

# Invaders and Settlers

Year 4

Term 1: The Romans

Term 2: Anglo-Saxons & Vikings

## The BIG Questions...

- Who were the Romans?
- How did the Roman conquer Britain?
- What was it like to live as a Roman?
- How have the Roman impacted our lives today?
- Who were the Anglo Saxons?
- Who was buried at Sutton Hoo?
- Who were the Vikings?
- What was everyday life like for Vikings?

## Suggested topics...

### The final showdown!

Roman Day

Model Anglo Saxon Village

Viking purses

### Boudicca



### Mosaics



### Viking purse



### Lead story and others...

Romans on the Rampage- Jeremy Strong



Beowulf



### Opportunities for visits, visitors and outdoor learning...

- Roman Day – Living History workshop.
- Sewing Day - Making Viking Purses (Parental' support)

## Key Skills and Knowledge

### History

As historians we will...

- Learn about the Roman Empire and its impact on Britain
- learn about Britain's settlement by Anglo-Saxons and Scots
- Learn about The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
- Use evidence to find out about life in the time studied
- Identify key features and events
- Look for connections, cause and effects, with some explanation
- Place events from the period studied on a timeline
- Use terms related to the period and begin to date events
- Use BC/ AD

## Possible activities

- Timeline of key events
- Research the life of a Roman soldier (postcards home)
- Wanted posters for Boudicca.
- Research and make posters about Roman life.
- Have a Roman banquet - food tasting
- Make a class book about Roman inventions.
- Roman shields (homework)
- Find out who the Anglo-Saxons were and why they invaded and settled.
- Make a model of an Anglo-Saxon Village.

	<ul style="list-style-type: none"> <li>-Look at the available evidence</li> <li>-Begin to evaluate the usefulness of different sources</li> <li>-Use evidence to construct a picture of the past</li> <li>-Choose relevant evidence to present an idea</li> <li>-Ask and answer questions from use of sources, books and internet</li> <li>-Recall, select and organise historical information</li> <li>-Communicate their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Use archaeological evidence to find out about Sutton Hoo.</li> <li>● Make a Viking longboat.</li> <li>● Find out about Viking life.</li> </ul>
Geography	<p>As geographers we will...</p> <ul style="list-style-type: none"> <li>● Locate the world's countries, using maps to focus on Europe.</li> <li>● Name and locate counties and cities of the United Kingdom, key topographical features (including coasts), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>● Look at maps showing the growth of the Roman empire. Compare to a modern map of Europe.</li> <li>● Identify and name the Anglo-Saxon kingdoms. (UK map)</li> <li>● Look for Anglo-Saxon place names in the UK.</li> </ul>
Science	<p>As scientists we will...</p> <ul style="list-style-type: none"> <li>● Compare and group materials together according to whether they are solids, liquids, or gases.</li> <li>● Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>● Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorm initial ideas and questions we would like to find answers to.</li> <li>● Go through key vocabulary.</li> <li>● Compare and group materials together according to whether they are solids/liquids/gases</li> <li>● Set up a fair test</li> <li>● Use results to draw simple conclusions (Which liquid moves the fastest?)</li> <li>● Investigate gases</li> <li>● Observe that some materials change state when they are heated (At what temperature will a solid begin to melt? (Can we change the state of wax? Freezing &amp; melting - ice balloons)</li> <li>● Investigate whether all liquids freeze?</li> <li>● Find out what happens when water is heated (evaporation)</li> <li>● Find out what happens when a gas is cooled (condensation)</li> <li>● Understand the water cycle (diagram/creating model of the water cycle)</li> <li>● Assessment - what have I learnt about states of matter?</li> </ul>
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>● Learn what makes a balanced lifestyle and about making choices; drugs common to everyday life; hygiene and germs</li> <li>● Recognise what we are good at; setting goals; aspirations.</li> <li>● Learn how to keep safe in our local area and online; people who help us stay healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>● Class rules</li> <li>● Discuss the term 'Balanced lifestyle' (eating healthy, exercise, mental health) and the choices we have.</li> <li>● Discuss common Drugs and how to keep safe.</li> <li>● Share goals and aspirations. Talk about Smart goals.</li> <li>● Online safety</li> <li>● Road safety.</li> </ul>
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>● Generate ideas, considering the purposes for which we are designing</li> <li>● Make labelled drawings from different views showing specific features</li> </ul>	<ul style="list-style-type: none"> <li>● Design, make and evaluate a Viking Purse.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>• Evaluate products and identify criteria that can be used for our own designs</li> <li>• Select appropriate tools and techniques for making my product</li> <li>• Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>• Join and combine materials and components accurately in temporary and permanent ways</li> <li>• Sew using a range of different stitches.</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> <li>• Use simple graphical communication techniques</li> <li>• Evaluate my work both during and at the end of the assignment</li> <li>• Evaluate my product carrying out appropriate tests</li> </ul>	
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> <li>• Learn how Hindus show their faith</li> <li>• Learn what is important to Hindus</li> <li>• Learn why Mahatma Gandhi is a Hindu here</li> <li>• Consider what it is like to be a Hindu in Britain today</li> </ul>	<ul style="list-style-type: none"> <li>• Think about what is important to us and what is important to Hindus</li> <li>• Find out about the Puja tray</li> <li>• Find about about Dharma and Moksha (play Moksha board game)</li> <li>• Understand what Karma is</li> <li>• Learn about Mahatma Gandhi and his life</li> <li>• Research what life is like for Hindus in modern Britain</li> </ul>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>• Create patterns using tessellation.</li> <li>• Adapt work as and when necessary and explain why we have done so.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Roman mosaics and the work of Gary Drostle.</li> <li>• Design and make our own mosaics.</li> </ul>
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> <li>• Log on with username / password</li> <li>• Explain how people communicate online</li> <li>• Be responsible online</li> </ul>	<ul style="list-style-type: none"> <li>• Logging on with own username/ password</li> <li>• Online safety</li> <li>• Vlogging (Seesaw)</li> </ul>
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• Vote for school council representative.</li> <li>• Vote for house captains.</li> <li>• Discuss what happened to those in history who didn't follow the law?</li> <li>• Discuss how important people sacrificed themselves for freedom/equality.</li> </ul>	<ul style="list-style-type: none"> <li>• Voting for school council representative and house captains.</li> <li>• Roman law and punishments. (Army life)</li> <li>• Boudicca</li> </ul>
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> <li>• catch with one hand.</li> <li>• throw and catch accurately.</li> <li>• hit a ball accurately and with control.</li> <li>• keep possession of the ball.</li> <li>• vary tactics and adapt skills depending on what is happening in a game.</li> <li>• know and use rules fairly and show respect for my teammates and opponents.</li> <li>• use dance to communicate ideas.</li> <li>• structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.</li> <li>• link phrases to music.</li> <li>• demonstrate different dance actions</li> <li>• demonstrate use of space - levels, directions, pathways and body shape.</li> <li>• perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn skills linked to tennis.</li> <li>• To create a Dance linked to the music from the film Gladiator.</li> <li>• To create sequences including balances and travelling.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.</li><li>• explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked headstand.</li><li>• move in and out of balance fluently.</li></ul> |  |
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