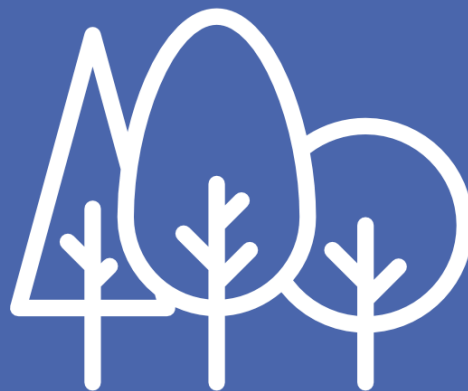


A MOMENT IN TIME: Appreciating God's Creations

Focus Overview



At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do



YEAR 4: The Anglo-Saxons

A Moment In Time: Appreciating God's Creations Year 4 – Anglo Saxons



Throughout this focus, children will learn about the Anglo Saxons – studying their ways of life, their beliefs and exploring some of their inventions.

Through **History**, children will complete an in-depth study of achievements by exploring the Anglo-Saxons. They will become familiar with some of their most important traditions, beliefs and their way of life.

In **DT**, children will have the opportunity to use a range of sewing skills to perform practical tasks, such as sewing, joining and finishing, accurately. They will further select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities. They will investigate and analyse a range of existing products as well as evaluating their own ideas and products against their own design criteria and consider the views of others to improve their work. They will apply their understanding of how to strengthen their purses and ensure it is practical. Finally, in **English** children will use their knowledge of Anglo Saxons to write a non-chronological report about settlements, village life, art and culture, crime and punishment.

Theme Impact

Children will explore and understand the role of the Anglo Saxons and their way of life. They will explore settlements, village life, art and culture, crime and punishment.

Catholic Social Teaching

Learning from the past for our future

- How was being a Catholic embedded in the Anglo-Saxon times?
- How have the Anglo-Saxons shown civilization for us today?

Curriculum Drivers

History

Nation Curriculum Objectives

Britain's settlement by Anglo-Saxons and Scots

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

Knowledge and Skills Progression

K1: Britain's settlement by Anglo-Saxons

K2: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

O1: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

O2: Plan and present a self-directed project or research about the studied period.

C3: Describe the main changes in a period in history.

U1: Recall some facts about people/events before living memory

U2: Use evidence to describe everyday life in a studied period. Including; way of life, actions, culture and leisure activities from the past.

U3: Use evidence to describe buildings and their uses of people from the past

U4: Begin to describe how historical events studied affect/influence life today.

E2: Use documents, printed sources (e.g. archive materials) websites, pictures, photographs, music as evidence about the past.

E4: make comparisons from then to now

I1: Explore the idea that there are different accounts of history.

I2: Extract information from a variety of sources, including: books, videos, photographs, pictures and artefacts.

I3: Understand the terms primary and secondary sources.

Prior learning

O1: Communicate ideas about the past using different genres of writing, drawing, drama role-play, storytelling and using ICT.

C3: Describe dates of and order significant events from the period studied.

DT**National Curriculum Objectives****Anglo Saxon Purses**

- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world

Knowledge and Skills Progression

- **MCI**- Cutting - Measure and mark materials with increased accuracy, before cutting. Cut materials accurately, using appropriate tools.
- **MC2**- Joining- Join a range of materials using a variety of suitable methods.
- **MC3**- Testing- Test their product as they work, making informed adjustments and striving to address any anticipated problems.
- **E1**- Positive- Identify and discuss the strengths of their product.
- **E2**- Critique- Identify any areas for development/ improvements that could be made.
- **E3**- Audience- Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?
- **E4**- Improve- Suggest how their product could be improved. Take part in peer evaluation, giving and receiving feedback from fellow pupils.

Prior learning:

- **MCI**- Cutting - Measure and mark materials before cutting. Cut materials accurately, using appropriate tools. Score and fold paper/card accurately.
- **MC2**- Joining- Join a range of materials using a variety of methods, usually choosing the method most suited to the task.
- **MC3**- Testing- Test their product as they work, making informed adjustments to ensure their product meets the design criteria
- **E1**- Positive- Identify and discuss the strengths of their product.
- **E2**- Critique- Identify any areas for development/ improvements that could be made.
- **E3**- Audience- Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?
- **E4**- Improve- Suggest how their product could be improved. Take part in peer evaluation, giving and receiving feedback from fellow pupils.

Application

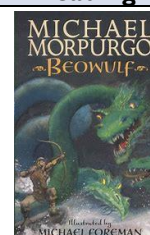
Children will be thinking about life as an Anglo-Saxon. They will be choosing their own target audience to teach about the Anglo-Saxons and will be presenting their findings to their target audience. This will be an accumulation of everything they have learnt. They will think about how they can showcase their knowledge, whether this is through a PowerPoint presentation, a poem, a song or a different way.

Wider Curriculum Opportunities**Writing****Myths**

Children will learn about how Myths are structured, the time period of Myths, different character types and how to write an effective Myth. They will re-tell a traditional Myth changing the characters, setting and weapons and the following week will compose their own Myth. Both pieces of writing will follow a range of grammar features.

Non-Chronological Report

Children will write a non-chronological report about settlements, village life, art and culture, crime and punishment from the Anglo-Saxon historical time period

Reading**Beowulf**

Computing – application of previously taught skills

Digital Literacy

Self image and identity
Online relationships
Online reputations
Managing online information
Privacy and security

Enrichment

Anglo-Saxon Day – Children will take part in an Anglo-Saxon theme day, dressing up and being immersed into the history and deepening their knowledge of the topic.

Stand-alone objectives to be covered this term

PE

Dance and Gymnastics

Music

Haiku music

MFL

Family

Cooking in the Curriculum

Cranberry and cinnamon traybake

Science

National Curriculum Objectives

Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

Knowledge and Skills Progression

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Working Scientifically

- finding patterns in the sounds that are made by elastic bands of different thicknesses.
- Make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.

E1: asking relevant questions and using different types of scientific enquiries to answer them

E2: setting up simple practical enquiries, comparative and fair tests

E6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

E7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

E8: identifying differences, similarities or changes related to simple scientific ideas and processes

E9: using straightforward scientific evidence to answer questions or to support their findings.