

<p><b><u>Links to Prior Learning</u></b></p> <p>Bright Lights Big City, Paws, Claws and Whiskers, Street Detectives, Land Ahoy – Name and locate countries and cities, geographical features</p>	<p><b><u>Substantive Knowledge</u></b></p> <p>Roman Empire and its impact on Britain          Britain’s settlement by Anglo Saxons and Scots          The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor          Name and locate UK countries/cities and geographical features          Magnetic forces can act at a distance          How magnets attract and repel and attract some materials not others          Identify and group magnetic and non-magnetic materials          Magnets have two poles which either attract or repel          Compare how things move on different surfaces          Some forces need contact between objects (Science – discrete forces unit at the end of topic)</p>	<p><b><u>Cultural Capital</u></b></p> <p>Book: Escape from Pompeii          Art: Gormley, Giacometti          Music: Tchaikovsky 1812 overture</p> <p>Understanding own context          British context/history          Immigration</p>
<p><b><u>Key Questions</u></b></p> <p>Is invasion ever OK?          Roman:          Why was Britain so desirable?          Why was Boudicca a popular historical figure?          Was Boudicca a real queen?          What have the Romans done for us?          Where all Romans white?          How did the Roman empire come to an end?          Anglo-Saxon:          Where did the Anglo-Saxons come from?          How did the religious beliefs of the Anglo-Saxons change over time?          Can one country have 7 different kingdoms?          What local links do we have with the Anglo-Saxons?          How di King Alfred unit England?          Vikings:          How did the Anglo-Saxon and Viking rule come to an end?</p>	<p><b><u>Warriors and Raiders</u></b></p> <p><b><u>Yrs 3/4</u></b></p>	<p><b><u>Key Vocabulary</u></b></p> <p>Romans, Vikings, Anglo Saxons          Julius Caesar, Roman Empire          Invasion          Countries of the UK          Features, hills, mountains, coasts, rivers          Land use          Settlement          Trade links</p>
<p><b><u>Throughout</u></b></p>	<p><b><u>Disciplinary Knowledge</u></b></p> <p>Historical enquiry and questioning – chronology – similarities and differences – continuity and change (history)          Recording – mapping – map skills – data/fieldwork (geography)          Developing ideas – techniques – evaluating (art, 3D sculpture, mosaics))          Design – make – evaluate (DT fabric coin purses)</p> <p><b><u>Discrete</u></b></p> <p>PSHE - How do you maintain good relationships? Recognise dangerous situations out of school grounds (inc. calling 999). Recognise that their actions affect themselves and others. Personal hygiene. French year 3 – unit 2 and 3 French year 4 - RE –Y3 God What is it like to follow God? RE – Y4 The beginning of Buddhism          Computing – Yr 3 - Programming A Sequencing Sounds and Programming B Events and Actions          Yr 4 - Programming A – in Shape and Programming B – In Games          Science - Forces</p>	

<p><b><u>Maths Links</u></b>  Year 4 – Roman Numerals, estimate, compare and calculate different measures, including money in pounds and pence.  Year 3 - add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p><b><u>English Links</u></b>  Escape from Pompeii – Narrative  Viking Voyages - Newspaper</p>
<p><b><u>DT tools and techniques</u></b>  Year 3 - Create a simple pattern for a design. Use running stitch.  Year 4 - Use a simple pattern to create a product, fit for purpose. Use running stitch and cross stitch.</p>	<p><b><u>Art tools and techniques</u></b>  Year 3 - shape, form, model and construct from observation. Work safely.  Year 4 – Use shape, form, model and construct from imagination. Use surface patterns/textures.</p>
<p><b><u>History knowledge to be remembered</u></b>  Difference between BC (or BCE) and AD (or CE)  Julius Caesar’s failed invasion in 54BC. Emperor Claudius conquered much of Britain in AD 43 (almost 100 years later), and it remained part of the Roman Empire until 409. Britain became Romanised, and left behind almost nothing of their Celtic past.  Boudicca’s revolt in AD61. Despite killing tens of thousands of Romans, the British were defeated due to the Roman army’s discipline.  Roman Britain was multicultural, and there is strong evidence of African Romans living here.  After the Romans left Britain, prior to the empire’s fall, Britain (and then the rest of Europe) entered ‘the dark ages’. In this time, Anglo Saxons from northern Europe invaded and settled in the country. Britain became firmly Christian, and all the history of this time was recorded by monks.  Anglo Saxon ‘Seven Kingdoms’ split the country into areas recognisable today. Hoards of treasure were buried with a king when they died, such as at Sutton Hoo, or the local Lenborough hoard.  Viking raids began in 8<sup>th</sup> century: the 700s. They became famous for attacking defenceless monasteries as well as towns, and taking their treasure. However, they also settled here: towns ending in -thorpe, -thwaite, -ness, or -by reveal Viking heritage.  Vikings (or Norsemen) invaded much of Britain, but their invasion was held off by King Alfred the Great, who united Britain against the Vikings in 9<sup>th</sup> Century. Vikings and Anglo Saxons then lived in relative peace, until the country became ruled by Normans (<i>Norsemen</i> who had settled in France) – see Towers, Tunnels and Turrets topic.</p>	<p><b><u>Evaluation 2020/21</u></b>  <b>Some of which was taught remotely</b>  Remote learning proved a little difficult as the participation, knowledge and learning differed hugely between individual children.   Long topic, got a little repetitive within each smaller topic (Romans, Anglo Saxons and Vikings History involving geography related lessons).  Chronology between the different eras within this topic was difficult – hopefully will be made easier with the installation of the timeline on the playground.   DT elements was difficult, used cross stitch to produce mosaic tiles instead of sewing Roman coin purses, due to this being taught remotely.  Year 4 – was the product fit for purpose? Did we evaluate finished work?  DT project must have a clear purpose and functionality.   Developed lots of geographical and historical thinking and understanding. Most children became more confident at using atlases to locate given places with support.   English writing unit 2 was a Roman non-chronological report – not very interesting. Used mostly to make sure historical knowledge was learnt.</p>