

<p>Year Group: 4</p> <p>Name of project: Saxons and Vikings</p> <p>Term: Summer</p>	<p align="center">Summary of current hook:</p> <p>Initial Hook-Afternoon: Going out on the field to piece together who the 'burial mound' belonged to looking at artefacts and clues from a list of four – Sutton Hoo recreation.</p> <p>Mid-Project Hook: Trip to Butser Ancient Farm with a Viking focus.</p>	<p align="center">Summary of current celebration:</p> <p>Parents invited into school to help the children build and create their Saxon homes.</p>
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Learning Journey

History

- **Britain's settlement by Anglo-Saxons and Scots**
 - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 - Scots invasions from Ireland to north Britain (now Scotland)
 - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 - Anglo-Saxon art and culture
 - Christian conversion – Canterbury, Iona and Lindisfarne
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
 - Viking raids and invasion
 - Resistance by Alfred the Great and Athelstan, first king of England
 - Further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066

DT

Design

- 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

Make

- 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

Evaluate

1. investigate and analyse a range of existing products
2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
3. understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

<p>What are the current curriculum links to maths and English? Looked at Beowulf in English and the children wrote their own legends.</p>	<p align="center">Curriculum facilities...</p>
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<p align="center">Integrity</p> <p>The children are encouraged to consider were the Saxons/Vikings all warriors? Discussing whether the settlers had simply 'invaded' or whether they had contributed to the land.</p>	<p align="center">Ambition</p> <p>Respectful sharing of opinions and reflections e.g. 'I agree with... I disagree with...' The Vikings and Saxons had to be determined to build their settlements and choose appropriate materials – linked to their DT work.</p>	<p align="center">Respect</p> <p>The children will explore and contrast the life of the Saxons/Vikings with their own lives. Can we tarnish all Saxons and Vikings as simply warriors/invaders or was there more to their lives?</p>
<p align="center">Growth Mindset</p> <p>Through class and group discussions, children are encouraged to listen to and build upon ideas and to challenge one another. DT – working as a team.</p>	<p align="center">Critical Thinking</p> <p>The children are encouraged to consider were the Saxons/Vikings all warriors? Discussing whether the settlers had simply 'invaded' or whether they had contributed to the land.</p>	<p align="center">A school within a garden</p> <p>The children will use the outdoor area when doing the hook afternoon.</p>