

## Hazelbury Learning Quest

# The Future is Us

Year 4	Is Invasion Justified?
	<p><b>Intent</b></p> <p>The intent of this topic is to encapsulate the struggle between the Anglo-Saxons and the Vikings and to consider the dynamics of the conflict. Building on pupils' prior knowledge of the Britain that the Roman's left behind. There will be a focus the nature of the settlements for both the Anglo-Saxons and Vikings and the evidence that remains. The aim is for children to critically evaluate various sources of evidence throughout history and acknowledge the initially favourable depiction of the Anglo-Saxons and their leaders and how this counteracts with traditionally broad view of the Vikings as raiders. In doing this, the purpose is for children to appreciate stereotypes that can occur as a result of conflict and how careful we must be when labelling groups of people, whether it is today or in the past.</p> <p><b>Implementation</b></p> <p>Through their <b>history</b> learning, pupils will be introduced to who the Anglo Saxons were and the reasons for their settlement in England. They will explore what life may have been like for different people in a Saxon village and investigate Anglo Saxon place names as well as how these kingdoms were ruled.</p> <p>Children will develop their understanding of how invasions changed and shaped the country by looking at possible reasons for the Viking invasions of England and the resistance by Anglo Saxons against the Vikings. Children will also explore the latest evidence to suggest that Vikings were more traders than just raiders, unpicking stereotypes that have been presented throughout history. Also, children will learn about significant figures from that time period, such as Edward the Confessor, Alfred the Great and Athelstan and the ways that they have been depicted in sources of evidence.</p> <p>In <b>design and technology</b>, the children will be exploring the work of <b>Anni Albers</b> for inspiration for ideas. They will learn how to be able to shape and stitch materials using a backstitch. They will weave, choosing their own colours and materials for a specific purpose. They will quilt, pad and gather fabric to create a coin purse.</p> <p>In <b>music</b>, pupils will learn how to play a musical instrument – the ukulele. They will be focussing on reading notes on a musical stave, and performing as part of an ensemble.</p> <p><b>Impact</b></p> <p>Pupils will gain a greater insight into how Britain has been shaped by the Anglo Saxons and Vikings and have a deeper understanding on their contributions and how it has shaped England today.</p>

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### **Hazelbury Value – Collaboration/Resilience**

Various aspects of collaboration and resilience will be discussed in assemblies and in class throughout the term.

### **Citizenship Focus (PSHCE)**

#### Relationship Education

#### Digital Me

Children will be learning about the importance of online safety and how to keep themselves safe online.

#### Changing Me

##### **How does my body change?**

Pupils will learn how to keep healthy and understand the harmful impact of harmful substances. They will also be learning how their body is continuing to grow and develop physically through puberty.

### **UNCRC Articles**

- **Article 15 - Setting up or joining groups** - Every child has the right to meet with other children and to join other groups and organisations, provided this does not stop other people from enjoying their rights.
- **Article 13 - Sharing thoughts freely** - The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

### **Respect and Tolerance/Rule of Law**

Discussions will be held around the following questions: *How do things around us shape our identities? How have rules changed?*

### **Engage, Enrich, Experience**

**History Trip** – In Spring 2, all pupils will be visiting Mountfitchet Castle a unique venue steeped in history. The children will enjoy an interactive experience of living history and have the opportunity to ask and answer questions based on their learning.

### **Digital Learning**

#### **Internet Safety**

- Use passwords to access resources online and keep them safe.
- Communicate and share ideas safely online
- Communicate in different ways safely depending on the audience.

Following on from their learning from PSHE they will continue to explore and understand how to remain safe when using social media.

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### Computer Science

#### Programming: Repetition in shapes

This unit looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

**Data Logging:** Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data.

### Writing across the curriculum

The children will write a persuasive letter, as a British King, to persuade Anglo-Saxons to settle in Britain. They will also write a diary on the Viking invasions.

**Subjects covered:** History, Art, Music, Science and Computing

### National and School curriculum

History	Art	Music	Science	Computing
<ul style="list-style-type: none"> <li>- Britain's settlement by Anglo Saxons and Scots (Anglo Saxon invasions, settlements and kingdoms: place names and village life).</li> <li>- The Viking and Anglo Saxons struggle for the kingdom of England to the time of Edward the Confessor (Viking raids and invasions; resistance by Alfred the Great and Athelstan first king of England)</li> <li>- Anglo Saxon laws and justice.</li> </ul>	<ul style="list-style-type: none"> <li>- Select the most appropriate techniques to decorate textiles.</li> <li>- Measure and mark out to the nearest millimetre.</li> <li>- Join textiles using the appropriate stitching.</li> <li>- (Weaving)</li> <li>- Understand the need for a seam allowance.</li> <li>- Understand that materials have both functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the notes EGBDF and FACE on the musical stave.</li> <li>- Recognise the symbols for timing such as crotchets and minims.</li> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<p><b>States of matter</b></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>	<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>- To identify that accuracy in programming is important</li> <li>- To create a program in a text-based language</li> <li>- To create a program that uses count-controlled loops to produce a given outcome</li> </ul> <p><b>Data Logging</b></p> <ul style="list-style-type: none"> <li>- To explain that data gathered over time can be used to answer questions</li> <li>- To use a digital device to collect data automatically</li> <li>- To use data from sensors to answer questions</li> </ul>