

**West Earlham Junior School Termly Planning  
Year 4 – Summer Term**

**STAGE 1 – PLANNING THE INQUIRY**

1	Select an area of study, list expected outcomes. Consult the agreed NC curriculum maps and desired outcomes.	<ul style="list-style-type: none"> <li>• See curriculum map</li> </ul>
2	Consider the aspects of the study that will possibly interest you and the children.	<ul style="list-style-type: none"> <li>• Building project – design and making real hurdles, creating models of coracles and a full sized one to use as an artefact on the long house.</li> <li>• Willow / hazel hurdles</li> <li>• Investigating suppliers – willow ‘picking’ / harvesting</li> </ul>
3	<u><i>Devise the Inquiry question(s)</i></u>	<ul style="list-style-type: none"> <li>➤ <b>How authentically can we use Anglo-Saxon building techniques today?</b></li> <li>➤ How might we source our building materials? (D&amp;T)</li> <li>➤ How authentic are we going to be? (Hist)</li> <li>➤ Where are we going to source the material? (Sc/Geog)</li> <li>➤ What was the need for fencing? What could the Anglo-Saxons use? (Hist)</li> <li>➤ Can we learn anything about ourselves by studying the AS? (SMSC)</li> <li>➤ What was it like to live in the days of the AS? (SMSC/Hist)</li> <li>➤ Where do historians get the evidence from to know anything about the AS? (Hist)</li> <li>➤ Which animals might need enclosing? (Hist)</li> <li>➤ What were the origins of the pig, rabbit, dog, cow and chicken? (Sc)</li> </ul>
4	What lines of investigation can be planned for to support inquiry questions?	<ol style="list-style-type: none"> <li>1. Investigation into which wood would be better for constructing the fencing.</li> <li>2. Weaving.</li> <li>3. Investigate how to make the area secure.</li> </ol>

**STAGE 2 – PLANNING THE EXPERT FRAME**

5	Create the expert frame:	
A	Invent the context (scenario):	The governors and Mrs Parry-Jones want to extend the Anglo-Saxon area by developing an enclosure for the livestock. They need someone to coordinate the project, to find out about the materials and recruit members of the community to help.
B	Select the expert team	Responsible team of people organising the building.
C	Decide on a client(s)	Governors and Mrs Parry-Jones. Real delivery of challenge to the children. Clear purpose.
D	Devise a commission	To organise the building of an enclosure for the livestock (live museum). To plan the site so that it provides oak and other resources.

**STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS**

6	Create a list of possible activities centred on the commission bearing in mind the inquiry question(s)	<ol style="list-style-type: none"> <li>1. Planning enclosure – estimating, measuring and plotting potential sites</li> <li>2. Building skills – making hurdles by weaving willow/hazel</li> <li>3. Scientific investigations – Investigating building materials, making lyres through investigating pitch/tension/vibration</li> <li>4. Journalistic skills – recording project progress – blogging</li> <li>5. Organising expert help and sourcing materials – letters, emails, research, decision-making</li> <li>6. Location maps and ‘scale’ - Location of Anglo Saxon settlements - place names. Using Ordnance survey maps.</li> <li>7. Researching Anglo-Saxon life using a wide range of sources.</li> <li>8. Technical drawings/sketches of enclosures.</li> <li>9. Anglo-Saxon artwork – jewellery, brooches...</li> <li>10. Clay work – making replicas of artefacts for for eating, serving, water retaining, heat resistance properties of clay objects</li> <li>11. Trips – visit to West Stow Anglo-Saxon village, possible visit to Easton College to look at enclosures for livestock</li> </ol>
7	How do these integrate with any aspects of statutory curricula?	See separate document
8	List possible points of view the context will demand and which of the 4 projections of role:	
<b>STAGE 4 – PLANNING THE START</b>		
9	Invent the first sequence of steps-in to introduce the children to the inquiry	<p>Who? What? When? Where? Why?</p> <p>Client – the governors/headteacher wanting the Anglo-Saxon area developed further to consider the potential of having livestock.</p> <p>Children - as a team planning and constructing an Anglo-Saxon-inspired enclosure for our potential livestock.</p> <p>Children given their brief from the governors/headteacher explaining their task.</p>

Topic:

Session and Approximate Length:

Learning Intentions (main intentions in brief):

Resources/Preparation:

Session Outline:

**Maths**

Measurement – conversion, perimeter, area, problems

Using and applying – one and two-step calculations, follow a line of inquiry

Estimating – length, materials

Fractions

Ratio/proportion

**Writing**

Letter writing

Commissioning letters

Explanation texts

Instructions

Recounts

Narrative

Journal/diary

**Reading**

Initial letter

**History**

Roman withdrawal from Britain – 410AD

Settlement by Anglo-Saxons – invasions, settlements and kingdoms:

Place names and village life

Anglo-Saxon art and culture

Chronological understanding

- Can they place periods of history on a timeline showing periods of time?
- Can they use their mathematical skills to round up time differences into centuries and decades?

Knowledge:

- Can they explain how events from the past have helped shape our lives?
- Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
- Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Challenge:

- Can they recognise that people's way of life in the past was dictated by the work they did?
- Do they appreciate that the food people ate was different because of the availability of different sources of food?

**Geography**

Geographical knowledge

- Do they know the countries that make up the European Union?
- Can they name up to six cities in the UK and locate them on a map?

- Can they locate and name some of the main islands that surround the UK?
- Can they name the areas of origin of the main ethnic groups in the UK & in their school?

### **Human Geography**

- Can they explain why people may choose to live in a village rather than a city?
- Can they explain how a locality has changed over time with reference to human features?
- Can they find different views about an environmental issue? What is their view?
- Can they suggest different ways that a locality could be changed and improved?

### **Physical Geography**

- Main features of a village?
- Can they describe the main physical differences between cities and villages?
- Can they use appropriate symbols to represent different physical features on a map?

### **Science**

#### **Planning:**

- Can they suggest improvements and predictions?
- Can they decide which information needs to be collected and decide which is the best way for collecting it?

#### **Obtaining:**

- Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?
- Can they make accurate measurements using standard units?

#### **Evaluating/evidence:**

- Can they evaluate what they have found using scientific language, drawings, labeled diagrams, bar charts and tables?
- Can they use straightforward scientific evidence to answer questions or to support their findings?
- Can they identify differences, similarities or changes related to simple scientific ideas or processes?

#### **Challenge:**

- Can they report findings from investigations through written explanations and conclusions?
- Can they use a graph or diagram to answer scientific questions?

### **RE**

#### **Christianity**

**How our beliefs influence our daily lives**

### **Computing**

**Using the Internet:**

- Can they use a search engine to find a specific website?
- Can they use note-taking skills to decide which text to copy and paste into a document?
- Can they use tabbed browsing to open two or more web pages at the same time?
- Can they open a link to a new window?
- Can they open a document (PDF) and view it?

**Design**

**Understand and apply the principles of a healthy and varied diet**

**Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques**

**Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.**

**Planning:**

- Can they produce a plan and explain it to others?

**Working with tools:**

- Can they tell if their finished product is going to be good quality?
- Are they conscience of the need to produce something that will be liked by others?
- Can they show a good level of expertise when using a range of tools and equipment?
- Do they work at their product even though their original idea might not have worked?

**Cooking:**

- Do they know what to do to be hygienic and safe?
- Have they thought what they can do to present their product in an interesting way?

**Materials:**

- Can they measure carefully so as to make sure they have not made mistakes?
- How have they attempted to make their product strong?

**Evaluating:**

- Have they thought of how they will check if their design is successful?
- Can they begin to explain how they can improve their original design?
- Can they evaluate their product, thinking of both appearance and the way it works?
- Do they take time to consider how they could have made their idea better?

**Art**

**Anglo-Saxon art and culture**

**Sketching:**

- Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes?
- Do they use their sketchbooks to adapt and improve their original ideas?
- Do they keep notes about the purpose of their work in their sketchbooks?

**Interaction with the governors:**

Ongoing discussion

They will pose questions to the children

**Other:**

“Living in the past” – Iron Age re-enactment film

Visit to West Stow – Anglo-Saxon Settlement

Alex Moore – roundhouse builder

BBC voices... documentary

History off the page

**Resources:**

Maps – World, Europe, UK (A1- ESPO p887)

Antique Anglo-Saxon kingdom maps of Britain

DT tools – axes, saws, mallets, tarpaulins, wood! twine (ESPO), hand drills, buckets, p1380ish, overalls