

Theme Overview

Year	4	Term	Spring Term 2
Theme	Anglo Saxons	Big Question	Who were the Anglo Saxons, what did they do and where did they go?
<p>Focus of unit and scope of unit: The children will learn about the Anglo Saxons, who there were, why they migrated to England and where and why they settled, including children identifying key counties that have been and are going to be studied in future units. The children will draw similarities and differences between Anglo Saxons time and will study cause and consequence and the impact of significant events such as the spread of Christianity. Children will learn to identify primary and secondary sources and use this to draw inference and reflect on the validity of those conclusions drawn. The children will study Anglo Saxon Tiles and patterns and identify the use of geometric patterns and symmetry to create art work. They will practise a range of techniques and use these to create their own piece of artwork that they will evaluate against success criteria developed as a class looking at features of historical art.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
The children will look at the introduction of Christianity. They will study the reasons that people migrate now and in the past and look at similarities and differences. They will look and reflect on the current justice system and those in Anglo Saxon times. The children will listen to and respond to ideas together	The children will use sources to develop their own ideas. Through art children will develop their Anglo Saxon tile with their own ideas using historical designs as a influence. Children use oracy to develop and discuss ideas together.	Children will reflect on the use of sources to draw conclusions and reflect on the validity of those conclusions. They will use maps to identify Saxon settlements using suffixes. Children will debate justice systems thinking about the strengths and how things have changed.	Changes in religion and Christianity Compare the Anglo Saxon justice system to our justice system. Understand reasons people migrate now and in history.
Big Start		Big Finish	
Anglo Saxon workshop. Possible visit to Repton Church		Anglo Saxon Key Event Pictorial Timeline and Saxon Tile	
Experience		Anglo Saxon workshop.	

History

Year 4	Spring Term: Who were the Anglo Saxons, what did they do and where did they go?			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<ul style="list-style-type: none"> - The children have learnt about the Romans and Stone Age to Iron Age. They have begun to understand that evidence can be used to draw partial conclusions. They have started to compare different periods in history. 		The children will learn about the Vikings and their struggle with the Anglo Saxons. They will further their knowledge on invaders and settlers and use a wider range of sources to answer historical questions.	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<ul style="list-style-type: none"> • Know where the Anglo-Saxons came from. • To know the reasons for the arrival • Know the link between Anglo-Saxons and Christianity. • To know the legacy of the Anglo Saxons • To understand what happened to the Anglo Saxons 	Similarities and Differences: <ul style="list-style-type: none"> • describe similarities and differences between rich and poor people in the past and compare with other time periods studied in Year 3 and the current day. Cause and consequence: <ul style="list-style-type: none"> • describe several causes of an event and the consequences. • To understand the past influences our lives today. 		Sutton Hoo Development of Christianity
	Chronological Understanding		Historical Enquiry and Interpretation	
<ul style="list-style-type: none"> • <input type="checkbox"/> are able to use a timeline to locate the centuries when the history topic being studied occurred. 		Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Identify primary and secondary sources.		
Vocabulary	settlement, migration, invasion, raiding,		primary source, secondary source, legacy, artefacts	

Art and Design

Year 4	Term Spring 2: Anglo Saxon Art- Tile Sculpture		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously used clay to develop facial expressions Children have used different techniques to shape clay based on making a bust.</p>		<p>In this unit the children will extend their learning by using an alternative mouldable material -salt dough. They will learn how to create geometric shapes and curves and combine to make a Saxon Tile. In Year 5 Children move onto use creating sculpture with wire and then children use all knowledge in year 6 to create a mask.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<ul style="list-style-type: none"> • Know how to build up designs evaluating and combining different ideas. 	<ul style="list-style-type: none"> • Know how to sculpt other mouldable materials. • To produce intricate patterns and textures in a malleable media. 	
	Work of Artists - Appreciation		Elements of Art
	<ul style="list-style-type: none"> • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). • 		<ul style="list-style-type: none"> • Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. – Saxon Tiles
Work of Artists - Art History		Work of Artists - Art History	
<p>Explain some of the features of art from historical periods</p> <ul style="list-style-type: none"> • Anglo Saxon Art 			
Vocabulary	<p>Mouldable material Geometric shapes Symmetry in art Repeating patterns tessellation</p>		