

**Project:**  
**Traders and Raiders**



**Big Questions:**

TERM 5- Anglo-Saxons

*How can we use Primary and Secondary sources to create a museum display on the Anglo-Saxons?*

*How many ways are we connected to each other and how are we different?*

*How can we create a compass using our knowledge on forces?*

*How can we compliment and contrast colours effectively?*

TERM 6- Vikings

*What happened at the Battle of Ashdown?*

*How many ways are we connected to each other and how are we different?*

*How to warp and weft?*

*Does light travel in a straight line?*

**Links to Learning Behaviours**

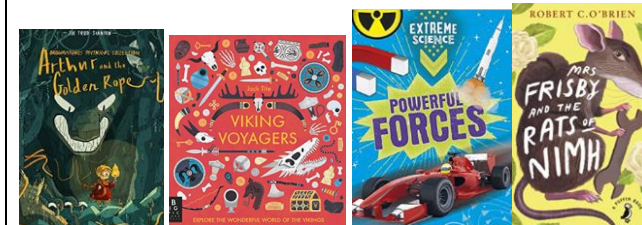
**Term 1**

- I can show that I am confident enough to plan clear steps to take to improve my learning.
- I can plan longer activity, breaking it into a manageable number of steps.
- I can set targets for completing learning and work to them.
- I can use feedback from a range of sources to help solve a problem.
- I give more than one reason to support an argument.
- I can listen to a range of opinions and reach a conclusion from them.

**Term 2**

- I can accept constructive criticism from others in a group to enable improvement in my performance.
- I can share a working environment with others and respect their varying needs.
- I understand differences in opinions and respond positively.
- I am able to work with dispositions, views and beliefs that differ from my own.
- I am eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on.
- I make the most of others' strengths when organising work.

**Reading across the curriculum**



**Planned visits/visitors to support children's understanding.**

<https://www.jorvikvikingcentre.co.uk/#iVpXx78UdO4e9K3>  
0.97 – Vikings invade

Link to our core Christian Values and British Values

**Belonging**  
*-Buying locally grown, seasonal produce supports people in our local community.*  
*-We are global citizens and our actions can have consequences for people who live many millions of miles away from us*

**Compassion**  
*-Not everyone is fortunate enough to be able to access fresh food but we can help*

Cross curricular skills

Gather, use and present data to reach conclusions and justify ideas and opinions.

Identify the interconnectedness of Geography, History, Science and cultural identity

**Outcome:**  
**How our learning will make a difference.**

*We will be able to make informed choices as consumers,*

Five Fundamental Facts to learn across the project

**GEOGRAPHY**  
Interconnected World

Maps, charts and atlases contain data about countries, such as their population and land height

The tropics is an area of significance. It contains 95% of the world's mangrove forests, which absorb

**HISTORY**

Literature, including Myths and Legends are a key source for our knowledge on invasions and successors

Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left.

The Viking invasion and Anglo-Saxon

**SCIENCE – Forces and Magnets**

A force is simply a push or a pull that makes something move

Contact forces happen when two objects or bodies physically touch each other.

Frictional forces are a type of contact force.

**SCIENCE**  
Light and Shadows

Light is a form of energy that travels in straight lines.

The Sun is the main natural source of light on Earth.

Light sources can be natural or artificial.

A reflector is an object that reflects light from a light source

**Art – Contrast and Complement**  
A colour wheel is a diagram that organises colour hues around a circle.

The colour wheel helps us to see the relationships between colours.

Complementary colours are on opposite sides of the colour wheel.

**DT – Warp and Weft**

Threads of yarn are hung vertically. These are called warps

Threads of yarn are fed horizontally over and under each warp so that they cross at right angles. This is called the weft.

<p><i>this through supporting food banks</i></p> <p><i>-Trade can be unfair on those who work closest to the start of the chain, but we can challenge this through choosing the products we buy carefully</i></p> <p>Resilience</p> <p><i>-Not everything we plant will grow; farmers have to be resilient to cope with the challenges they face.</i></p>	<p><i>explaining the reasons for making them.</i></p> <p><i>We will be better Global Citizens as we will understand the impact our behaviours can have for other people and other living things</i></p> <p><i>We will be more independent and take more responsibility for our own decisions</i></p>	<p>large amounts of carbon dioxide from the atmosphere and release oxygen.</p> <p>Countries in the continents of North and South America have contrasting climate zones</p> <p>The distance of a country from the equator affects climate.</p> <p>Railway stations are sometimes linked to ferry interchanges and airports.</p>	<p>defence of England led to many conflicts.</p> <p>Over time, the Anglo-Saxons defeated the remaining Viking rulers</p> <p>Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>	<p>Friction acts in the opposite direction to the movement</p> <p>The size of a frictional force depends on the materials both surfaces are made from.</p>	<p>The Sun gives out harmful light rays called ultraviolet (UV) light that damage our skin and eyes.</p>	<p>The colour wheel can be divided into warm and cool colours.</p> <p>There are six tertiary colours</p>	<p>A loom is a frame that is used for weaving</p> <p>The earliest evidence of weaving on a loom comes from ancient Egypt. The method of weaving has not changed, but innovations have made the process more efficient</p> <p>The Anglo-Saxons and Vikings wove detailed, symmetrical patterns onto braids. They used these to decorate their clothing</p>
		<p>VOCABULARY</p> <p>Transportation</p> <p>Interconnected</p> <p>Route</p> <p>Climate</p> <p>Destination</p> <p>Cardinal Point</p>	<p><b>FOCUS VOCABULARY</b></p> <ol style="list-style-type: none"> <li>Anglo- Saxons</li> <li>Vikings</li> <li>Settlements</li> <li>Legends</li> <li>Raid</li> <li>Battle of Ashdown</li> </ol>	<p>VOCABULARY</p> <ol style="list-style-type: none"> <li>Friction</li> <li>Poles</li> <li>Repulsion</li> <li>Magnetism</li> <li>Attraction</li> <li>Magnetic Field</li> </ol>	<p>VOCABULARY</p> <ol style="list-style-type: none"> <li>Reflector</li> <li>Source</li> <li>Artificial</li> <li>Opaque</li> <li>Translucent</li> <li>Ray</li> </ol>	<p>VOCABULARY</p> <ol style="list-style-type: none"> <li>Analogous</li> <li>Complementary</li> <li>Harmonious</li> <li>Hue</li> <li>Primary Colour</li> <li>Tertiary Colour</li> </ol>	<p>VOCABULARY</p> <ol style="list-style-type: none"> <li>Warp</li> <li>Weft</li> <li>Yarn</li> <li>Loom</li> <li>Elasticity</li> <li>Braid</li> </ol>

History  
NC  
Skills:

Explain the cause, consequence and impact of invasion and settlement in Britain


Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in Historical architecture.

Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. (Cross curricular link)

Investigate a geographical hypothesis using a range of fieldwork techniques.

Describe the significance and impact of power struggles on Britain

Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

<p>Prior knowledge</p> <p>Ability to use inference and deduction to estimate key events in time</p> <p>During hook – Learn overview of topic and history of the Anglo-Saxon origin</p>	<p><b>How can we use primary and secondary sources to create a museum display on the Anglo-Saxons?</b></p>							
<p>Understanding the Anglo-Saxons from previous term and their settlements</p>	<p>ST 1: The arrival of the Anglo-Saxons</p>  <p>Creating boats for the warriors to arrive in.</p> <ul style="list-style-type: none"> <li>- Use materials to create the boat they arrived in</li> </ul>	<p>ST 2: The legends of King Arthur</p> <p>Explore legends and myths surround King Arthur what can we learn about him? Why is he significant? Listen to traditional myths through song</p>	<p>ST 3: Timeline of the key events in the Anglo-Saxons</p> <p>Use Alfred the Great as a focus point Why was he significant? How can we use inference to create a sequence</p>	<p>ST4: St Bede and Literature</p> <p>Explore the character of this monk</p> <p>Is he a reliable source in History?</p>	<p><u>ST 5: Anglo-Saxons settlements and homes</u></p> <p>Explore maps to show in further detail where they settled and what they needed</p> <p>Saxon towns and Villages</p> <p>Look at key clips of Anglo-Saxon architecture. Can they design and label their own</p>	<p><u>ST6: Aspects of Anglo-Saxon life</u></p> <p>Split the children into groups giving them different aspects of Anglo – Saxon life</p> <p>Including weaponry, food, hierarchy</p>	<p><u>ST7: Displaying findings from research groups</u></p> <p>Children to create a mock museum display case around their group research</p> <p><b>Final Outcome</b></p>	
<p><b>What happened at the Battle of Ashdown?</b></p>								
<p><u>ST8: The invasions of the Vikings</u></p> <p>Discover who the Vikings are and how they got there</p> <p>Double page spread on Vikings to introduce topic links</p> <p><a href="https://www.jorvikvikincentre.co.uk/#iVpXx78UdO4e9K30.97">https://www.jorvikvikincentre.co.uk/#iVpXx78UdO4e9K30.97</a></p>	<p><u>ST 9: Vikings core beliefs</u></p> <p>Explore the Vikings Gods and what they believed</p> <p>Draw a God of choice in different depictions – annotate parts of the God</p>	<p><u>ST 10: Viking burials</u></p> <p>Explore the rituals used when Vikings were buried. Explore coffins and ships for the dead</p> <p>Understand the main principals for the Afterlife</p>	<p>ST 11: <u>ST 11: Weaponry and soldiers</u></p> <p>Listen to the story of Alfred the Great’s battle against the Viking army in January AD 871</p> <p>Design weapons that can be created for battle</p> <p>Create prototypes for weapons, giving the children materials that</p>	<p><u>ST12: Constructing Weapons</u></p> <p>Children to construct Viking weaponry for battle</p> <p><b>Final Outcome</b></p>	<p><u>ST13: React Battle of Ashdown</u></p> <p>Use constructed weapons as props during whole class roleplay of the Battle of Ashdown</p> <p>Use the teacher script to guide children through events that led to the Vikings downfall</p>			

can be available

**Prior Knowledge** *How many ways are we connected to each other and how are we different? TERM 1 and Term 2*

<p>Step 1: Grid references</p> <p>Discuss compass points and what plotting means</p> <p>Explore four figure grid references – Paired work</p> <p>Challenge – Finding and plotting six figure grid references</p>	<p>Step 2: Exploring the Tropics</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics</p> <p>Compare the difference</p>	<p>Step 3: North and South America</p> <p>Use Atlases to look at the Geographical characteristics</p> <p>Use computers to research questions about the area</p>	<p>Step 4: Climates of North and South America</p> <p>Explore the climate zones and compare</p>	<p><u>Step 5: Life in North and South America</u></p> <p>Use prior knowledge and build on Geographical elements</p> <ul style="list-style-type: none"> <li>- Explore and understand the culture and how we accept other communities (Value Link)</li> </ul>	<p><u>Step 6: Physical features in the UK</u></p> <ul style="list-style-type: none"> <li>- Explore the physical features of the UK</li> <li>- What can we find and observe?</li> </ul>
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<p>Step 7: Renewable Energy</p> <p>What Is renewable energy</p> <p>Watch clips on renewable energy and how it affects us</p> <p>What does it do for the planet?</p>	<p>Step 8: Trains and Railways</p> <p>Look at different physical maps of trains and undergrounds</p> <p>Quiz to understand how they all connect</p>	<p>Step 9: Canals</p> <p>Comparing canal routes to trains</p> <p>What are the benefits of canal routes</p> <p>What are the negatives of Canal routes</p>	
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**Science- Forces and Magnets Term 1**

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

**Prior Knowledge:** *How can we create a compass using our knowledge on forces?*

	<p>Step 1: What is a force?</p> <p>Identify the difference between pushing and pulling using sort cards and discussion</p>	<p>Step 2: Points of Contact</p> <p>Think about points of contact for example the force of a ball coming into contact</p>	<p>Step 3: Frictional forces</p>	<p>Step 4: Exploring force metres</p> <p>Experiment</p>
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	<p>Quiz on prior learning</p>	<p>with someone's foot or a door with a hand</p> <p>Looking at examples together – playing spot the forces and discussing misconceptions</p> <p>-</p>	<p>Discuss scenarios can they predict what force will occur and how this will affect the object</p> <p>Reinforce that friction is a contact force that acts in the opposite direction to movement</p> <p>Experiment on the playground with a range of objects – Discuss rough and smooth surfaces as factors</p>	<p>What is a force meter?</p> <p>Use force meters and scales in groups</p> <p>Give children list of forces to measure that occur everyday</p> <p>Compare findings</p>
	<p>Step 5: Magnetic Forces</p> <ul style="list-style-type: none"> <li>- Discovering different magnets</li> <li>- Discuss the feel of the forces and observe what they can see and not see</li> </ul>	<p>Step 6: Repulsion vs attraction</p> <ul style="list-style-type: none"> <li>- Focus on the different between attraction and repulsion</li> </ul> <p>What's the difference between the poles and the response</p>	<p>Step 7: Magnetic Field</p> <p>Computer research into magnetic fields in pairs</p> <p>Can you sketch what you observe?</p> <p>Discuss and compare findings</p>	<p>Final Outcome Piece:</p> <p>Create a compass using magnets and water</p> <p>Compare to physically compasses</p> <p>How does our knowledge on forces allow us to make a magnet?</p>

**Science – Light Term 2**

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Does light travel in a straight line?						
<p>Step 1: What is light? Discuss main vocabulary</p> <p>Prior knowledge assessment</p>	<p>Step 2: Exploring light</p> <p>Carousels of activities surrounding light</p> <p>Children to have observation sheet and explore light as a concept</p>	<p>Step 3: Identify and Classify</p> <p>Discussing light sources and reflection.</p> <p>How can we compare them together?</p> <p>How many light sources can we think of? Which ones are hard to recognise?</p>	<p>Step 4: Reflective Materials</p> <p>Think about reflect, reflective and reflector</p> <p>Investigate using a range of materials how can we classify them? What categories can they come up with</p>	<p>Step 5: Sun Safety</p> <p>Recap that ultraviolet (UV) light ages and damages the skin, and SPF stands for sun protection factor</p> <p>Create an informative poster based on the science behind how the sun can be harmful to humans.</p>	<p>Step 6: Exploring shadows</p> <p>What is the difference between opaque, transparent and translucent</p> <p>Use torches, the sun and projectors for class discussion</p>	

	<p>Step 7: Investigation How do shadows change through the school day</p> <p>Plan investigation including predictions and how we will provide data</p>	<p>Step 8: Science Investigation</p> <p>Ask the paired children to decide who will be the shadow-maker and who will be the shadow-recorder. Take children outside and support them in getting into the correct position, recording and measuring the first shadow, and following the instructions in the Shadows over time investigation. Repeat for each hourly interval.</p>	<p>Step 9: Providing a scientific report</p> <p>Compare the children's predictions with the investigation outcomes and ask the children to examine their measurements for each interval and look for patterns in their data. Encourage them to create a scientific report, recording how their shadows changed during the day using</p>	<p>Why do outdoor shadows move and change shape? How do shadows change during the day? Where is the Sun if you have a short shadow? What about a long shadow? If you did the investigation every month, would you get the same results and why?'</p> <p>Watch and explore lapse sun dial video to consolidate learning and to see if this parallels their results</p>
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ART and DT – Term 1

NC

Create sketchbooks to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

Learn about great artists, architects and designers in history.

Evaluate and analyse creative works using the language of art, craft and design.

Prior knowledge	<b>ART How can we compliment and contrast colours effectively?</b>			<b>DT – History – Anglo Saxon to Viking transport and weaponry</b>		
	<p>Art: Step 1: Colour Theory</p> <p>- The principles of the warm, cool, tertiary, analogous and complementary colour families</p> <p>- Colour Wheels</p>	<p>Step 2: Colour collectors</p> <p>Discuss brush techniques and use a hand lens to support experimenting with water colours</p>	<p>Artist focus: Chris Ofili – No Woman no Cry painting</p> <p>Partnered Research and presentation in sketch books</p>	<p>DT: Planning Viking voyage</p> <p>Create prototypes for mini models</p>	<p>Create and evaluate voyages</p> <p>Is it suitable for enough people?</p> <p>Using the style of historic vessels</p>	<p>Design and create weaponry for enactment of Viking battle</p> <ul style="list-style-type: none"> <li>- Evaluate how well it worked</li> <li>- Big focus on how natural resources have you been used in History</li> </ul>

Art and DT – Term 2

NC: Create sketchbooks to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

Learn about great artists, architects and designers in history.

Evaluate and analyse creative works using the language of art, craft and design.

Prior knowledge	<b>How to warp and Weft?</b>
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Step 1: Textiles through time

Chronology of weaving

Ordering weaving through out time

Comparing weaving techniques

Step 2: Creating mini looms

- Understanding the process
- Cardboard looms and yarn

Step 3: Weave design

Sketch and design loom designs

Taking colour samples and deciding shape designs

Step 4: Creating shapes

- Creating weaves using desired shape loom, using the same technique from prior mini looms

Step 5: Evaluate Weaves

- What went well
- What would you change
- How is yours different to historical examples