

Invaders and Settlers

Year 4

Term 1: The Romans

Term 2: Anglo-Saxons & Vikings

The BIG Questions...

- Who were the Romans?
- How did the Roman conquer Britain?
- What was it like to live as a Roman?
- How have the Roman impacted our lives today?
- Who were the Anglo Saxons?
- Who was buried at Sutton Hoo?
- Who were the Vikings?
- What was everyday life like for Vikings?

Suggested topics...

The final showdown!

Roman Day

Model Anglo Saxon Village

Viking purses

Boudicca



Mosaics



Viking purse



Lead story and others...

Romans on the Rampage- Jeremy Strong



Beowulf



Opportunities for visits, visitors and outdoor learning...

- Roman Day – Living History workshop.
- Sewing Day - Making Viking Purses (Parental' support)

Key Skills and Knowledge

History

As historians we will...

- Learn about the Roman Empire and its impact on Britain
- learn about Britain's settlement by Anglo-Saxons and Scots
- Learn about The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
- Use evidence to find out about life in the time studied
- Identify key features and events
- Look for connections, cause and effects, with some explanation
- Place events from the period studied on a timeline
- Use terms related to the period and begin to date events
- Use BC/ AD

Possible activities

- Timeline of key events
- Research the life of a Roman soldier (postcards home)
- Wanted posters for Boudicca.
- Research and make posters about Roman life.
- Have a Roman banquet - food tasting
- Make a class book about Roman inventions.
- Roman shields (homework)
- Find out who the Anglo-Saxons were and why they invaded and settled.
- Make a model of an Anglo-Saxon Village.

	<ul style="list-style-type: none"> -Look at the available evidence -Begin to evaluate the usefulness of different sources -Use evidence to construct a picture of the past -Choose relevant evidence to present an idea -Ask and answer questions from use of sources, books and internet -Recall, select and organise historical information -Communicate their knowledge and understanding 	<ul style="list-style-type: none"> ● Use archaeological evidence to find out about Sutton Hoo. ● Make a Viking longboat. ● Find out about Viking life.
Geography	<p>As geographers we will...</p> <ul style="list-style-type: none"> ● Locate the world's countries, using maps to focus on Europe. ● Name and locate counties and cities of the United Kingdom, key topographical features (including coasts), and land-use patterns; and understand how some of these aspects have changed over time. ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> ● Look at maps showing the growth of the Roman empire. Compare to a modern map of Europe. ● Identify and name the Anglo-Saxon kingdoms. (UK map) ● Look for Anglo-Saxon place names in the UK.
Science	<p>As scientists we will...</p> <ul style="list-style-type: none"> ● Compare and group materials together according to whether they are solids, liquids, or gases. ● Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (°C). ● Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> ● Brainstorm initial ideas and questions we would like to find answers to. ● Go through key vocabulary. ● Compare and group materials together according to whether they are solids/liquids/gases ● Set up a fair test ● Use results to draw simple conclusions (Which liquid moves the fastest?) ● Investigate gases ● Observe that some materials change state when they are heated (At what temperature will a solid begin to melt? (Can we change the state of wax? Freezing & melting - ice balloons) ● Investigate whether all liquids freeze? ● Find out what happens when water is heated (evaporation) ● Find out what happens when a gas is cooled (condensation) ● Understand the water cycle (diagram/creating model of the water cycle) ● Assessment - what have I learnt about states of matter?
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> ● Learn what makes a balanced lifestyle and about making choices; drugs common to everyday life; hygiene and germs ● Recognise what we are good at; setting goals; aspirations. ● Learn how to keep safe in our local area and online; people who help us stay healthy and safe 	<ul style="list-style-type: none"> ● Class rules ● Discuss the term 'Balanced lifestyle' (eating healthy, exercise, mental health) and the choices we have. ● Discuss common Drugs and how to keep safe. ● Share goals and aspirations. Talk about Smart goals. ● Online safety ● Road safety.
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> ● Generate ideas, considering the purposes for which we are designing ● Make labelled drawings from different views showing specific features 	<ul style="list-style-type: none"> ● Design, make and evaluate a Viking Purse.

	<ul style="list-style-type: none"> • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for our own designs • Select appropriate tools and techniques for making my product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Sew using a range of different stitches. • Measure, tape or pin, cut and join fabric with some accuracy • Use simple graphical communication techniques • Evaluate my work both during and at the end of the assignment • Evaluate my product carrying out appropriate tests 	
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> • Learn how Hindus show their faith • Learn what is important to Hindus • Learn why Mahatma Gandhi is a Hindu here • Consider what it is like to be a Hindu in Britain today 	<ul style="list-style-type: none"> • Think about what is important to us and what is important to Hindus • Find out about the Puja tray • Find about about Dharma and Moksha (play Moksha board game) • Understand what Karma is • Learn about Mahatma Gandhi and his life • Research what life is like for Hindus in modern Britain
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> • Create patterns using tessellation. • Adapt work as and when necessary and explain why we have done so. 	<ul style="list-style-type: none"> • Look at Roman mosaics and the work of Gary Drostle. • Design and make our own mosaics.
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> • Log on with username / password • Explain how people communicate online • Be responsible online 	<ul style="list-style-type: none"> • Logging on with own username/ password • Online safety • Vlogging (Seesaw)
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • Vote for school council representative. • Vote for house captains. • Discuss what happened to those in history who didn't follow the law? • Discuss how important people sacrificed themselves for freedom/equality. 	<ul style="list-style-type: none"> • Voting for school council representative and house captains. • Roman law and punishments. (Army life) • Boudicca
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> • catch with one hand. • throw and catch accurately. • hit a ball accurately and with control. • keep possession of the ball. • vary tactics and adapt skills depending on what is happening in a game. • know and use rules fairly and show respect for my teammates and opponents. • use dance to communicate ideas. • structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end. • link phrases to music. • demonstrate different dance actions • demonstrate use of space - levels, directions, pathways and body shape. • perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling. 	<ul style="list-style-type: none"> • To learn skills linked to tennis. • To create a Dance linked to the music from the film Gladiator. • To create sequences including balances and travelling.

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| | <ul style="list-style-type: none">• work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.• explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked headstand.• move in and out of balance fluently. | |
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