



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM



Topic: Why was Britain invaded by the Saxons and Vikings?	
Year Group: 4	Term: Spring 1 and 2
Ambition: Know about the ambitions of people in the past	
Community: Know why settlements are located where they are know that The Saxons settled in our wider local area	
Equality: know that different people had their own beliefs in history and were able to compromise with each other	

Links to Prior Learning

Y2 The Battle of Hastings	Y4 The Romans		
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Writing Opportunities Through Topic Lessons

Information text: the Viking invasion	Recount: The Battle for Wessex	Newspaper: The discovery of Sutton Hoo	Diary: Saxon life Discussion text 2021 only as it would be in oceans next year – Discussion Are the invasions of Britain in the past a good thing for the future?
Information text: settlements: where and why?	Explanation: Why was Britain invaded by the Saxons and Vikings?	Spr 1 RE: Narrative Poem – (Linked to ed visit) Importance of prayer to believers	Spr 2 RE: Information text – Islamic Relief

Key Texts

Beowulf	Dragon Stew	Anglo-Saxon Boy, Tony Bradman	The Buried Crown, Alley Sherrick
Saxon Tales, Terry Deary	How to train your dragon, Cressida Cowell		



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Key Vocabulary

History
century, decade, battle, settlement, long boat, battle, invasion, artefact, excavation, archaeology, historian, sources, evidence, interpretation, exile, outlawed, pagan, pillaged

DT
fabric, pattern/templates, strength, weaknesses, accurate, finishing, fastening, compartment, zip, press stud, clasp, hook and eye, button, buckle, seam, seam allowance, reinforce, embroidery, strength, hardwearing, stretch, fray, stitch

Computing Sp1
Paper database, electronic database, complex search, criteria, Boolean operators, data, information, Data Protection Act 2018

Computing Sp2
fact file, soundscape, GarageBand,

Projects

DT project:
Making money containers for Saxon coins

Computing project Sp1:
Entrust
Creating and Interrogating Simple Databases
Use MS Excel and J2e5 to create a spreadsheet to fund a Viking army

Computing project Sp2:
Entrust
Fact file and Soundscape
Using J2e5, History
create a fact file explaining the invasion
Incorporate an appropriate soundscape

Art:
Art stimulus for wider learning:
Saxon jewellery (The Saxon Hoard)



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Concrete Knowledge

History

Know that the Vikings came from Scandinavian countries in long boats to take control of Britain

History

Know that the Saxons battled with the Vikings for control of Wessex

History

Know King Alfred the Great defeated the Vikings and made a deal to rule particular areas

History

Know that the Anglo-Saxons attempted to bring about law and order into the country

History

Know that Sutton Hoo is a Saxon burial site in England that has provided artefacts to develop understanding of Saxon life

History

Know what everyday life was like as an Anglo-Saxon (farming, village jobs, clothing, jewellery, beliefs)

DT

Know how to use learning from mathematics to help design and make products that work (measuring and marking out to make a paper template)

DT

Know that materials have both functional properties and aesthetic qualities

DT

Know that a single fabric shape can be used to make a 3D textiles product

DT

Know that materials can be combined and mixed to create more useful characteristics

Geography

Know the names and features of different types of settlements (hamlet, village, town, city)

Geography

Know the difference between a village and a town (land-use)

Geography

Know whether an area is urban or rural

Geography

Know the following OS symbols (telephone box, post office, school, church, any other relevant symbols to the areas studied)

Geography

Know how to carry out surveys including foot fall and traffic surveys

Geography

Know the names of at least five counties in the West Midlands region

Ed. Visit follow up

Create a chronological report detailing type of settlement and land-use over time- Emma if this is incorrect please amend on the ED. Vis LTP as well

Ed. visit follow up

Information text: Mosques

Art

Art stimulus for wider learning: Saxon jewellery (The Saxon Hoard)



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Skill Progression

History
I can use a timeline to show when the Anglo-Saxons were in England, understanding AD BC

History
I can research and explain how locations for settlements are selected

History
I can explain the influence of the Saxons on place names in Britain

History
I can give more than one reason to support an historical argument (viewpoints on how battles started)
I can evaluate the usefulness of different sources and how they tell us about the past

History
I can explain how artefacts inform us about historic periods

Geography
I can use maps to identify settlements built by invaders *link to Saxons and Vikings history

Geography
I can explain why settlements develop in certain locations

Geography
I can find a city, town and village on a map of the West Midlands including Birmingham, Solihull and village Tamworth in Arden)

Geography
I can use maps to compare the land-use of Solihull to the land-use of Tamworth in Arden

Geography
I can use OS maps to find the following features in Solihull town (church, Malvern Park, parking, golf course, information centre)

Geography
I can use sketch maps to compare areas and make sketches of different features

Geography
I can present my findings using graphs, sketches, plans and digital technologies (footfall and traffic survey)

Geography
I can read and plot 4-figure grid references to locate key landmarks studied



Computing spring 1
Final project:

History/maths

create a spreadsheet to fund a Viking army

- I know the difference between analogue and digital methods for storing, searching and sorting data.
- I am able to identify different data types and explain when they might be used
- I will be able to create appropriate questions to gather useful data that is fit for purpose
- I understand the relationship between a record and a database
- I understand a simple database structure.
- I can add data to a class database, under the correct fields, using the correct data types
- I can sort and search through information to answer specific questions

Computing spring 2
Final project:

History

create a fact file explaining the invasion Incorporate an appropriate soundscape

- I can compose a sound file to portray mood and purpose.
- I can import a GarageBand file onto BGFL and add the soundfile to a J2e page.

DT design

- I can describe the purpose of my product
- I can indicate the design features of my products that will appeal to intended users
- I can explain how particular parts of my product work
- I can gather information about the needs and wants of particular individuals and groups
- I can develop my own design criteria and use these to inform my ideas
- I can model my ideas using prototypes and pattern pieces
- I can use annotated sketches to develop and communicate my ideas
- I can generate realistic ideas, focusing on the needs of the user
- I can make design decisions that take account of the availability of resources

DT make

- I can select and explain their choice of materials and components according to functional properties and aesthetic qualities
- I can order the main stages of making
- I can follow procedures for safety and hygiene
- I can measure, mark out, cut and shape materials and components with some accuracy (make a paper pattern)
- I can assemble, join and combine materials and components with some accuracy (using running stitch and backstitch and oversew)
- I can sew on a button
- I can apply a range of finishing techniques, including those from art and design, with some accuracy

DT Evaluate existing products

I can investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

DT evaluate own products

- I can identify the strengths and areas for development in my ideas and products
- I can consider the views of others, including intended users, to improve my work
- I can refer to my design criteria as I design and make and to evaluate my completed product



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I can investigate and analyse:

- who designed and made the products
- where products were designed and made
- when products were designed and made
 - whether products can be recycled or reused



Science, Music, R.E., PSHE and P.E. units

Science
 Spr 1
 States of matter
 Spr 2
 Animals, including humans

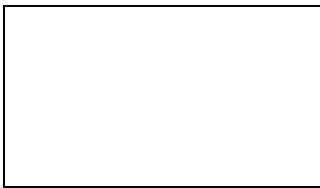
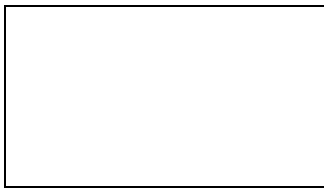
Music
 Tenor horn
 Wider opportunities
 Playing and Composing

R.E.
 Spr 1
 Cultivating Inclusion,
 Identity and Belonging
 Being Modest and
 Listening to Others
 Spr 2
 Being regardful of
 suffering
 Being Merciful and
 Forgiving

PSHE
 Spr 1
 Rights and
 responsibilities
 Spr 2
 Keeping myself safe

P.E.
 Spr 1
 Dance
 Spr 2
 Tennis

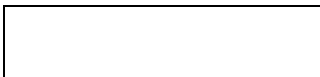
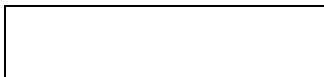
French
 Presenting Myself
 (Intermediate Language
 Unit)



Maths in Context

Area-settlements

Fieldwork-measuring,
scale



Cultural Capital

Self-control and self-discipline

Adaptability & Resilience

Taking responsibility

Self-reflection

Our place in the world

Ambition

Care and respect

Appreciation

Livelihood

Communication

Cultural diversity and equality

Technological advancements



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Cultural and Artistic Icons

Basil Brown			
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Health Education, Money Management, Environmental Education

Know how the locality effected settlements			
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Rights Respecting

Article 38: No child under 15 should be forced to take part in a war	Wider links	Wider links	Wider links
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Enrichment experiences and Community Involvement

R.E. – Visit to a Mosque, the importance of prayer	Geography – village and town in Solihull: exploring settlements		
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Supporting Texts

Greatest Warriors Vikings By Philip Steele

The Genius Of The Vikings By Sonya Newland

The Normans and the Battle of Hastings By Philip Parker

Ivar The Boneless and the Vikings By David Gill

You Wouldn't Want to be a Viking Explorer By Andrew Langley

Fact cat Vikings By Izzy Howall

Explore Vikings By Jane Bingham

Vikings By Stephanie Turnball

The Vikings By Anita Ganeri

The Vikings By Moira Butterfield

Viking Life Invasion and Settlement By Nicola Barber

Viking Express By Andrew Langley

Viking (DK)

50 Things You should Know About The Vikings By Philip Parker

Viking World By Philip Steele

The Vikings By Louise Spilsbury

Viking Life Homes BY Nicola Barber

A Viking Town By Fiona McDonald

Exploring Viking Times By Dr. Brian Knapp

Discover the Vikings Everyday Life Art and Culture By John C Miles

Hadrian's Wall By Dawn Finch

The Anglo-Saxons By Susan Harrison

You Wouldn't want to be An Anglo-Saxon Pheasant By Jacqueline Morley

Vikings Study Book (CGP Teachers Book)

Beowulf By Rosemary Sutcliff

How to Train Your Dragon By Cressida Cowell