

HISTORYTO UNDERSTAND CHRONOLOGY

Use dates and terms to describe events
Place events, artefacts and historical figures on a time line using dates.

TO INVESTIGATE AND INTERPRET

THE PAST Describe different accounts of a historical event, explaining some reasons why the accounts may differ.

Use evidence to ask questions and find answers to questions about the past

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history

Suggest causes and consequences of some of the main events and changes in history

TO BUILD AN OVERVIEW OF WORLD HISTORY

Give a broad overview of life in Britain from ancient until medieval times.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

TO COMMUNICATE HISTORICALLY

Use appropriate historical vocabulary to communicate; dates, time period, era, change, chronology.

TOPIC STATEMENT

We will look at the Viking and Anglo-Saxon struggle for England. We will study the wise decisions of Alfred the Great which led to him being a great English ruler. We will use evidence, such as the Oseberg tapestry, to discover what life was really like in these times.

POSSIBILITIES

Is it right to fight?
How do you choose a leader?

ENQUIRY

(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)

Why were the Vikings and Saxons fighting for England?
Was Alfred the Great really great?
How do you know when it happened so long ago?

HOOK

Viking storytelling at Forest School

WOW

Anglo-Saxon/Viking day at
Bishopswood

SIGNIFICANT PERSON/EVENT/PLACE

Alfred The Great

SUGGESTED VOCABULARY

- reliable
- archaeology
- longship
- treaty
- tapestry
- runes
- invasion
- conquer
- era
- claim

LANGUAGES

FRENCH

READ FLUENTLY

This concept involves recognising key vocabulary and phrases.

Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words.

UNDERSTAND THE CULTURE OF THE COUNTRIES IN WHICH THE LANGUAGE IS SPOKEN

This concept involves the background knowledge and cultural capital needed to infer meaning from interaction

Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.

GEOGRAPHY

COMPUTING

TO COLLECT

Devise and construct databases using applications designed for this purpose in areas across the curriculum.

D.T

TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY

Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.

TO DESIGN, MAKE, EVALUATE AND IMPROVE

Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials).

TO MASTER PRACTICAL SKILLS

MATERIALS
Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).

Select appropriate joining techniques.

CONSTRUCTION

Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques.

TO MASTER PRACTICAL SKILLS

TEXTILES

Join textiles with appropriate stitching. Select the most appropriate techniques to decorate

ART

TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN)

Create original pieces that are influenced by studies of others

TO DEVELOP IDEAS

Collect information, sketches and resources.

MASTER TECHNIQUES DRAWING

Sketch lightly (no need to use a rubber to correct mistakes). Use different hardnesses of pencils to show line, tone and texture

Annotate sketches to explain and elaborate ideas.

Use shading to show light and shadow.

Use hatching and cross hatching to show tone and texture.

TEXTILES

Create weavings Shape and stitch materials.

Use basic cross stitch and back stitch.

Colour fabric.

Quilt, pad and gather fabric

MUSIC

TO PERFORM (Singing / Tuned Instruments)

Sing from memory with accurate pitch. Sing in tune.

Pronounce words within a song clearly. Show control of voice.

TO COMPOSE

Compose and perform melodic songs.

Use sound to create abstract effects.

Use digital technologies to compose pieces of music

TO TRANSCRIBE

Devise non-standard symbols to indicate when to play and rest.

TO DESCRIBE MUSIC

Evaluate music using musical vocabulary to identify areas of likes and dislikes

R.E

GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB LEADER DIRECTION

Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.

Describe how people show their beliefs in how they worship and in the way they live.

Make links between some beliefs and practices and life in the world today, expressing some ideas of their own clearly.

P.S.C.H.E

CAMBRIDGESHIRE SCHEME SEE SUB LEADER DIRECTIONYEAR 3

Healthy and safer lifestyles: Growing and changing 1. Maintaining personal hygiene

Relationships and Sex Education

YEAR 4

Healthy and safer lifestyles: Keeping safe 1. Safety contexts and Personal safety

Relationships and Sex Education