



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM



<b>Topic: Why was Britain invaded by the Saxons and Vikings?</b>	
<b>Year Group: 4</b>	<b>Term: Spring 1 and 2</b>
Ambition: Know about the ambitions of people in the past	
Community: Know why settlements are located where they are know that The Saxons settled in our wider local area	
Equality: know that different people had their own beliefs in history and were able to compromise with each other	

**Links to Prior Learning**

<b>Y2 The Battle of Hastings</b>	<b>Y4 The Romans</b>		
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**Writing Opportunities Through Topic Lessons**

<b>Information text: the Viking invasion</b>	<b>Recount: The Battle for Wessex</b>	<b>Newspaper: The discovery of Sutton Hoo</b>	<b>Diary: Saxon life</b>
<b>Information text: settlements: where and why?</b>	<b>Explanation: Why was Britain invaded by the Saxons and Vikings?</b>	<b>Sp1 Independent hot task – Science – Explanation: The water Cycle</b>	<b>Sp2 Independent hot task – RE – Information text: Islamic Relief - What do they do? How do they help others? What can you do to support?</b>

**Key Texts**

<b>Beowulf</b>	<b>Dragon Stew</b>	<b>Anglo-Saxon Boy, Tony Bradman</b>	<b>The Buried Crown, Alley Sherrick</b>
<b>Saxon Tales, Terry Deary</b>	<b>How to train your dragon, Cressida Cowell</b>		



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### Key Vocabulary

**History**  
century, decade, battle, settlement, long boat, battle, invasion, artefact, excavation, archaeology, historian, sources, evidence, interpretation, exile, outlawed, pagan, pillaged

**DT**  
fabric, pattern/templates, strength, weaknesses, accurate, finishing, fastening, compartment, zip, press stud, clasp, hook and eye, button, buckle, seam, seam allowance, reinforce, embroidery, strength, hardwearing, stretch, fray, stitch

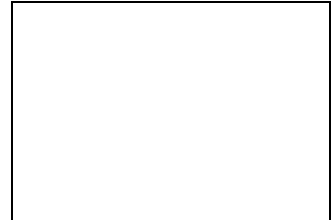
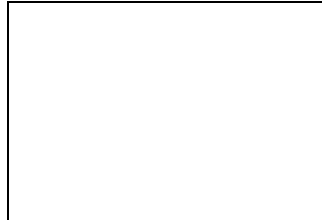
**Computing Sp1**  
Data logger, data set, sensors, intervals, interpret, conclusions

**Computing Sp2**  
Network, network of networks, networked devices, World Wide Web (WWW), content, ambiguous

### Projects

**DT project:**  
Making money containers for Saxon coins

**Art:**  
*Art stimulus for wider learning:*  
*Saxon jewellery (The Saxon Hoard)*





## Concrete Knowledge

### History

- Know that the Vikings came from Scandinavian countries in long boats to take control of Britain
- Know that the Saxons battled with the Vikings for control of Wessex
- Know King Alfred the Great defeated the Vikings and made a deal to rule particular areas
- Know that the Anglo-Saxons attempted to bring about law and order into the country
- Know that Sutton Hoo is a Saxon burial site in England that has provided artefacts to develop understanding of Saxon life
- Know what everyday life was like as an Anglo-Saxon (farming, village jobs, clothing, jewellery, beliefs)

### DT

- Know how to use learning from mathematics to help design and make products that work (measuring and marking out to make a paper template)
- Know that materials have both functional properties and aesthetic qualities
- Know that a single fabric shape can be used to make a 3D textiles product
- Know that materials can be combined and mixed to create more useful characteristics

### Geography

- Know the names and features of different types of settlements (hamlet, village, town, city)
- Know the difference between a village and a town (land-use)
- Know whether an area is urban or rural
- Know the following OS symbols (telephone box, post office, school, church, any other relevant symbols to the areas studied)
- Know how to carry out surveys including foot fall and traffic surveys
- Know the names of at least five counties in the West Midlands region

### Ed. Visit follow up

- Create a chronological report detailing type of settlement and land-use over time

### Art

*Art stimulus for wider learning:  
Saxon jewellery (The Saxon Hoard)*



## Skill Progression

### History

- I can use a timeline to show when the Anglo-Saxons were in England, understanding AD BC
- I can research and explain how locations for settlements are selected
- I can explain the influence of the Saxons on place names in Britain
- I can give more than one reason to support an historical argument (viewpoints on how battles started)
- I can evaluate the usefulness of different sources and how they tell us about the past
- I can explain how artefacts inform us about historic periods

### Geography

- I can use digi map to plan my route around Tanworth-in-Arden
- I can use maps to identify settlements built by invaders \*link to Saxons and Vikings history
- I can explain why settlements develop in certain locations
- I can find a city, town and village on a map of the West Midlands
- including Birmingham,
- Solihull and village
- Tamworth in Arden)
- I can use maps to compare the land-use of Solihull to the land-use of Tamworth in Arden
- I can use OS maps to find the following features in Solihull town (church, Malvern Park, parking, golf course, information centre)
- I can use Digi Map to plan my route around Tanworth-in-Arden
- I can use sketch maps to compare areas and make sketches of different features
- I can present my findings using graphs, sketches, plans and digital technologies (footfall and traffic survey)
- *I can read and plot 4-figure grid references to locate key landmarks studied*

### Computing spring 1

Teach computing Data logging and Easy sense  
Final project: Science Using a data logger to sense temperature

- I can explain that data gathered over time can be used to answer questions
- I can use a digital device to collect data automatically
- I can explain that a data logger collects 'data points' from sensors over time
- I can recognise how a computer can help us analyse data
- I can identify the data needed to answer questions
- I can use data from sensors to answer questions

### Computing spring 2

Teach Computing The Internet

- I can describe how networks physically connect to other networks
- I can recognise how networked devices make up the internet
- I can outline how websites can be shared via the World Wide Web (WWW)
- I can describe how content can be added and accessed on the WWW
- I recognise that the content of the WWW is created by people
- I can evaluate the consequences of unreliable content



#### **DT design**

- I can describe the purpose of my product
- I can indicate the design features of my products that will appeal to intended users
- I can explain how particular parts of my product work
- I can gather information about the needs and wants of particular individuals and groups
- I can develop my own design criteria and use these to inform my ideas
- I can model my ideas using prototypes and pattern pieces
- I can use annotated sketches to develop and communicate my ideas
- I can generate realistic ideas, focusing on the needs of the user
- I can make design decisions that take account of the availability of resources

#### **DT make**

- I can select and explain their choice of materials and components according to functional properties and aesthetic qualities
- I can order the main stages of making
- I can follow procedures for safety and hygiene
- I can measure, mark out, cut and shape materials and components with some accuracy (make a paper pattern)
- I can assemble, join and combine materials and components with some accuracy (using running stitch and backstitch and oversew)
- I can sew on a button
- I can apply a range of finishing techniques, including those from art and design, with some accuracy

#### **DT Evaluate existing products**

I can investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

I can investigate and analyse:

- who designed and made the products
- where products were designed and made
- when products were designed and made
  - whether products can be recycled or reused

#### **DT evaluate own products**

- I can identify the strengths and areas for development in my ideas and products
- I can consider the views of others, including intended users, to improve my work
- I can refer to my design criteria as I design and make and to evaluate my completed product



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**Science, Music, R.E., PSHE and P.E. units**

**Science**  
Spr 1  
States of matter  
Spr 2  
Animals, including humans

**Music**  
Tenor horn  
Wider opportunities  
Playing and Composing

**R.E.**  
Spr 1  
Cultivating Inclusion,  
Identity and Belonging  
Being Modest and  
Listening to Others  
Spr 2  
Being regardful of  
suffering  
Being Merciful and  
Forgiving

**PSHE**  
Spr 1  
Rights and  
responsibilities  
Spr 2  
Keeping myself safe

**P.E.**  
Spr 1  
Coach: Gymnastics  
CT: Basketball  
Spr 2  
Coach: Tennis  
CT: Dodgeball

**French**  
Sp1: Presenting Myself  
Sp2: My Family

**E-safety**  
Sp1 Online Bullying,  
Managing Online  
Information and  
Health,

**E-safety**  
Sp2 Wellbeing and  
Lifestyle

**Maths in Context**

Area-settlements

Fieldwork-measuring,  
scale

**Cultural Capital**

Self-control and self-discipline

Adaptability & Resilience

Taking responsibility

Self-reflection

Our place in the world

Ambition

Care and respect

Appreciation

Livelihood

Communication

Cultural diversity and equality

Technological advancements



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**Cultural and Artistic Icons**

<b>Basil Brown</b>			
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**Health Education, Money Management, Environmental Education**

<b>Know how the locality effected settlements</b>			
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**Rights Respecting**

<b>Article 38: No child under 15 should be forced to take part in a war</b>	<b>Wider links</b>	<b>Wider links</b>	<b>Wider links</b>
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**Enrichment experiences and Community Involvement**

<b>R.E. – Visit to a Mosque, the importance of prayer</b>	<b>Geography – village and town in Solihull: exploring settlements</b>		
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## **Supporting Texts**

**Greatest Warriors Vikings By Philip Steele**

**The Genius Of The Vikings By Sonya Newland**

**The Normans and the Battle of Hastings By Philip Parker**

**Ivar The Boneless and the Vikings By David Gill**

**You Wouldn't Want to be a Viking Explorer By Andrew Langley**

**Fact cat Vikings By Izzy Howall**

**Explore Vikings By Jane Bingham**

**Vikings By Stephanie Turnball**

**The Vikings By Anita Ganeri**

**The Vikings By Moira Butterfield**

**Viking Life Invasion and Settlement By Nicola Barber**

**Viking Express By Andrew Langley**

**Viking (DK)**

**50 Things You should Know About The Vikings By Philip Parker**

**Viking World By Philip Steele**

**The Vikings By Louise Spilsbury**

**Viking Life Homes BY Nicola Barber**

**A Viking Town By Fiona McDonald**

**Exploring Viking Times By Dr. Brian Knapp**

**Discover the Vikings Everyday Life Art and Culture By John C Miles**

**Hadrian's Wall By Dawn Finch**

**The Anglo-Saxons By Susan Harrison**

**You Wouldn't want to be An Anglo-Saxon Pheasant By Jacqueline Morley**

**Vikings Study Book (CGP Teachers Book)**

**Beowulf By Rosemary Sutcliff**

**How to Train Your Dragon By Cressida Cowell**