

Curriculum Year 4 Term 2- Viking and Anglo Saxon Power Struggle

	Curriculum	Local /Context
History	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld.	Viking raids and invasion-Sacking of Lindisfarne Viking settlements and land use/trade links- territories and voyages History of Alfred the Great- including family tree
Geography	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	Physical comparison between East Anglia and Denmark. Human geography comparison between East Anglia and Denmark-population, transport etc. Location of Denmark in relation to England Use of Ordnance Survey maps and Google Earth
Science	Living Things: Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups Recognise that environments can change and that this can sometimes pose dangers to living things. Electricity: Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Flora and Fauna of Danish and British coast. Coastal ecology- threat of flooding/silting Use of Keys Electric circuits- to illuminate 'Anglo-Saxon experience' exhibition, or for an interactive quiz
Design and Technology	Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make: Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction	Design and make lighting system/quiz etc.

	materials, textiles, according to their functional properties and aesthetic qualities. Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	Investigating Illuminated Manuscripts such as the Gospel book of Eadfrith Using and applying pencil and ink work- modelling the term Illumination and experimenting with samples. Viking artwork
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Woodwind and general musicianship lessons delivered by Norfolk Music Service Assembly music
PE	Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics Perform dances using a range of movement patterns	Gymnastics and Dance
Computing	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	Hopscotch and Scratch programmes Cross Curricular: PowerPoint/keynote, Tables, Word documents
Spanish	By engaging with other languages, including, where appropriate, those used in their communities, children should: 1. Look at the patterns, structures and origins of languages in order to understand how language works 2. Listen to and join in with conversation in other languages and communicate about simple, everyday matters 3. Understand how learning other languages can help them appreciate and understand other cultures as well as their own.	Spanish lessons – Early Start Spanish

English	<p>Reading, Comprehension, Spelling, Handwriting Composition, Vocabulary, grammar and punctuation In writing children should: 1. Learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. Develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. Explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>English in Context: Narrative – Beowulf, Idun and the Golden Apples Explanatory text Letters- formal Persuasive adverts/invites Poetry/riddles</p>
Maths	<p>Breadth of learning: During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> • Practical activity, exploration and discussion • Using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols • Estimating, drawing and measuring in a range of practical contexts • Drawing inferences from data in practical activities • Exploring and using a variety of resources and materials, including ICT activities that encourage them to make connections between number work and other aspects of their work in mathematics. 	<p>Maths in Context: Area and perimeter Comparison- statistics surrounding population Large numbers Viking puzzles</p>
British Values and SMSC	<ul style="list-style-type: none"> • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and • An understanding of the importance of identifying and combatting discrimination. • KEY WORDS/CONCEPTS: domination, integration, tolerance, rites of passage, rights of people, invasion, settlement, ways of life, adaptation. 	<p>Debate and votes on relevant issues. Class elections Social: Using drama to explore the life and times in the AS period. Moral: The morality concerning leaving the Danish lands to farm elsewhere. Is such an action lawful, appropriate? Spiritual: ‘Leaving our lands of Scandinavia’ for a far country and new way of life. Drama concerning the moment of leaving home shores. The burial rites of great leaders (Sutton Hoo treasures)</p>

		<p>Cultural: Adaptation and integration of Briton ways of life and the tensions arising from new customs, beliefs, ways of farming, building and defending. The challenges of language and communication-who learnt which language first?</p>
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