversible changes scientifically useful?	How is peace important to all religions?	How did the Anglo-Saxons promote a unified kingdom?	What countries are in Europe?	In what ways can we use bleeding for effect?	
Substantive Knowledge Learning Intentions	To know how habitats change throughout the year. To know the definitions of solids, liquids and gases. To investigate and explain if all liquids behave the same way. To compare and group materials together according to whether they are solids, liquid or gases. To know the part played by evaporation and condensation in the water cycle and	To know the meaning of 'peace' in secular and spiritual contexts To know the meaning of, 'Blessed are the peacemakers,' and why Jesus Christ taught this message. To explain examples of peaceful resolution to conflict such as The Good Friday Agreement between the British and Irish Governments and international law. To know why we use restorative approaches at Ebbsfleet Green.	To give reasons for the fall of the western Roman Empire. To understand why the Romans withdrew from Britain in c. C.E. 410. To retrieve information about Anglo-Saxon invasions and how we know place names originated in Anglo-Saxon times. To recall aspects of village life, including the life of the Anglo-Saxon farmer. To know the Anglo-Saxon kingdoms and kings from 7 to 3 by 850 C.E. and how	To locate some of the world's countries using maps. To locate all countries in Europe using a map and describe their position in relation to other countries. To use geographical language to explain the physical features of European countries (size, landlocked, borders etc.) To use maps and atlases to identify Anglo-Saxon settlements, comparing their locations (physical features).	To know the names of two artists who specialise in watercolour. To know how to under and overpaint. To know how to use tint and tone to create a 3 D. perspective. To know how to use bleeding for effect. To know when and how to change brush size. To create a composition of an Anglo-Saxon village.	N./A.

	the role of temperature. To investigate and explain how some materials change state when they are heated or cooled (the effect of temperature). To define what a reversible change is and give examples of some.	To reason why Christian places of worship promote peace. To know why Doctor Martin Luther King is remembered and how he fought injustice in peaceful ways. To know why Gandhi is remembered and how he fought injustice in peaceful ways. To explain what ahimsa is and how it promotes peace in Hinduism and influenced Gandhi. To know the significance of peace pagodas to Buddhists. To explain why we have a Peace Garden in The Imperial War Museum in London. To explain the significance of As-salaam to Muslims. To know what a Humanist is and how they value life.	this promoted a unified kingdom. To know how some Anglo-Saxons adopted Christianity.			
Portable Knowledge	A solid holds its own shape; a liquid takes the shape of a container and gas fills a container and will escape if there is no lid.	Peace is a period of time when there is no war or disturbance. Martin Luther King was a lead Civil Rights campaigner in the U.S.A. Ghandi was a Hindu Civil Rights campaigner in India.	The Roman Empire had spread itself too widely and left Britain without enough defence. Anglo Saxon place names often had, 'bury,' 'ford,' or 'ham,' in them. Gronewic first appeared as Greenwich in the Anglo-Saxon Charter of 918.	There are currently 44 countries in Europe. Some European countries are landlocked (do not have an Ocean coast) with other European countries. Others, such as Turkey and Russia, border Asian countries. Countries	A tint is a shade of colour when white is added. A tone is how dark or light a colour is.	

		As-salaam means, 'peace be with you,' in Islam. Humanists do not believe in a God but in the ability of human beings.	The Anglo Saxon Kingdoms decreased from 7 to 3 leading the way to a unified kingdom.	which have the Mediterranean Sea as a coast are often summer holiday destinations whereas other countries may be winter destinations as they have mountain ranges within them (The Alps and The Pyrenees).		
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	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Discuss how local habitats change throughout the year- on their walk/journey to school- what changes do they see?	What does 'peace' mean to them? How do our school values allow us/enable us to be together in peace?	How does our value of 'unity' link to the changes within kingdoms during this time? What would our lives be like in this period in time? (link to perspective)	Reference that our community comprises different ethnic groups who may have come from different countries and continents. Relating all locations studied to our local area	Contemporary female artists to be included for balance over historic male artists traditionally favoured- linked to the value of aspiration	

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) and Disciplinary Knowledge	Structure and Function Compare the properties and uses of solids, liquids and gases. Cause and Effect Understand the cause and effect of changes in state. Process Understand the process of the water	Belonging A sense of belonging to a specific community. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Symbolism Explore the importance of symbolism (peace) and what it represents. Identity	Chronology Understanding the chronology of The Romans and The Anglo-Saxons using a timeline Cause and Consequence Identify causes for the Roman withdrawal and the consequence this had on this country; of the changes to kingdoms on the local people Diversity	Place, Space, Scale Where the route the Anglo-Saxons was in relation to other places they have studied; How the space was used in villages compared to other studies; the scale of the route compared to journeys they have experienced. Human and Physical Processes	Representation Using water colours to create representations of Anglo-Saxon villages, sharing knowledge of life at that time through different perspectives. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Generating Ideas	

cycle and the role of evaporation and condensation. Observing How liquid is formed during condensation process; Observing changes over time (habitats); How molecules move differently in solids, liquids, gases (computer generated images) Predicting Simple predictions including what happens when water gets hot / cools down How liquids will behave under different conditions; Quantifying Measuring temperature Controlling Variables amount of water; temperature; same place to observe changes within a habitat over time Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined	Making links between values and commitments, and their own attitudes and behaviour. Theology Identify links between world religions; why is the idea of 'peace' included in all? Human / Social Sciences How does society help/hinder to bring peace? How can we be a 'force for peace'? Philosophy How can we bring peace to our own lives and to those around us?	Understanding the ethnic diversity of Britain at that time. Perspective Looking from the perspective of children, men and women. Also, through the perspective of the original Celts and Romans. Constructing the past Understanding that the rule (including the idea of 'monarchy') over land changes over time and some of the reasons for this Significance and Interpretation Using sources of evidence to understand life in the past and compare it to now. Historical Enquiry Following a line of enquiry to find out more about how the land was ruled in the past and how this has changed over time. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry	Landmarks, maps and symbols; How humans interact with and influence the physical processes and how this compares to now and other periods in history studied- links? legacies? e.g. the Roman influence Environmental Interaction and Sustainable Development How did humans interact with the land then? Was it more/less sustainable than now? How? Can we learn anything from how they interacted with the land then? Map reading and Interpreting Skills Using maps to plot the route taken; discussion around why certain route was chosen (due to availability of transport etc) Geographical Fieldwork Plan the same route now. How might it be different? What skills would they need?	Interlace with science (how liquids behave) as well as looking at a range of water colour landscapes to generate ideas Formal Elements Bleeding colour Pencil and Brushstrokes Line and pattern Colour, shade, tone and tint Colour mixing and palettes Learning from other artists Representation from different periods in history Learning from evaluation Use of art books and evaluation of self and others throughout	
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	with our scientific knowledge					
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Vocabulary	CORE WORDS evaporation condensation state reversible materials solid liquid gas temperature change water cycle	CORE WORDS peace/ peaceful conflict injustice ahimsa As-salaam restorative approach secular spiritual resolution	CORE WORDS withdraw/withdrew Anglo-Saxon unified kingdom Roman Empire	CORE WORDS landlocked borders settlement position relation/ relative to scale plot route journey Britain	CORE WORDS bleeding under paint over paint artists watercolour brush composition 2D	
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Opportunities for interlacing	History is the key driver for this half term as the focus is very clearly The Anglo-Saxons and their invasion of Britain and settlement. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall should be actively sought, returning to Year 3 learning and the fall of the Roman Empire before looking at Anglo-Saxon life, the introduction of Christianity to Britain, and mapping the routes the Anglo-Saxons would have taken on their voyages to Britain in geography. In art, we return to watercolour painting, under and over painting (recall for prior practise) to paint images of Anglo-Saxon life in villages. This supports knowledge chunking. Of course, subject specific skills are always the focus for learning but opportunities should be taken to reiterate knowledge to better allow its transference and ensure it goes into children's long term memories. In R.E. and P.S.H.E., the focus crosses religions and secularism as children learn about the significance of peace to all. This reflects Ebbsfleet Green's values of acceptance, respect and togetherness. In history, children continue to develop a sense of chronology beyond living memory which is central to our history curriculum. The skills of chronology, interpretation and cause and consequence are taught within an understanding of diversity – again, we focus on pioneering women but the role of children in Anglo-Saxon times is explored through one of our core texts. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga but will include Anglo-Saxon instruments and tunes including Wælheall.					
Modelled Outcomes	Explanation of Solids to liquids to gases (water) Explanation of The Water Cycle	Biography of Martin Luther King or Gandhi Peace Acrostic poem	An Anglo-Saxon adventure story linked to the text: The Princess Who Hid in a Tree			

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Autumn (ii)

The Anglo-Saxons

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visits opportunities
Beowulf (Michael Morpurgo version) King Arthur and the Knights of the Round Table	Roasted Anglo-Saxon vegetables (carrots, parsnips, onion, cabbage)	Anglo-Saxon Exhibition	British Museum- Sutton Hoo exhibit https://www.britishmuseum.org/collection/death-and-memory/anglo-saxon-ship-burial-sutton-hoo

	Science Sound	R.E. Christianity Places of Worship	History Invaders and Settlers Britain's Settlement by Anglo-Saxons and Scots	Geography	Art Painting Blocking colour	D.T. Food
Lines of enquiry	How can we produce and alter sound?	What are the core beliefs of Christians?	Who are the pioneering female Anglo-Saxons?		What is a Celtic pattern?	What would an Anglo-Saxon Eatwell Plate look like?
Substantive Knowledge Learning Intentions	To know how sounds are made associating some of them with vibration. To know that vibration travels through a medium to the ear. To know patterns between the pitch of a sound and features of the object that produced the vibration. To know patterns between the volume of a sound and the strength of the vibrations which produced it. To know that sounds get fainter as the distance	To know that The Anglo-Saxons introduced Christianity to Britain with King Æthelberht of Kent and his wife Queen Bertha were later regarded as saints for their role in establishing Christianity among the Anglo-Saxons. Their granddaughter Eanswith founded Folkestone Priory, in 630 the first monastery in England for women. To know that to belong to a church is not about a	To know that the Anglo-Saxons brought the beginnings of the English language with 26% of modern English stemming from Anglo-Saxon Old English. To know that literature was viewed as relevant with Beowulf and Cædmon's Hymn being two of the oldest texts in British history. To know female Anglo-Saxons of significance including: Æthelflæd, Ælfgifu, Lady Godiva and Lady Wulfrun (after	N./A.	To know the names of two artists specialising in blocking colour, for example, Robert and Sonia Delaunay and Piet Mondrian. To know artists inspired by Celtic patterns include: George Bain and Lora S. Irish To know how to deliberately practice of more sophisticated techniques including the blocking of paint. To develop the use of tint and tone to create a 3 D. effect.	To know how to use a range of tools and equipment safely including a heat source to cook ingredients. To explain a healthy diet is a balanced one. To design a balanced Anglo- Saxon Eatwell Plate (note most Anglo-Saxons were vegetarian but did not have a balanced plate as it lacked protein; the Anglo-Saxon Eatwell plate could include venison (deer), fish, wild boar and pork (pigs were the only

	from the sound source increases. To explore and identify the way sound is made through vibration in a range of different musical instruments from around the world.	building but a gathering of people who believe in Christ and His teachings. To know the core beliefs of Christians and the meaning of worship.	whom Wolverhampton is named). The impact of Æthelflæd, St. Ethelburga of Barking and St. Hilda of Whitby. To know the impact of the Scots' invasions on North Britain and the forming of Scotland (843 C.E.). <i>Punishments in Anglo-Saxon Britain.</i>		The use of art books to deliberately lead up to creating compositions and the effective use of a paint palette.	animals reared for their meat alone). To design, make, evaluate and mass produce roasted vegetables following clear criteria.
Portable Knowledge	Vibration travels through a medium to the ear. Pitch is the highness or lowness of a sound; volume is the loudness or quietness of a sound. Sounds get fainter as the distance from the sound source increases.	The Anglo-Saxons introduced Christianity to Britain with 40 monks arriving in 597 C.E. Christians follow the Ten Commandments and teachings from the bible.	26% of our modern language has come from Anglo-Saxon Britain. Beowulf and Cædmon's Hymn are two of the oldest texts in British history. Female Anglo-Saxons were significant. Scotland was formed in 843 C.E. Anglo-Saxon punishments include slavery, torture and execution; they did not have prisons.		Artists inspired by Celtic patterns include: George Bain and Lora S. Irish. How to block paint to create Celtic inspired patterns. Celtic patterns include spirals, knotwork and lettering.	Recall the 5 food groups on the Eatwell Plate: fruit and vegetables, carbohydrates, protein, dairy and fats.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values		Our local church and its founding; how do Christians show their faith outside of the building of the church? e.g. celebrations at school; singing in local	How was our local area depicted in any evidence of Anglo-Saxon times? What language (including place names) do we recognise that have their			Think about the range of diets linked to the wide range of family origins including Eastern European and African diets; how can they be incorporated into a

		nursing homes; outreach at food banks; how our churches now work together to support neighbouring communities.	origins in Anglo-Saxon language?			healthy balanced plate? Also consider context of area of deprivation and how this impacts on children's diet.
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	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Changes Find patterns between the pitch of a sound and features of the object that produced the vibration. Variation Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world. Observing (on a computer based program) how sound travels; changes made to create different types/volume of sound Predicting the sound that will be made from a particular object; the volume of a sound made at a particular distance Quantifying using louder and quieter and higher or lower to decide upon the sound made	Belonging Identifying with a religion and its core principles and beliefs. Identity Making links between values and commitments, and their own attitudes and behaviour. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology Identifying the key beliefs of Christianity Human / Social Sciences How the introduction of Christianity by the Anglo-Saxons influenced people and their way of life. Philosophy How the change in belief system made people reflect about themselves, the world in which they live, and their relationships to the world and to each other.	Chronology Understanding the chronology of The Anglo-Saxons by adding key events and people onto their timeline from the last half term and reflecting how this 'fits in' to the wider picture. Cause and Consequence The consequences of The Anglo-Saxon invasion and how life changed - religion, language and settlements. The impact of the Scots' invasions on North Britain and the forming of Scotland (843 C.E.). Significance Female Anglo-Saxons of significance and the consequence they had on future events and today. Constructing the past Understanding the importance of women within society and the		Representation Using colouring blocking, tint and tone to explore ideas and share knowledge of Celtic patterns. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Generating Ideas Look at examples of Celtic art from the artists identified- how are they different? Similar? Can they use any of these ideas in their own work? Formal Elements Colours are blocked- what effect does this have? Pencil and Brushstrokes How is pencil/pen used to separate block colours? Look at how bold and clear the lines need to be Colour, shade, tone and tint Colour mixing and palettes Learning from other artists Representation from different artists identified	Representation Use ingredients according to their characteristics to communicate their ideas and share knowledge. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Children and families; link to diets of the past and how to ensure it is healthy and balanced using the 'Eat Well' guidelines; use a heat source safely; use utensils and tools safely Design and Functionality Design a meal that is appealing, includes foods and ingredients the Anglo Saxons would have used- think about how these foods would have been found; think about the function of different utensils

	Controlling Variables type of object; distance from sound Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge		significance of the formation of Scotland Significance and Interpretation How changes were perceived and how these changes have been interpreted throughout history. Historical Enquiry Following a line of enquiry to find out Using sources of Evidence Using primary and secondary sources to follow a line of enquiry		Learning from evaluation Use of art books and evaluation of self and others throughout	Make using tools and technical knowledge relate this to heat source-how has this changed over time? What tools/utensils do we have now- what would the Anglo Saxons have used? How do we know? Evaluation throughout
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Vocabulary	<u>CORE WORDS</u> vibration medium pitch volume sound travels distance louder/quieter patterns insulate/insulation instruments	<u>CORE WORDS</u> Christianity monastery priory belief faith worship church belonging saints	<u>CORE WORDS</u> Germanic Cædmon's Hymn formation invasion language significance punishment Romantic Old English		<u>CORE WORDS</u> block(ing) tint tone 3.D. effect	<u>CORE WORDS</u> Eatwell vegetarian venison tools heat source healthy hygiene
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Opportunities for interlacing	History continues to be the key driver for this half term as the focus continues to focus on The Anglo-Saxons and their invasion of Britain and settlement. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall should be actively sought, returning to knowledge gained last half term, before continuing to elaborate on the long lasting impact of the Anglo-Saxons on today's Britain, including impact on our language and religious beliefs. R.E. follows the study of Christian worship but begins with an understanding of its introduction to Britain by the 40 Anglo-Saxon monks who arrived as missionaries in C.E. 595 (most likely Augustine). Other subjects support knowledge chunking, for example, in art,
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	children are inspired by Celtic patterns and, in design technology, they design and make Anglo-Saxon Eatwell plates. In these wider curriculum subjects, subject specific knowledge and skills are paramount but opportunities should be adopted to promote the recall of historical knowledge throughout. Science is taught discretely with a teaching sequence designed around developing children's understanding of sound. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga but will include Anglo-Saxon instruments and tribal war chants.					
Modelled Outcomes			Myth linked to the text: Beowulf Playscript linked to the text: King Arthur and the Knights of The Round Table Non-chronological report based on Anglo-Saxon life			

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Spring (i)

Location, Location, Location

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
How Food Travels in the Body From Chewing to Pooing Swallows and Amazons	Vegetable korma		Ebbsfleet/Swanscombe chalk quarries South Downs National Park- full days of fieldwork to compare the geographical features

	Science Animals, including humans	R.E. Sikhism Worship	History	Geography Locational Knowledge; Place knowledge; Human and Physical Geography; Geographical skills & fieldwork	Art	D.T. Textiles
Line of enquiry	How do we digest food?	What is the Guru Granth Sahib?		What is different about the North and South Downs?		Can we make an Anglo- Saxon flag to scale?
Substantive Knowledge Learning Intentions	To know the simple functions of the basic parts of the digestive system in humans. [mouth, tongue, teeth types, oesophagus, stomach, small and large intestines] To know how to represent the digestive system using annotated diagrams To know the differences between the teeth of carnivores and herbivores and reasons for this. To know how to construct and interpret a variety of food chains, identifying	To know the significance of worship for Sikhs. To know the origins of the gurdwara and the relevance of the Guru Granth Sahib 'The Everlasting Guru.'	N./A.	To show on a world map lines of longitude and latitude, including Tropics of Cancer and Capricorn as well as the Equator and poles. To compare similarities and differences between different U.K. localities in terms of human and physical features researched. - Focus on comparing Swanscombe /Ebbsfleet chalk quarries (https://www.designforebbsfleet.org/learning-from-the-river-industry-chalk-cement-works) and chalk cliffs of East Sussex (https://rove.me/to/england/c)	N./A.	To transform a 2 D. to 3 D. shape producing an Anglo- Saxon flag working collaboratively at scale. To know how to use a range of layering and joining skills recalling learning from the summer term in Year 3. Skills include painting, cutting and sewing. To know how to follow a set of clear criteria and design process which is recorded and evaluated throughout.

	producers, predators and prey.			halk-cliffs) which are facing rapid erosion and fossils with areas of the South Downs (https://sussexwildlifetrust.org.uk/visit/ebernoe-common) which has clay soil and wooded farmland. To know the interconnections between human and physical features in these locations and how understanding of how these interconnections have changed over time; use this to make comparisons with other localities e.g. water availability in different localities, how people interact with natural resources and how they are tackling the idea of sustainability for the future.		
Portable Knowledge	The basic parts of the digestive system: saliva, the oesophagus, stomach, small and large intestines to break down and absorb nutrients and rid the body of waste. Teeth types include molars, premolars, incisors and canines and each have a different function.	The Guru Granth Sahib is the everlasting guru – the wisdom of the human gurus in scripture.		Comparisons between Swanscombe chalk quarries (the North Downs) and East Sussex (The South Downs). Water availability in the South of England is greatly impeded when there are hotter summers and less rain (leading to water shortages and hosepipe bans).		Apply painting, sewing and cutting skills.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	What food chains they may see in our local area/habitat; teeth type of different animals children have as			Links with our local area and the local area of our partnership school as well as a coast most local to the school;		

	pets and conject why; teeth hygiene for local children in our context- dental nurse visit?					
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	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Process Understand the process of the digestive system. Structure and Function Identify and describe the simple functions of the basic parts of the digestive system in humans. Cause and Effect Explore that cause is why something happens and effect is what happens as a result of this cause through learning about the digestive system, teeth and food chains. Observing differences between different teeth and teeth of different animals; condition of teeth in different conditions over time Predicting which teeth belong to which animal based on their diet/position in the food chain; what condition teeth will be in after a week of being in different liquids Controlling Variables	Belonging Identifying with a religion and its core principles and beliefs. Identity Religious identity provides a perspective from which to view the world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology Think about how Guru Granth Sahib help Sikhs understand and believe in god (Waheguru) Human / Social Sciences What is Guru Granth Sahib's message to Sikhs for how to live their lives today in society? Philosophy What do Sikhs know about their everlasting guru that helps to guide them through life?		Place, Space and Scale; Human and Physical processes Explore geographical similarities and differences through the study of human and physical geography of different regions in the U.K. and Europe. Environmental Interaction and Sustainable Development Developing an understanding of the dynamic interrelationships between physical and human accounts of the world: economically, socially and environmentally. Map reading and Interpreting Skills Reading maps of different scales & representations- how do they compare with each other and of each location? What do the symbols represent? Geographical Fieldwork Visit the local area with a specific focus and then visit the contrasting location and make direct comparisons- data collection and conclusions to be made from findings		Representation Using materials to create representations of an Anglo-Saxon flag, communicating ideas and sharing knowledge. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria For display; to use a range of joining skills to layer different media; to have a clear plan as to what the flag will look like Design and Functionality Their design should link in some way to Anglo-Saxons- think about shape, material and colour; Function is to be able to display their outcome as a flag. Make using tools and technical knowledge

	same teeth but in different liquids; Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge					sewing machine and needles, glue, scissors, fabric, paper, paints Evaluation throughout Does each step meet the expectation? Compare with the progress of others; how can they amend their ideas to improve their product?
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Vocabulary	CORE WORDS oesophagus producers comparative predators prey food chain carnivore herbivore omnivore digestive system	CORE WORDS sikh gurdwara Guru Granth Sahib guru everlasting worship significance		CORE WORDS longitude latitude Tropic of Cancer Tropic of Capricorn equator erosion fossil sustainability water availability clay soil		CORE WORDS scale collaborative joining layering cutting sewing sticking design product 2D 3D
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Opportunities for interlacing	Geography is the key driver for this half term as the focus is on comparing different regions, specifically interconnections between human and physical features and how they have changed over time. There is an opportunity to look at locations which were Anglo-Saxon settlements (Kent and Denmark where the Anglo-Saxons came from) and children recall history learning from earlier this year and transfer it into the design technology sequence of learning. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall should be actively sought, returning to prior knowledge. R.E. follows the study of Sikh worship. Science is taught discretely with a teaching sequence designed around developing children's understanding of the digestive system. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga.					
Modelled Outcomes	Explanation text The Digestive System			Non-chronological reports Comparing locations		

				Newspaper report Holbeck Hall Hotel falls into the sea Adventure story linked to the text: Swallows and Amazons		
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P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Spring (ii)

Viking Raids, Invasion and Settlement

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Discover The Lindisfarne Gospels The Wind Eye		The Anglo-Saxon Experience	https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-vikings

	Science Electricity	R.E. Islam Five Pillars of Islam	History Invaders and Settlers Britain's Settlement by Anglo-Saxons and Scots	Geography	Art Sculpture	D.T. Electrical Circuits
Line of enquiry	How do you construct a simple circuit with a switch?	What are the origins and rituals of a mosque?	What is the significance of the raids on Lindisfarne?		What is Andy Goldsworthy known for?	How can we make a buzz wire game applying our scientific knowledge?
Substantive Knowledge Learning Intentions	To know common appliances that run on electricity. To know how to construct a simple series electrical circuit, identifying and naming the basic parts including: cells, wires, bulbs, switches and buzzers. To know whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. To know that a switch opens and closes a circuit and associate this with whether or not a lamp	To know the significance of worship for Muslims and the origins of the mosque. To recall learning to compare the rituals of worship across religions.	To know the significance of the Viking invasions of Lindisfarne. To know the significance of Viking invasions and settlement in Britain and how this affected Anglo-Saxons. To know Viking Settlements and place names. To know about life in Viking settlements. To know Viking crime and punishment.	N./A.	To know the names of two artists specialising in natural sculpture such as Andy Goldsworthy. To know how to work collaboratively, at scale, to use a range of materials which can be used to create sculpture including but not exclusive to: leaves, stones, sand, soil, shells, twigs, flowers, papier mache, wire clay, card and mud roc. To continue the development of skill sets for joining different materials together. Outcomes could include a Viking longboat.	Simple circuits and switches (including programming and control) To know how to design, make and evaluate a board game based on Viking knowledge. To know how to transfer scientific knowledge incorporating switches, buzzers and motors. To know that materials have both functional properties, practicality and aesthetic qualities. These can be used at the summer fayre.

	lights in a simple series circuit. To know some common conductors and insulators, and associate metals with being good conductors.					
Portable Knowledge	The basic parts of a simple series electrical circuit include: cells, wires. Bulbs, switches and buzzers. A switch opens and closes a circuit. Common conductors include metal and tin foil. Insulators include cotton wool , plastic and fabric.	Worship is important for most Muslims. The mosque originated in Medina and the first mosque is thought to have been the Prophet Muhammad's house.	Lindisfarne is also called Holy Island and is off the north east coast of England. Irish monks settled in Lindisfarne in 635 C.E. The Vikings raided Lindisfarne (which was unprotected) for its expensive art, books and treasures. This was the beginning of the Viking settlement in England. Vikings were primarily farmers and fishermen. Viking punishments included torture and slavery.		To use leaves, stones, sand, soil, shells, twigs, flowers, papier mache, wire clay, card and mud roc to produce a longboat at scale.	How to use simple electrical circuits for a practical purpose.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	What appliances do we have at home that need electricity? How do they work?	Any Muslim families in the class to share their knowledge and understanding of their faith with a focus on the line of enquiry	Local links to Viking invasions- London Bridge; Life in Viking times- how was it similar and different to life for them now?		Collect local natural resources from a walk around the school to make a sculpture from/with	Think about knowledge quizzes they have watched on TV or played at home- how do they work e.g. operation

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Structure and Function Identify the structure and function of different electrical items and circuits.	Belonging Identifying with a religion and its core principles and beliefs. Identity	Chronology Understanding the chronology of The Vikings. Cause and Consequence		Representation Using materials to develop joining skillsets.	Representation Using materials to create representations of board games based on Viking knowledge, incorporating

	Process Understand the process and use of insulators and conductors. Cause and Effect Identify the cause and effect of different components in a series circuit. Energy Understand that it is energy passing through wires as the circuit works Observing Observe patterns e.g. bulbs get brighter if more cells are added Predicting What will happen if you add/take away... which materials are going to be good/poor conductors- how do you know? Quantifying Measuring the brightness of the bulb/loudness of the buzzer/speed of the motor Controlling Variables Only changing one element of the circuit at a time Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations	Religious identity provides a perspective from which to view the world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology How the Five Pillars of Islam help to strengthen Muslims' belief Human / Social Sciences How belonging to and worshipping at a mosque help Muslims to make links with society and their faith Philosophy How do the messages they learn as part of their worship help them as a guiding principle for behaviour	The consequences of The Viking invasions and settlement in Britain and how this affected Anglo-Saxons. Significance The advancements in ship building and navigation. Diversity Understand the cultural mix of England at this time. Constructing the past Understanding of how lives have changed over time and what has been a lasting impact of Viking times Significance and Interpretation What were the key significant events during this time? How was the invasion interpreted then compared to now? Using a range of sources of evidence Historical Enquiry Following a line of enquiry to find out more about how the Vikings settled and affected the Anglo-Saxons Using sources of Evidence Using primary and secondary sources to follow a line of enquiry		Using sculpture to explore ideas and share knowledge of Viking longboats. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Generating Ideas Look at existing examples from artists such as Andy Goldsworthy for natural sculpture as well as their own experiences of nature to generate ideas and sketches Formal Elements Joining skills e.g. pinching with mud roc or layering with natural materials Pencil and Brushstrokes pencil sketching for ideas for sculpture Colour, shade, tone and tint How do natural colours, shades and tones complement and contrast each other? How can they adapt/choose this for effect? Learning from evaluation Use of art books and evaluation of self and others throughout	scientific knowledge of electrical circuits. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria other children or families; to incorporate an electrical circuit into a board game; must be linked to knowledge about the Vikings Design and Functionality Both need to meet the criteria but children need to think about how to ensure the design is going to draw people's attention to make them want to play Make using tools and technical knowledge technical science knowledge needed; joining tools to create the game Evaluation throughout
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	we have done combined with our scientific knowledge					
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Vocabulary	<u>CORE WORDS</u> switch electrical circuit series bulb cell appliance buzzer insulator conductor	<u>CORE WORDS</u> mosque rituals Islam worship significance worship	<u>CORE WORDS</u> Vikings Lindisfarne invasion settlement crime punishment		<u>CORE WORDS</u> natural sculpture technique wire clay mud roc manipulate scale collaborative	<u>CORE WORDS</u> aesthetic qualities functional technical joining materials tools brief criteria
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Opportunities for interlacing	History is again the key driver for this half term as the focus now moves to the Vikings and their invasion of Lindisfarne. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall should be actively sought, with opportunities to elaborate through design technology and art. There is an expectation that knowledge about electrical series circuits is transferred into design technology as children use it to design and make buzz games with a design brief to recall knowledge about the Vikings. R.E. follows the study of Islam and there should be opportunities to explore worship across religions. This approach supports knowledge chunking. In these wider curriculum subjects, subject specific knowledge and skills are paramount but opportunities should be adopted to promote the recall of historical knowledge throughout. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga but will include Viking instruments and chants.					
Modelled Outcomes			Fantasy Story linked to the text: The Wind Eye. Viking Chant Poem			Explanation Series Circuits Buzzer Game

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Summer (i)

Female Warriors

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
The Bones of Birka – Unravelling the Mystery of a Female Viking Warrior The Real Valkyrie: The Hidden History of Viking Warrior Women The Tree of Life			Local habitat exploration- can they suggest places to visit e.g. local woodland, park, high street etc to compare and collect data linked to scientific foci

	Science Living Things and Their Habitats Plants	R.E. Buddhism The Sangha Meditation The Shrine	History Invaders and Settlers Britain's Settlement by Anglo-Saxons and Scots	Geography	Art Drawing	D.T. Electrical Circuits
Line of enquiry	How can a classification key help with grouping plants and animals?	How is meditation important to Buddhists?	How did the Anglo-Saxon Era in Britain end?		How does a sense of proportion help when drawing animals?	How can we make a buzz wire game applying our scientific knowledge?
Substantive Knowledge Learning Intentions	To know how the habitat changes throughout the year. To know how to group vertebrates such as fish, amphibians, reptiles, birds and mammals. To know how to group invertebrates into snails, slugs, worms, spiders and insects. To know how to group plants into categories such as flowering plants (including	To know the Buddhist community is called The Sangha. Meditation is a significant practice within Buddhism and Buddhists meditate together. To know the role of the shrine in Buddhist meditation.	To know Anglo-Saxon laws and justice. To know why King Alfred was called, 'Alfred The Great,' and that he was the first King of England. To know that England became a unified country in C.E. 827. To know about Norse literature and mythology heralding female warriors – Skadi, Freyja. To know the end of the Anglo-Saxon Era in Britain	N./A.	To know the names of two artists specialising in drawing animals and flowers (still life – the natural world) such as Georgia O'Keefe, Beatrix Potter, Albrecht Durer. To use a viewfinder, look at a particular section of a still life replication or real object. To use graded pencils to create texture to add depth, perspective and detail. To use colouring pencils and aqua pencils.	Simple circuits and switches (including programming and control) To know how to design, make and evaluate a board game based on Viking knowledge. To know how to transfer scientific knowledge incorporating switches, buzzers and motors. To know that materials have both functional

	grasses) and non-flowering plants such as ferns and mosses. To know how to use classification keys to help group, identify and name a variety of living things in the local and wider environment.		– The Battle of Hastings C.E. 1066. To know about Edward the Confessor and his death in 1066. To know the beginning of The Norman Reign, King William or William the Conqueror.		To consider proportion – facial and anatomical to improve scale. To know how to create observational drawings of flowers and ferns.	properties, practicality and aesthetic qualities. These can be used at the summer fayre.
Portable Knowledge	Plants can be classified into groups. Classification keys support grouping.	The Buddhist community is called the Sangha. Meditation is significant in Buddhism. The shrine has a part to play in Buddhist meditation.	Alfred the Great was the first King of England. England became unified in C.E. 827. We know about female warriors because of Norse literature. King Edward the Confessor was very religious (he always confessed his sins) who died childless in 1066 leaving 4 people who believed they should be king. The Battle of Hastings saw the beginning of the Norman reign.		How to draw animals and plants following the techniques of the artists studied. Use an understanding of facial and anatomical proportion to draw with scale.	How to use simple electrical circuits for a practical purpose.

Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Go for a local walk- have the children explored these areas before? What is new? What is familiar? Respect for all living things and links with unity in that we all	Think about any practices within Buddhism that they might benefit from in their own lives e.g. meditation- what might be the positives for taking part in this?	How unifying England is significant to our local area as well as our value of unity- what would be the benefits of having a unified country? What makes a great leader? How can we show these	Artists from different cultures and ethnic groups must be represented.	Think about knowledge quizzes they have watched on TV or played at home- how do they work e.g. operation

	have a responsibility to look after our environment and everything that lives in it.		qualities? Look at the significance that London had at the time.			
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	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Change Describe and compare the difference in habitats throughout the year. Variation Use classification keys to help group, identifying and naming a variety of living things in their local and wider environment. Cause and Effect Explore that cause is why something happens and effect is what happens as a result of this cause through learning about habitats Observing changes over time within a space; what is similar and what is different about different living things Predicting How might a habitat change over time?	Belonging A sense of belonging to a specific community. Identity Religious identity provides a perspective from which to view the world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology How does meditation help Buddhists to connect with their faith? Human / Social Sciences How has the practice of meditation been adopted by society? Why do you think this is? Philosophy How have some Buddhist practices e.g. meditation helped people to guide their behaviours.	Chronology Understanding the chronology of The Vikings and the beginning of The Norman Reign. Significance Norse literature and mythology heralding female warriors – Skadi, Freyja; Understand the impact of King Alfred and why he was called, ‘Alfred The Great’. Cause and Consequence King Alfred’s legacy - unifying kingdoms, judicial processes and the education system. Constructing the past How did the change in rule affect the future of this country? What changes were introduced? Do we see any legacies of this time? Significance and Interpretation Evaluate the significance of how the change of		Representation Using drawing to explore ideas and share knowledge of facial and anatomical perspective. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Using inspiration from known artists Formal Elements Line, shape and proportion Pencil and Brushstrokes Graded and aqua pencils Colour, shade, tone and tint Colour mixing and palettes Learning from other artists Using inspiration from known artists Learning from evaluation Use of art books and evaluation of self and others throughout	Representation Using materials to create representations of board games based on Viking knowledge, incorporating scientific knowledge of electrical circuits. Diversity Design and make products within a variety of contexts, considering their own and others’ needs, wants and values. Target Audience and Success Criteria other children or families; to incorporate an electrical circuit into a board game; must be linked to knowledge about the Vikings Design and Functionality Both need to meet the criteria but children need to think about how to ensure the design is going to draw people’s attention to make them want to play

	How might this impact on the living things who depend on these environments Quantifying counting the number of different types of plants they can see at different times of the year Controlling Variables Only changing one thing at a time & knowing why; what variable should they change to answer the question Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge		power, rule and law on our society today; how was the end of the Viking era and the reign of King Alfred perceived by contemporary record keepers (and why- think perspective) and how historians over time have interpreted the time period. Historical Enquiry Following a line of enquiry to find out more about the demise of the Vikings, the rise of the Normans and the lives of the key historical figures within the time period. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry			Make using tools and technical knowledge technical science knowledge needed; joining tools to create the game Evaluation throughout
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Vocabulary	<u>CORE WORDS</u> vertebrates invertebrates classification fish amphibians reptiles birds mammals	<u>CORE WORDS</u> meditation The Sangha shrine Buddhism Buddhist practice	<u>CORE WORDS</u> unified Norse Norman reign law justice literature mythology		<u>CORE WORDS</u> depth perspective proportion facial anatomical scale graded pencils observational drawings	<u>CORE WORDS</u> aesthetic qualities functional technical joining materials tools brief criteria
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Opportunities for interlacing	Science is the key driver for this half term as children return to learning about plant and animal classification and changes to habitats over the year. Elaboration is supported in art as children practise their drawing skills with a focus on facial and anatomical perspective. Children continue to transfer their knowledge of electrical circuits into design technology. Although every subject should be taught discretely with core knowledge and skills taught explicitly to support deep learning and longer term recall through repeated practice. R.E. follows the study of Buddhist meditation in a Sangha. The teaching sequence about invaders and settlers continues to give opportunities to delve deeply to ensure children have a good grasp of concepts and chronology, in particular. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga.					
Modelled Outcomes			Non chronological report on Viking Female Warriors or Biography of a Viking female Recount The Battle of Hastings			

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Summer (ii)

Where to settle?

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Dear Children, A Call To Action Global Footprints: Rainforests and Deforestation Dear Greenpeace		Learning Exhibition	

	Science Living Things and Their Habitats	R.E. Cross Religions Worship	History Invaders and Settlers Britain's Settlement by Anglo-Saxons and Scots	Geography Geographical skills & fieldwork; human and physical geography; locational knowledge	Art Drawing	D.T.
Line of enquiry	What are the positive and negative impacts of humans on the environment?	What is the significance of worship?	How did Alfred the Great resist invasion and what was his legacy?	How do Viking settlements compare?	How can we show Viking settlements through drawing?	
Substantive Knowledge Learning Intentions	To know that environments change and that this can sometimes pose dangers to living things To know the positive and negative human impact on environments, for example, the positive effects of nature reserves, ecologically planned parks and garden ponds with the negative effects of population and	To know that worship and veneration is significant in many religions. To know that rituals and practices differ. To know there are similarities between worship across religions.	To know about Viking raids, invasion and settlement. To know the resistance by Alfred the Great and Athelstan, first King of England. To know the Anglo-Saxon laws and justice. To know that Norse literature and mythology heralded female warriors. To know about Edward the Confessor and his death in 1066.	To recall the five oceans and identify the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn. Arctic and Antarctic Circle, the Prime/Greenwich Meridian and Time Zones (including day and night). To compare two locations where the Vikings settled (for example, Orkney, the	To study Viking settlement (e.g. Orkney) drawings. To know and apply techniques including line, pattern, hatching and cross hatching which are improved with the choice of graded pencils. To know and apply form, shape, tone and texture through mark making. To develop increased stamina so drawing is undertaken over a	

	development, litter and deforestation.		The end of the Anglo-Saxon and Viking Era in Britain – The Battle of Hastings 1066 C.E.	Hebrides or Shetland with York). To identify the routes the Vikings took using a range of maps & aerial photographs of the area as it is now. Comment on anything that may have been a legacy of the Viking settlements. Why do they think the Vikings settled in these places? To know, using a range of sources, key facts about different regions including human features / landmarks, physical features / landmarks.	sustained period resulting in detailed outcomes.	
Portable Knowledge	The positive effects of nature reserves, ecologically planned parks and garden ponds and the negative effects of population and development, litter and deforestation.	Worship is significant in many religions (not Buddhism where meditation is key). There are similarities and differences between the rituals of worship. They are usually to enable presence.	Alfred the Great resisted invasions. He was an advocate of reading and writing and The Anglo-Saxon Chronicles were written during his reign.	The Viking settlements of Orkney, The Hebrides, Shetland and York and sources of evidence about Viking life.	Viking settlements represented using drawing techniques.	

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Think about how FOCOS are trying to develop the local natural areas and ecosystems; respect for all living things	Identifying how different religions are celebrated within our school community and how important it is that we show acceptance of our similar and different beliefs	How unifying England is significant to our local area as well as our value of unity- what would be the benefits of having a unified country? What makes a great leader? How can we show these qualities? Look at the	What made the places the Vikings settled so appealing? What similar locational advantages does our local area have?	How can they transfer these skills to a local landscape?	

			significance that London had at the time.			
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	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Change Describe and compare the difference in habitats throughout the year. Cause and Effect Explore that cause is why something happens and effect is what happens as a result of this cause through learning about habitats. Observing The local environment; what is living there- is it endangered? Why? Changes in the local area over time Predicting How much litter they will find in different areas and why; What the impact would be on changes such as HS2 or other topical development in the local area Quantifying traffic surveys- what does this tell them about the impact of pollution on the local area? Controlling Variables	Belonging A sense of belonging to a specific community. Identity Religious identity provides a perspective from which to view the world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology How do these practices and beliefs help bring people closer to their god? Human / Social Sciences How does society accept and celebrate different religious rituals and beliefs? Why is this important? Philosophy How do knowing about certain beliefs, rituals and the idea of worship help people to know how to behave?	Chronology Understanding the chronology of The Vikings and the beginning of The Norman Reign. Significance Norse literature and mythology heralding female warriors – Skadi, Freyja; Understand the impact of King Alfred and why he was called, ‘Alfred The Great’. Cause and Consequence King Alfred’s legacy - unifying kingdoms, judicial processes and the education system. Constructing the past How did the change in rule affect the future of this country? What changes were introduced? Do we see any legacies of this time? Significance and Interpretation Evaluate the significance of how the change of power, rule and law on our society today; how was the end of the Viking era and the reign of King	Place, Space and Scale Explore geographical similarities and differences through the study of human and physical geography of different regions in the U.K.. Environmental Interaction and Sustainable Development; Human and Physical processes Develop an understanding of the dynamic interrelationships between physical and human accounts of the world: economically, socially and environmentally. Map reading and Interpreting Skills Identifying the route taken using a range of maps and aerial photographs and interpreting similarities and differences with how the area looks now. Geographical Fieldwork	Representation Using drawing to explore ideas and share knowledge of Viking settlements. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at examples of different sketched landscapes as well as paintings representing Viking settlements before using these ideas to generate their own Formal Elements line, pattern, hatching and cross hatching Pencil and Brushstrokes Using graded pencils Colour, shade, tone and tint Focus on shade and tone through use of different sketching techniques	

	Identify what the variables are in their investigation and which ones they want to change to answer the question Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge		Alfred perceived by contemporary record keepers (and why- think perspective) and how historians over time have interpreted the time period. Historical Enquiry Following a line of enquiry to find out more about the demise of the Vikings, the rise of the Normans and the lives of the key historical figures within the time period. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry		Learning from other artists Looking at existing artists including Giovanni Antonio Canal Learning from evaluation Use of art books and evaluation of self and others throughout	
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Vocabulary	<u>CORE WORDS</u> deforestation ecosystems threaten risk impact environment positive negative habitat danger	<u>CORE WORDS</u> reverence rituals practices religion differences similarities beliefs worship	<u>CORE WORDS</u> resistance raid Norse reign law justice literature mythology	<u>CORE WORDS</u> Hebrides Shetland location legacy aerial settlement physical human feature	<u>CORE WORDS</u> techniques hatching cross hatching line pattern form shape tone texture mark making stamina	
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Opportunities for interlacing	Geography is the key driver for this half term as children return to comparing and contrasting locations and regions, this time focussing on known Viking settlements to support knowledge chunking through elaboration. This builds on prior learning about human and physical features and gives children a more comprehensive understanding of locations across the U.K. The history teaching sequence about Viking invasions continues enabling children to gain a deep understanding through historical enquiry. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall. In R.E., children recall prior learning about worship across religions deepening it with recognition of its significance. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga.					
Modelled Outcomes	Persuasive letter Non-chronological report Deforestation					

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga