



Amazing Anglo Saxons (Vikings too!)

Topic Intent

Throughout this unit we will be exploring Anglo Saxon history, what life was like in England during these times and the impact that the Vikings had upon their arrival. We will be comparing their beliefs, ways of life and how they interacted with each other. We will look at different texts set in this time period, including fictional stories of dragons and kings. Children will explore different non-chronological report writing styles, basing their own piece upon the popular Terry Deary style 'Horrible Histories'. In Art, we will be exploring Anglo Saxon styles, creating our own printing block based on the style of Celtic knots. In Geography, we will be securing our knowledge of places within the UK, different types of settlement and human/ physical features.

English – National Curriculum and skills

Composition

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally
 - Use a range of effective vocabulary
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements

Overview

Painting detectives – using 'George and the Dragon' as a start for our story writing.

George and the Dragon – an alterative take on a traditional tale.

Kennings - poetry

Norse Mythology – character descriptions



<ul style="list-style-type: none"> ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● proofread for spelling and punctuation errors ● read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> ● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● increase the legibility, consistency and quality of their handwriting <p>Vocabulary, grammar & punctuation</p> <ul style="list-style-type: none"> ● Punctuate sentences accurately * ● Use capital letters appropriately * ● Use fronted adverbials followed by a comma ● extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although ● using the present perfect form of verbs in contrast to the past tense ● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● using conjunctions, adverbs and prepositions to express time and cause ● Use a range of appropriate, specific vocabulary relevant to the topic/genre 	<p>Persuasive writing – Dragon Catcher Job Advert</p> <p>Information page – Horrible Histories style</p>
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History – National Curriculum and skills	Overview
<p style="text-align: center;">The Anglo Saxon Era</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Who were the Anglo Saxons, who came before and after?</p> <p>Why did the Anglo Saxons settle in Britain?</p> <p>How was Anglo Saxon Britain ruled?</p> <p>Who was Alfred the Great?</p> <p>Who were the Vikings?</p> <p>How did the Vikings trade and explore?</p>



Sources of history best placed to answer a historical question.

Chronology of key events through time.

Art – National Curriculum and skills

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.

Overview

Children to explore examples of Anglo Saxon art including Celtic knots, jewellery design and illuminated letters.

Children to draw and sketch in the style of the Anglo Saxons.

Children to create their own printing blocks using embossing/ string to create their designs.

Geography - National Curriculum and skills

Locational Knowledge:
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and Physical Geography:
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Overview

What makes an effective settlement and why?

What type of settlement is Redcar, has this changed over time?

What are human and physical features?

Which countries do we trade with and why?



Design Technology - National Curriculum and skills	Overview
<p>Magnetic Toys</p> <p>Design, Make, Evaluate</p> <p>Technical Knowledge</p>	<p>Children to explore a range of toys/ games that use magnets. Children to evaluate their effectiveness, appeal and target audience. Children to design their own toy/game including a magnet feature Children to create their design and evaluate process.</p>

Science - National Curriculum and skills	Overview
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">-compare how things move on different surfaces-notice that some forces need contact between two objects, but magnetic forces can act at a distance-observe how magnets attract or repel each other and attract some materials and not others-compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials-describe magnets as having two poles-predict whether two magnets will attract or repel each other, depending on which poles are facing.	<p>Children to explore forces and magnets through becoming 'toy-ologists'. Children to investigate the effect of friction on wheeled toys, how magnets work and where we can see the forces 'push' and 'pull' in the given context.</p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Zetland Primary School

Year Group: 3/4

Key Questions	Wider Experiences	Vocabulary
Who were the Anglo Saxons, who came before and after? Why did the Anglo Saxons settle in Britain? How was Anglo Saxon Britain ruled? Who was Alfred the Great? Who were the Vikings? How did the Vikings trade and explore?	Ironstone Museum Beach School Topic Box from Kirkleatham	BC, AD, century, ancestors, time period, , living memory Ancient, specific dates, decade Archaeologist, Anglo Saxon Kingdom, shire, shire reeve, thane, legacy, Wessex, Witan, Wergild, Churl, Mercia

Linked Texts	Home Learning Opportunities
George and the Dragon by Chris Wormell Anglo Saxon Boy by Tony Bradman Kennings - <i>BEwARe</i> by James Carter Smashing Saxons – Terry Deary	Home learning topic grid activities provided via Seesaw Weekly Spellings Times Table Rockstars Levelled Reading Book

Other subjects
PE – Dance and Team Games Music – Charanga RE – Y3 Jesus’s Miracles & Easter Y4 Prayer & Easter Computing – Y3 Graphing and Coding Y4 Logo and Coding