

<p><b>Title:</b> <b>Warriors</b></p>	<p><b>Project Overview</b></p> <p>This project aims to develop an understanding of Britain's settlement by Vikings and Anglo-Saxons. The children will know how the Vikings and Anglo-Saxons influenced British culture and understand how they struggled to control Britain. They will also understand how we can use different historical sources and evidence to develop our past knowledge.</p>	<p><b>Hook</b></p> <p>Quiz to sequence an Anglo-Saxon timeline, decoding using the Runic alphabet and engaging in role-play to learn and understand more about how and why the Vikings came to Britain.</p> <p><b>Residential</b> at the end of the term to Hooke Court in Dorset, where the children will be immersed in the world of the Vikings.</p>	<p><b>Texts</b></p> <p><b>Fiction:</b> 'Odin's Creation' - myth and legend story</p> <p><b>Non-Fiction:</b> Recount - diary</p> <p><b>Guided Reading:</b> 'How to Train Your Dragon' by Cressida Cowell</p> <p><b>Reading Environment:</b> Non-fiction historical texts and a selection of traditional tales and stories.</p>	<p><b>Maths overview</b></p> <p>Place Value Addition and Subtraction</p> <p>Daily times table practice and weekly tests to support fluency</p> <p>Measurements - Area Number - Multiplication and Division Recap previous times tables, and learn 6 and 12-times tables.</p>
<p><b>Year group: 4</b> <b>Autumn terms 1 and 2</b></p>				
<p><b>Driving question</b></p> <p><b>Are the Vikings Misunderstood?</b></p>	<p><b>Key Vocabulary</b> Vikings, Anglo-Saxon, Roman Empire, emperor, pillage, warrior, aristocracy, tribe, hostile, empire, settlement, kingdom, rebellion, Scandinavia, invasion, raid, central city, country, Tropic of Cancer/Capricorn, Grid reference, 4-figure, tropic of cancer, tropic of Capricorn.</p> <p>Solids, liquids, gases, state, reversible, irreversible, properties, temperature, degrees.</p>	<p><b>Intended outcome</b></p> <p>Viking Museum, including residential pictures in the classroom to share with parents/carers.</p> <p>Mummers' play performance.</p>	<p><b>Resources</b></p> <p>Maps, atlases, globes, clay, modeling tools, timeline, Runic alphabet, chalk, card</p> <p>Paint, bicarbonate of soda, washing up liquid, Alka seltzer, lemonade, vinegar, oil, food colouring, glue guns, red crayons, hydrogen peroxide liquid, 5mm plastic tubing, sterile syringes, T-connectors, balloons, card, plastic sheet, PVA glue, masking tape, parcel tape, sticky pads, pipe cleaners, elastic bands, syringe clip.s</p>	<p><b>Areas of learning subjects</b></p> <p>History Geography Science maths, English, D&amp;T, Music, Computing, RE, PSHE, MFL</p>
<p>How does learning build on prior understanding? Other year groups and other learning?</p>	<p>Content What will we learn?</p>	<p>Creativity How will we show our learning in different ways?</p>	<p>Ethos How does the project embed our values?</p>	<p>How will this project prepare for future learning?</p>

<p><b>Link to Class 1 - Ahoy Me Hearties! (History and Geography)</b></p> <ul style="list-style-type: none"> <li>- Events beyond living memory comparison to life now</li> <li>- Significant events and exploring maps and atlases</li> </ul> <p><b>Link to Class 2 - Important People (History)</b></p> <ul style="list-style-type: none"> <li>- Learning about what makes someone important links to learning about the rule of Cnut the Great and Alfred the Great.</li> <li>- Using different sources to learn more about the past.</li> </ul> <p><b>Link to Class 3 - Victorian Revolution (History)</b></p> <ul style="list-style-type: none"> <li>- Class 3 will learn about the Victorian Empire and how it was sustained over time.</li> <li>- Class 4 will build upon this understanding as they learn about the rise of the Vikings and how they built their empire.</li> <li>- Like Class 3, we will examine and question sources to discuss how we know about what happened in the past.</li> </ul> <p><b>Class 3 Geography - Cities and countries</b> in the UK (Yr3); Equator, northern and southern hemisphere (Yr 3)</p>	<p><b>History</b></p> <p><i>Britain's settlement by Anglo-Saxons and Scots</i>  <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward</i>  How do we know about the past?  How do we know about Vikings?  (What evidence can help us improve how we can describe the Vikings?)  Contrast the sources for the Vikings, Anglo-Saxons, and Victorians - why is that?  How do oral traditions and stories tell us about lives?  Know the influence Anglo Saxons and Vikings had on Britain - and how they struggled to control Britain  Alfred the Great  How similar and different was Cnut's empire to other empires?</p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>•To know the name of some of the world's countries with a focus on Europe inc. Russia. (link to where Vikings and Saxons travelled to)</li> <li>•To know the name of major cities of Europe.</li> <li>•To know the significance of the tropics of cancer and Capricorn.</li> <li>•To use maps, atlases, or globes to:</li> <li>•Locate the world's countries with a focus on Europe inc. Russia.</li> <li>•Locate major cities in Europe.</li> <li>•Identify the position of the tropics of cancer and Capricorn.</li> <li>•To use 4-figure grid references</li> </ul> <p><b>Science - States of Matter:</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids, or gases  <i>Identifying/Classifying/Grouping</i></li> <li>• Properties of solids, liquids, and gases in more detail - linked to capacity</li> </ul>	<p><b>Art</b></p> <p>Form and Sculpture:  Project: Viking Longboat Dragon Heads</p> <ul style="list-style-type: none"> <li>- Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>- Make a slip to join to pieces of clay</li> <li>- Decorate, coil, and produce marquettes confidently when necessary.</li> <li>- Use recycled, natural and man-made materials to create sculptures.</li> <li>- Plan and develop Experience surface patterns/textures</li> <li>- Discuss own work and work of other sculptors and analyse and interpret natural and manmade forms of construction</li> <li>- Adapt work as and when necessary and explain why.</li> <li>- Demonstrate awareness in environmental sculpture</li> </ul> <p><b>ICT</b></p> <p><b>Gooseberry Planet - E-Safety</b></p> <ul style="list-style-type: none"> <li>- Staying safe online</li> <li>- Keeping personal information private</li> <li>- Using technology respectfully, knowing where to go for help and identifying dangers</li> </ul> <p><b>MFL</b></p> <ul style="list-style-type: none"> <li>- Recap of coverage in Year Three: 'numbers,' 'greetings,' 'instructions,' 'ask for and give names,' 'revision of numbers,'</li> </ul>	<p><b>Community links</b></p> <ul style="list-style-type: none"> <li>- Contributions to the 'Harwell Produce Show'</li> <li>- Participating in the Harvest Festival - singing and poetry</li> <li>- Working with and learning from the staff at Hooke Court in Dorset</li> <li>- Putting on a performance of the Harwell 'Mummer's Play' for parents and carers</li> </ul> <p><b>Possibilities</b></p> <ul style="list-style-type: none"> <li>- Having the possibility to experience new and exciting things while on residential at Hooke Court in Dorset.</li> <li>- Learning that the Vikings were free people who made their own choices and helped to shape Britain as we know it today. Knowing that the children could one day help shape a new Britain.</li> <li>- The possibility of becoming a scientist or working in a science-related area after they leave school</li> <li>- The possibility of taking part in a production by playing a role and performing for their loved ones.</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Showing respect and kindness to each other in our new classroom. Making everyone feel welcome and valued.</li> <li>- Being respectful while on residential away from school.</li> <li>- School and classroom rules at all times, especially when completing experiments.</li> <li>- Showing respect, tolerance and empathy for those who a</li> </ul> <p><b>Resourcefulness</b></p> <ul style="list-style-type: none"> <li>- Understanding that the Anglo Saxons and Vikings were resourceful because they made their own clothes, built</li> </ul>	<p><b>Links to Class 5 - Ruthless Romans and Myths, Minotaurs and Mount Olympus (History)</b></p> <ul style="list-style-type: none"> <li>- Class 5 will learn about how both the Roman and Greek empires grew and changed over time.</li> <li>- Class 4 will study the Viking empire and learn about the changes after the Romans left Britain. They will consider how these changes have shaped our world today.</li> <li>- Geography - Cities and countries in North (Yr6) and South America (Yr 5)</li> <li>- Consolidate map/atlas/globe skills (Yr 5/6)</li> <li>- 6 figure grid reference (Yr5)</li> </ul> <p><b>Link to Year 6 - 'Japan'</b></p> <ul style="list-style-type: none"> <li>- Japanese empire including the armour they wore and their warriors.</li> </ul> <p><b>Link to Y5 'Life Beyond the Clouds':</b></p> <ul style="list-style-type: none"> <li>- Some materials will dissolve in liquid to form a solution</li> <li>- Knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through</li> </ul>
---	--	--	--	---

	<ul style="list-style-type: none"> <li>● Boiling and melting points</li> <li>● Observe over time - How does water change when heated or cooled.</li> <li>● Create an evaporation model.</li> <li>● Comparative test - How does temperature affect how fast evaporation occurs?</li> </ul> <p>Observing over time Comparative/Fair testing Observe and record evaporation from a puddle. How does temperature affect how fast evaporation takes place? How does water change when it is heated and cooled?</p> <p><b>PSHE</b></p> <p>Being me in my world: becoming a class team; becoming a school citizen; rights, responsibilities, and democracy; rewards and consequences; our learning charter; owning our learning charter.</p> <p><b>RE</b></p> <p><b>Judaism</b></p> <p>How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- What is the most significant part of the nativity story for Christians today?</li> </ul> <p><b>Computing</b></p> <p><b>Gooseberry Planet - E-Safety:</b></p>	<p>'colours x2'</p> <p><b>Literacy/ Speaking and Listening</b></p> <p>Literacy link - etymology Saxon and Viking language links</p> <p><b>Speaking and Listening -</b></p> <p>Drama for Mummer's Play</p> <p><b>D&amp;T</b></p> <p><b>Mechanical Systems:</b></p> <p>Design, make and evaluate a moving toy Christmas present for a younger child.</p> <p><b>PSHE</b></p> <p><b>Celebrating differences:</b></p> <ul style="list-style-type: none"> <li>- Challenging assumptions, judging by appearances, accepting self and others, understanding influences, understanding bullying, problem-solving, identifying how special and unique someone is, first impressions</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Performing - Christmas and Spanish songs</li> <li>- Sing rounds (canons) and harmonies, maintaining your own part with some support.</li> <li>- Sing songs with a simple ostinato part</li> <li>- Sing with a greater control, deepening understanding of expression and dynamics.</li> </ul> <p><b>PE:</b></p>	<p>houses, boats, and learned to sail. - Using everyday items such as food colouring, bicarbonate of soda, and vinegar to create a fizzing potion.</p> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>- The Vikings showed resilience because they never gave up on what they wanted to achieve and were extremely resilient in battle.</li> <li>- Choices, consequences, and pride in our work</li> <li>- Showing resilience when something does not go to plan the first time around, for example, an investigation in science.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Having the responsibility to use technology and the internet safely during computing lessons.</li> <li>- Showing responsibility and making safe choices while on residential away from home.</li> <li>- Thinking about how the Anglo-Saxons and Vikings had different responsibilities and how they upheld these.</li> <li>- Make safe choices to enable independent learning and being sensible with equipment during science and PE.</li> </ul>	<p>filtering, sieving, and evaporating - Some changes result in the formation of new materials - Linking solid, liquids and gases to how the Earth can sustain life.</p>
--	--	--	---	--

	<ul style="list-style-type: none"><li>- Staying safe online</li><li>- Keeping personal information private</li><li>- Using technology respectfully, knowing where to go for help and identifying dangers</li></ul> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"><li>- Acquire, store and combine images and use print screen function</li><li>- Select certain areas of an image to resize, rotate and invert. Edit using a range of tools</li><li>- Type with both hands - use a variety of font sizes, styles and colours &amp; effects eg bullet points. Align text left, right and centre.</li><li>- Know how to use spell check.</li></ul> <p><b>MFL - Spanish:</b></p> <ul style="list-style-type: none"><li>- Recap of coverage in Year Three</li><li>- Understand a few familiar spoken words and phrases - eg - the teacher's instructions, a few words, and phrases in a song or a rhyme.</li></ul>	<ul style="list-style-type: none"><li>- Quidditch - team games and being a team player</li><li>- Circuits - improving fitness level by comparing performance at the beginning and the end of the unit</li></ul>		
--	--	---	--	--