



## NATIONAL CURRICULUM DRIVERS

History

Children will learn about Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Historical knowledgeAnglo-Saxons

- Know how the Roman withdrawal contributed to Anglo-Saxon settlement.
- Know reasons why the 'Angles', 'Saxons' and 'Jutes' invaded and settled in England.
- Know that the many people migrated to England from Germany (the 'Angles' & the 'Saxons') and South Denmark (the 'Jutes') to become the 'Anglo-Saxons'.
- Know that Anglo-Saxon Britain was divided into seven kingdoms.
- Know what the religious beliefs were before the spread of Christianity and how the spread of Christianity impacted Britain.
- Know what Anglo-Saxon daily life was like for all groups of people (e.g. settlements, housing, leisure, clothing, beliefs, trade).

Vikings

- Know that the Vikings came from the Scandinavian countries of Denmark, Norway and Sweden.
- Know reasons why the Vikings invaded and settled in England.
- Know about significant events from the Viking period (e.g. attack on Lindisfarne, invasion of York, the Battle of Stamford Bridge, Battle of Hastings)
- Know what daily life was like for the Vikings (e.g. settlements, leisure, clothes, beliefs, trade)

Chronological understanding

- Understand common words and phrases relating to the passing of time.
- Use given timelines to place key events from within the period studied.

Historical enquiry

- Develop and adapt questions based on what they find and what they still need to know.
- Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories).
- Use a number of sources to infer information about a specific aspect of the past.
- Understand sources can be sorted into two categories: primary and secondary.

*Children create a sculpture using wire and Modroc inspired by the Viking dragon.*

- Use sketch books purposefully to develop and refine ideas and plan for a specific outcome. (e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)
- Investigate the nature and qualities of different materials and processes systematically.
- Apply the technical skills they are learning to improve the quality of their work. (e.g. in painting they select and use different brushes for different purposes)
- Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.
- Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.



- Children design and make their own Viking long ships.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, 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
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products



**SCHOOL KEY DRIVERS**

*Language*

*Possibilities*

*Diversity*

<p><b>History</b>  <b>Historical knowledge</b>  Conquer, invasion, trade, raid, pillage, Angles, Jutes, Saxons, migration, monk, pagen, Christianity, Bede, gildas, Hengist and Horsa, King Alfred the Great, King Ethelbert, St Augustine, Scandinavia, Norsemen, longships, Knarr, Norse runes, Danelaw, Jorvik, monastery, ritual, treaty, massacre, Beserker</p> <p><b>Chronological knowledge &amp; historical enquiry</b>  chronology, 18<sup>th</sup>/19<sup>th</sup>/20<sup>th</sup> century, hypotheses, my conclusion is...The evidence suggests, on one hand...</p> <p><b>Design &amp; Technology</b>  functional, appealing, aesthetic, ergonomic, brief, construction, client, purpose, criteria, usability, dimension, evaluate, innovate, manufacture, material, modification, modify, process, product, prototype, quality, research, safety, specification, suitable, cross-section, consumer, dismantle, enlarged, exploded drawing, malleable, market research, proportion, circuit, friction, force, linear, linkage, pulleys, resistance, questionnaire carpentry, timber, grain, screw, nails, glue, hinges, chisel, hammer, bench hook, glass paper, smoothing plane, knot, strengthening, right angle, assemble, adhesive, acrylic, dowel, laminate, coping saw</p>	<p>York  Scandinavia  Historian  Artist  Sculptor  Journalist</p>	<p>Links to RE  Differences in leisure activities  Differences in fashion  Beliefs and attitudes</p>
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Suggested literacy links	Suggested maths links
<p><b>Stories with historical settings (3)</b>  Class novel / story -  There's a Viking in My Bed and other stories  The Story of Rolf  A Viking Adventure  Adventures with the Vikings</p> <p><b>Recount (2)</b>  Recount a visit to Jorvik</p> <p><b>Information texts (2)</b>  Create a fact file about Viking life</p> <p><b>Poems on a theme (2)</b></p>	<p>Lines of symmetry  Obtuse and acute angles  Coordinates</p>

