



British Invasions

Year 4 Autumn 2023



Intent: This history topic focuses on the life, times and conflicts between the Anglo Saxons and Vikings. It introduces children to the idea that people from other countries and societies have been coming to Britain for a long time.

- Skills, and Knowledge Components Focus:**
- Beginning to think about the impact of historical events/people.
 - Shows some understanding and talks with some clarity about the impact of historical events.
 - Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these.
 - subject. (Use sources to find out about life in Britain at this time)
 - Begin to use questions to understand significant events
 - A detailed study of a particular famous person and their historical legacy.
 - Language specific to topic (e.g. Norse)

- Sticky Knowledge:**
- Saxons, Vikings and Scottish settlers came from a range of places and sometimes travelled long distances.
 - The Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over central centuries;
 - Often Saxons and Vikings arrived to raid but gradually settled
 - There is a range of evidence to help us piece together the lives of Saxons, Vikings and Scots but there are many gaps in this evidence.
 - The Anglo-Saxons settled in Britain when the Romans left in AD 410
 - The Anglo- Saxons came from the Netherlands (Holland), Denmark and Northern Germany.
 - The Vikings began to invade Britain in AD 789
 - The Vikings were great traders and skilled seafarers. They were skilled at farming, fishing, craft work and hunting.
 - The Vikings raided and invaded Britain repeatedly, setting up bases and taking land and riches, particularly from monasteries as they had easy riches and were not well defended.
 - King Alfred of Wessex, also known as Alfred the Great, initially fought the Vikings, also known as the Danes, but then peace was agreed.
 - As a result from the conflict between the Anglo-Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established.
 - The Viking and Anglo-Saxon rule came to an end in 1066, during the Battle of Hastings.

Key Vocabulary: Invasion, Invaded, raid, settler, settlement, Viking, Anglo-Saxon, seafarer, migration, conquest, archaeology, chronology, Scandinavia, Lindisfarne, monasteries, Sutton Hoo

Subject Composite:
Children will recreate a Viking Invasion.

Impact:
Children will have experience of historical enquiry, posing questions, constructing accounts and role playing situations. Children will understand the parallels and contrasts between then and today.



Intent: Children will develop their understanding of how to group creatures. Children will have an awareness of how their digestive system works and the identify the purpose and function of teeth.

- Skills, and Knowledge Components Focus:**
- Recognise that living things can be grouped in a variety of ways.
 - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
 - Recognise that environments can change and that this can sometimes pose a danger to living things.
 - Describe this simple function of the digestive system in humans.
 - Identify how to care for teeth.
 - Identify the different types of teeth and their function.
 - Construct and interpret a variety of food chains, identifying the producers, predators and prey.

- Sticky Knowledge:**
- I know that there are five vertebrate backbone groups: mammals, fish, birds, reptiles and amphibians.
 - I know that invertebrates without a backbone include: insects, spiders, molluscs (snails and slugs) and annelids (worms).
 - I know the basic food chain stages are: producer, primary consumer (prey), secondary consumer (predator).
 - I know the digestive system is made of the mouth, oesophagus, stomach, small intestine, large intestine and rectum.
 - I can give a description of the digestion process using pictures to help me.
 - I know the specific names of teeth and can explain their function.

Key Vocabulary: Digest, oesophagus, stomach, small intestine, large intestine, rectum, herbivore, carnivore, omnivore, vertebrae, invertebrate, producer, predator, prey, incisor, canine, premolar, molar

Subject Composite: Children to create a film clip of a moving digestive system?

Impact: Children will be intrigued by how their body works and will want to explore creatures of the world.



Intent: Children will explore and develop their understanding of circuits.

- Skills, and Knowledge Components Focus:**
- Identify common electrical appliances
 - Construct and name the components in simple series circuits
 - Recognise insulators and conductors

- Sticky Knowledge:**
- I know the names of some electrical appliances
 - I know how to make a simple circuit and can name the basic parts: a cell, wires, bulb, switch, motor and buzzer.
 - I know what is needed for a bulb to light up in a circuit.
 - I know that a switch opens and closes a circuit.
 - I know the names of some good metal conductors and insulators.

Key Vocabulary: cell, battery, components, metal, conductors, insulators, materials, current, voltage, safety precautions

Subject Composite:
Children to make a simple hand steady game using buzzers, they create a scientific drawing of it and can explain how they may use it in everyday life.

Impact:
Children will have a clear understanding of how electrical circuits work and how they are used in products they may use in their everyday lives.



Intent: Children will use line, shape, colour and composition to develop evocative and characterful imagery. Children will tell stories through drawing and understand that we can use text within our drawings to add meaning.

- Skills, and Knowledge Components Focus:**
- Use the work of a Laura Carlin, Shaun Tan and Cressida Cowell as a stimulus for their own work.
 - Use pencils and penwork to create tone and shade and intricate marks when drawing.
 - Continue to use art as a tool to support other curriculum areas.
 - Use oil pastels and charcoal
 - To continue to critique their own work and build a portfolio which they can talk about confidently.

- Sticky Knowledge:**
- I know that Laura Carlin and Shaun Tan tell stories through imagery.
 - I know how to use line shape and colour to represent my ideas.
 - I know how to consider composition and sequencing in my art work to tell a story.
 - I can use charcoal, rubber and white chalk to create a layered effect
 - I know that colour can be used to enhance illustrations

Key Vocabulary: illustrations, oil pastels, charcoal, line, imagery, sequencing, composition, layered, enhance.

Subject composite: To create a graphic novel based on Beowulf

Impact: Children will understand that art can enhance story telling and will be inspired by illustrators



Intent: Design, make and evaluate a history poster for families with young children to provide information/learning about the Anglo Saxons and Vikings.

- Skills, and Knowledge Components Focus:**
- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
 - Use annotated sketches and prototypes to develop, model and communicate ideas.
 - Order the main stages of making.
 - Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
 - Select from and use finishing techniques suitable for the product they are creating.
 - Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
 - Evaluate their own products and ideas against criteria and user needs, as they design and make.
 - Understand and use lever and linkage mechanisms.
 - Distinguish between fixed and loose pivots.

- Sticky Knowledge:**
- I know that a mechanism is a device used to create movement in a product
 - I know a lever is a rigid bar which moves around a pivot.
 - Linkage – the card strips joining one or more levers to produce the type of movement required. The term 'linkage' is also used to describe the lever and linkage mechanism as a whole.
 - Loose pivot – a paper fastener that joins card strips together.
 - Fixed pivot –a paper fastener that joins card strips to the backing card.

Key Vocabulary: mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief.

Subject composite: create a history poster using levers and linkages

Impact: Children will have an in-depth knowledge of mechanical systems and how these are used everyday.