

## Invaders and settlers—Curriculum Driver

Year 3/4 Summer Term

**Topic Question:** How did the Romans and Anglo-Saxons change Britain?

**Linked people of study:** Julius Caesar, Boudica

**Linked texts:** Romulus and Remus  
Roman diary: The Journey of Iliona by Richard Platt  
Diary of Dorkius Maximus by Tim Collins

**Trips/Visitors:** Royal Cornwall Museum - Ancient Rome - Life at Magor Village workshop

**Topic Composite/Finale:** Parents invited in for an information afternoon. Children prepare resources and information to share with their parents about a different part of the topic.

**Prior Learning Topic:** Castles and coasts, The Voyage of the Mystery.

**Future Learning Topic:** Vicious Vikings, Groovy Greeks, WW2, Victorians.



### History

**Intent:** Children will have a good knowledge of what happened in the period of time from the Romans to the Anglo-Saxons in Britain.

**Hooks from old learning (YR;Y1/2):** (Y1/2) Voyage of the mystery—life in the past, Castles and Coasts—settlers,

**Skills and Knowledge Components Focus**

**Year 3**

Order events over a larger timescale.

Distinguishing between fact and opinions and given reasons.

Children pose own questions to gain an understanding of the topic.

Question why something happened and how it impacted people.

Language specific to topic (e.g. centurion)

**Year 4**

Beginning to think about the impact of historical events/people.

Understanding the difference between primary and secondary sources.

Generate purposeful questions.

Question why something happened and how it impacted people long term

Language specific to topic (e.g. centurion)

**Sticky Knowledge:** The Roman Empire was the land that was controlled by the Romans, including, Europe, the middle East and parts of Africa.

Julius Caesar was an emperor of Rome.

Romans built many things that we can still see/use today including roads and baths.

The roman emperor, Hadrian, built a wall to protect the Roman Empire in Britain.

The last Roman soldiers left Britain in 410 AD. Britain no longer had the strong Roman army to defend it from the invaders. New people came in ships across the North Sea: the Anglo-Saxons.

The Anglo-Saxon age in Britain was from around 410 AD to 1066. They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England.

**Key Vocabulary:** Celts, emperor, legion, Angles, Christianity, Scots, missionary, pict, pagan, Saxons.

**Subject Composite:** Hold an open afternoon for parents to show all learning in the topic.

**Impact:** Children have a good knowledge of life in Roman to Anglo-Saxon time in Britain and are able to share their knowledge with others.

**Hooks for new learning (Y5/6):** Vicious Vikings— life in Britain after the Romans, Ancient Greeks—trade, military

### Geography

**Intent:** Children will know where Rome is and be able to locate it on a map. They will look at maps of Europe and Britain to explore how the Roman Empire developed and where the Anglo-Saxons came from and look at maps of Britain to locate places where these people settled. They will look at physical geography of place to understand why people may have settled in some places and not others.

**Hooks from old learning (YR;Y1/2):** (YR) - On the move —vehicles, travel and transport.(Y1/2) Voyage of the mystery—life in the past, Castles and coasts—settlers.

**Skills and Knowledge Components Focus**

**Year 3**

Locate on a map- Human and physical characteristics of the UK.

Name and locate counties and cities of the UK.

Study geographical similarities and differences between regions in the UK.

Know different types of settlement.

Know where food comes from (trade routes).

Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK.

**Year 4**

Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers).

Study geographical similarities and differences between countries in Europe.

Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe.

**Sticky Knowledge:** Roman empire started in Rome, Italy.

Roman Empire spread across modern day Italy to countries in Europe, Africa and Asia.

After the Romans left Britain, it became more open to invasion. The Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now northern Germany, Denmark and the Netherlands.

These people were from three tribes: the Angles, the Saxons, and the Jutes.

**Key Vocabulary:** Angles, Saxons, Jutes, Europe, Britain, names of other countries in Europe, English channel, North sea, Scots, Caledonia, Hadrian's wall, Iceni, Picts,

**Subject Composite:** Hold an open afternoon for parents to show all learning in the topic.

**Impact:** Children will have a good knowledge of how the Roman Empire progressed across Europe and where and why the Anglo-Saxons invaded Britain, and they can share their knowledge with others.

**Hooks for new learning (Y5/6):** Groovy Greeks—looking at maps of Europe, WW2—looking at Europe, Vicious Vikings— migration, Europe focus, Victorians—growth of cities, trade

### Science

**Intent:** The children will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to explain how sound travels. The children will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own instruments, thinking about creating high, low, long short sounds. The children will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter.

**Hooks from old learning (YR;Y1/2):** Exploring instruments— Superheroes (YR), Into the woods, Down in the Jungle (Y1/2).

**Skills and Knowledge Components Focus**

identify how sounds are made, associating some of them with something vibrating

Recognise that vibrations from sounds travel through a medium to the ear

Find patterns between the pitch of a sound and features of the object that produced it

Find patterns between the volume of a sound and the strength of the vibrations that produced it

Recognise that sounds get fainter as the distance from the sound source increases

**Sticky Knowledge:** Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration.

Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-pitched sound. A rumble of thunder is an example of a low-pitched sound.

Sound can travel through solids, liquids and gases. Sound travels as a wave, vibrating the particles in the medium it is travelling in. Sound cannot travel through a vacuum.

Sound energy can travel from particle to particle far easier in a solid because the vibrating particles are closer together than in other states of matter.

**Key Vocabulary:** vibrations, sound wave, volume, amplitude, pitch, ear, particles, distance, sound proof, absorb sound, vacuum, eardrum.

**Subject Composite:** Make and create own musical instruments to investigate different sounds and how sound travels.

**Impact:** Children will know that sound travels on sound waves through vibrations. They will be able to talk about how high and low pitch sounds are different and how they are created. They will make instruments to create their own sounds.

**Hooks for new learning (Y5/6):** Links to music, animals including humans

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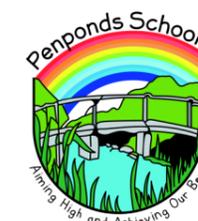
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## Art and Design

**Intent:** Children will focus on drawing and 3D design. They will explore The book of Kells and illuminated manuscripts as well as the Bayeux tapestry and Anglo Saxon jewellery. They will take part in observational drawings exploring line and illustration techniques.

**Hooks from old learning:** (YR, Y1, Y2) Voyage of the Mystery—explore painting styles from the past.

**Skills and Knowledge Components Focus**

### Year 3

Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.

Different pencils for different purpose and effects.

Combine materials and give reasons for choices

Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.

Manipulating clay using fingers and tools.

Decoration techniques such as embossing, engraving and imprinting.

Variety of stitching techniques (running, stabbing)

Draw outlines with reference to size and shape

Begin to research great artists and designers through time.

Begin to include elements of other artists work in their own.

Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own

### Year 4

Begin to experiment with different tools for line drawing.

Introduce tints and stains to paint work.

Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.

Talk about their intention and how they wanted their audience to feel or think.

Continue to use art as a tool in other curricular areas e.g.: RE or Literacy. As a response to work or as a starting point to learning.

Mixing tertiary colours (browns, neutrals, flesh.)

Build up painting techniques (resist work, layering, and scraping.)

Use pencils and penwork to create tone and shade and intricate marks when drawing.

Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.

Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.

Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.

Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.

Begin to critique their own and others' work alongside set criteria

**Sticky Knowledge:** Know what the Bayeux tapestry is. In Medieval times, all books were hand written and decorated by hand, usually by priests and monks. Anglo-Saxon manuscript illumination can consist simply of decorated initials, but it also includes elaborately decorated manuscripts filled with golden letters and full-page narrative miniature

**Key Vocabulary:** illuminated manuscripts, book of Kells, Bayeux tapestry

**Subject Composite:** Children create their own page for a precious book.

**Impact:** Children will know about the Bayeux tapestry and the book of Kells. They will be able to create sketches, line drawings and observational drawings and create their own illustrated page for a class book.

## Design Technology

**Intent:** Children build their own Catapult, then see how far they can launch small objects. They are provided with step by step instructions to create a catapult using rubber bands and lollipop sticks, as well as considering how levers work. This activity supports learning about forces, providing an applied context for this area of science learning.

**Hooks from old learning:** (YR, Y1, Y2) Let's Crawl—(YR) - building bug hotels, (Y1/2) Goldilocks—chair building

**Skills and Knowledge Components Focus**

### Year 3

Design an appealing and functional product with a clear purpose and use for themselves and others. Sketch and label diagrams of their design ideas. Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use.

Select and name appropriate tools and equipment needed from a suggested range. Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range. Know some characteristics of materials and components and select from a wide range of these, depending on use

Suggest ways of improving their own and others' work. Consider how some products have helped the world.

Explore how to make structures stronger, stiffer and more stable using more / other materials. Explore different ways of joining things together. Create models which use wheels, axels, hinges to make specific parts move.

### Year 4

Design an appealing and functional product for a particular audience. Create design criteria for a product. Use sketches, labelled diagrams and notes to explain their design. Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use, using the design criteria.

Select and name appropriate tools and equipment needed. Know and choose which equipment is used for cutting, shaping joining and finishing. Know the characteristics of materials and components and select, depending on use.

Consider how products were made, why they are good (or not) and how effective they are at meeting their purpose. Suggest ways of improving their own and others' work based on how effective the product is. Consider how some people and products have helped the world.

Explore how to make structures stronger, stiffer and more stable using a variety of materials. Explore and different ways of joining things together (both moving joints and fixed joints). Create models which use wheels, axels, hinges and other moving parts. Sticky Knowledge: All foods contain nutrients which your body needs to stay active throughout the day. Some foods have more nutrients than others. Everyone should have their '5 a day' - this means five portions of fruit and vegetables, to get the proteins right amount of nutrients.

**Key Vocabulary:** forces, label, diagram, lever, hinges,

**Subject Composite:** Children will design, make, test and evaluate their own catapults.

**Impact:** Children will make catapults and test them, explaining what works well and why.

**Hooks for new learning (Y5/6):** Victorians—bridges, There is no plan B—wood work

## Computing

**Intent:** Teach Computing - Sequencing sounds (Programming A)  
Year 3.

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

**Teach Computing - Audio Editing**

In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

**Hooks from old learning:** (YR, Y1, Y2) Creating media—making music

**Skills and Knowledge Components Focus**

### Year 3

To plan simple sequences with algorithms. Use logical reasoning to predict errors.

Create and implement programmes to accomplish given goals. Use technology to present data and digital content.

Continue to use technology safely and respectfully.

### Year 4

Know how to use digital tools responsibly to communicate. Use search technologies effectively and safely.

Design a simple programme with a specific focus using algorithms to write the sequence. Use sequence selection and repetition in programmes. Detect and correct errors in algorithms and programmes

Create and implement a range of programmes to accomplish given goals. Use technology to collect and present data and digital content. Sticky Knowledge: Animations can be made on screen and off screen, Logo can be used to create simple algorithms.

**Key Vocabulary:** Code, programme, algorithm, audio, podcast, microphone, speaker, headphones,

**Subject Composite:** Children will create an podcast with audio.

**Impact:** Children will know how to create simple algorithms to make repeated sounds and their own podcasts.

**Hooks for new learning (Y5/6):** Video editing

## Music

**Intent:** Children will use Out of the ark and BBC teach resources to listen to, compose and perform their own Roman/Anglo-Saxon sounds. They will take part in whole class lessons to play the ukulele.

**Hooks from old learning:** (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

**Skills and Knowledge Components Focus**

### Year 3

Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble.

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response).

Compose and perform simple melodies (limited notes).

Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances

Use musical dimensions together to compose music

Describe different purposes of music in history/ other cultures.

### Year 4

Sing in tune, breathe well, and pronounce words, change pitch and dynamics.

Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).

Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.

Compose and perform melodies using three or four notes

Create accompaniments for tunes using drones or melodic ostinatos

Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.

Key Vocabulary: beat, pace, rhythm, pulse, melody, texture, timbre, pitch, dynamics, tempo, structure, metre, riff, ostinato, harmony,

**Key Vocabulary:** beat, pace, rhythm, pulse, melody, texture, timbre, pitch, dynamics, tempo, structure, metre, riff, ostinato, harmony,

**Subject Composite:** Create and perform sounds of the Romans/Anglo-Saxons in a n assembly.

**Impact:** Children will be able to create their own sounds, based on the style they have listened to. They will prepare this for a performance during assembly.

**Hooks for new learning (Y5/6):** Continue to develop rhythm work and notation, adding melody in different ways.