

Phase: Year 3/4	Term: Autumn Year B	Focus: History
Global Theme: Peace and conflict	Big Question: Can conflict ever be good?	
Context	Brave Changemaker Skills	Key Vocabulary
<p>As historians, children will begin to know who the Anglo-Saxons and Scots were and describe their invasions and settlement in Britain. They will examine Anglo-Saxon art and culture and find out about place names and village life.</p> <p>In addition, the children will explore the Viking raids and invasions, the resistance by Alfred the Great and Athelstan. Danegald and the struggle for the kingdom of England to the time of Edward the Confessor, including his death in 1066.</p> <p>As Geographers children will focus on how the Viking and Saxon settlements have shaped the geography and topography of Britain. They will consider where our town and county names come from.</p>	<p>Critical and creative thinking - Children will:</p> <ul style="list-style-type: none"> Begin to identify opinions. Give evidence for an argument. Assess different viewpoints. Imagine alternative possibilities and suggest new ideas to solve problems. <p>Cooperation and conflict resolution - Children will:</p> <ul style="list-style-type: none"> Work cooperatively to solve problems or achieve goals. Use strategies to manage anger, frustration, and aggressive feelings. Use knowledge of others' viewpoints to resolve problems and compromise. 	<ul style="list-style-type: none"> Conflict Peace Resolution Solution Empathy Viewpoint Argument Strategy Prevention
	Global Theme Progression	
	<p>Attitudes: Respect for people and human rights</p> <p>Some causes and effects of conflict at all levels from personal to global.</p> <p>Strategies for managing, resolving and preventing conflict, including 'win-win' solutions.</p>	

KEY: Blue = lower year Green = higher year Purple = both

History - Termly Overview of knowledge and skills <i>Global link – Peace and Conflict – Can conflict ever be good?</i>			
Context	Knowledge	Skills	Vocabulary
<p>The Viking and Anglo-Saxon struggle for the kingdom of England.</p>	<p>Children will learn that: The Anglo-Saxons were a group of tribes from northern Europe who migrated to and settled in what is now England between the 5th and 7th centuries AD. Their arrival marked the beginning of what is often referred to as the early medieval period in England. The term "Anglo-Saxon" is used to describe both the people and the culture that emerged from the blending of these tribes.</p> <p>The Anglo-Saxons were primarily composed of three tribes: the Angles, the Saxons, and the Jutes. These tribes originated from regions that are now part of Denmark, northern Germany, and the Netherlands. They began migrating to Britain after the decline of Roman rule in the early 5th century. The Roman Empire had controlled Britain for about 400 years, but as Roman power waned, the island became vulnerable to invasions and settlement by these Germanic tribes.</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England involved Viking invasions starting in the late 8th century and the establishment of the Danelaw. Key figures include Alfred the Great, who defended against Viking attacks, and King Athelstan, who unified England. The Vikings, known for their raids and craftsmanship, and the Anglo-Saxons, skilled farmers and artisans, both influenced English culture. Major events include the Battle of Edington (878) and the Battle of Stamford Bridge (1066). The struggle ended with the Norman Conquest in 1066, which brought significant changes to England.</p>	<p>Chronological understanding Use words and phrases: century, decade. BC, AD, after, before, during, century, Roman.</p> <p>Understanding of the past Use evidence to find out about every-day lives of people in time studied. Identify reasons for, and results of people's actions and how this can affect life today.</p> <p>Historical Interpretation Distinguish between different sources – compare different versions of the same story</p> <p>Historical Enquiry Ask a variety of questions such as 'how did people? What did people do for?' 'what was it like for a during?'</p> <p>Observe small details – artefacts, pictures.</p> <p>Organisation and communication Use dates and terms with increasing accuracy. Uses subject specific words such as monarch, settlement, and invader.</p>	<p>Danegeld - "Paying the Dane". King Etherlred paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.</p> <p>Exile - To be sent away.</p> <p>Invade - To enter and occupy land.</p> <p>Kingdom - An area ruled by a king.</p> <p>Longship - A long, wooden, narrow boat used by the Vikings.</p> <p>Outlawed - Having all property taken away and no longer being able to live in the community.</p> <p>Pagans - A religion where many gods and goddesses are worshipped.</p> <p>Plunder - To violently steal something.</p> <p>Raid - A surprise attack.</p> <p>Wergild - A payment system used to settle disputes between a criminal and the victim or their family.</p>
Sticky Knowledge			

- The **Anglo-Saxons** were tribes from Denmark, northern Germany, and the Netherlands who migrated to England between the 5th and 7th centuries after Roman rule declined. Comprising the Angles, Saxons, and Jutes, they established several kingdoms, spoke Old English, and transitioned from paganism to Christianity, shaping early medieval England.
- The **Viking Invasions**: Vikings from Scandinavia began raiding England in the late 8th century, eventually settling and establishing the Danelaw in parts of the country.
- **Alfred the Great**: As King of Wessex, he defended his kingdom against Viking invasions and promoted learning and literacy.
- **Danelaw**: The area of England under Viking control had its own laws and customs, separate from Anglo-Saxon territories.
- **Cultural Impact**: Both the Vikings and Anglo-Saxons significantly influenced English culture, language, and laws.
- **End of the Viking Age**: The Viking Age in England ended with the Battle of Stamford Bridge (1066) and the subsequent Norman Conquest.

Prior Knowledge & skills	Future knowledge and skills	Sticky Vocab
Flashback focus: Knowledge: Skills: Timelines Language related to dates Chronologically arranging events	Children will go back chronologically and learn about Roman Britain which came before the Anglo Saxons. They will learn about how the Romans left the Saxons vulnerable to invasion when they returned to Rome. Children will consider the legacy of other civilisations such as the Ancient Greeks and the Romans. They will learn about other conflicts such as World War 2.	AC BC Sources Timeline Reliable

Geography - Termly Overview of knowledge and skills <i>Global link – Peace and Conflict – How settlement following conflict shaped Britain’s geography.</i>			
Context	Knowledge	Skills	Vocabulary
How did the Vikings and Saxon settlements shape the geography of Britain?	Children will learn that: The Viking and Anglo-Saxon settlements shaped Britain's geography by establishing key towns and trade routes. Towns like York (Viking Jorvik) and Winchester (Anglo-Saxon hub) emerged, and many place names (e.g., those ending in “-by” or “-ton”) reflect their origins. They developed significant trade routes, particularly along rivers and coasts, fostering port towns. Their agricultural practices transformed the rural landscape, creating field patterns and villages. Defensive structures like burhs and forts evolved into modern castles and towns, influencing today's settlement patterns and cultural regions in Britain.	Children will how: Location Know geographical regions of UK and their: <ul style="list-style-type: none"> • human and physical characteristics, • key topographical features (in hills, mountains, coasts and rivers) • land-use patterns. And understand how some of these aspects have changed over time. Place	Settlement Town County Country Physical Human European Nordic Time zones

		<p>To describe different locations of the British Isles. Understand geographical similarities and differences of regions in the UK.</p> <p>Human and Physical Geography Describe and understand key aspects of: Types of settlements in modern Britain: villages, towns, cities and in Viking, Saxon Britain linked to History.</p> <p>Map Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
Sticky Knowledge			
<ul style="list-style-type: none"> • Town Foundations: Established important towns like York (Viking Jorvik) and Winchester (Anglo-Saxon hub), which became key urban centres. • Place Names: Influenced place names, with Viking names ending in “-by” (e.g., Derby) and Anglo-Saxon names ending in “-ton” (e.g., Brighton). • Trade Routes: Developed crucial trade routes along rivers and coasts, leading to the growth of port towns. • Agricultural Development: Transformed rural landscapes with new agricultural practices, creating distinct field patterns and villages. • Defensive Structures: Built fortified settlements like burhs and forts, many of which evolved into modern castles and towns, shaping settlement patterns. 			
Prior Knowledge & skills		Future knowledge and skills	Sticky Vocab
<p>Flashback focus: Knowledge: Names of oceans and continents Skills: Compass points Map reading.</p>		<p>Children will look at other trade routes and geographical features of other areas in the wider world such as Greece and environmental regions in Africa. They will continue their mapping skills of the British Empire in their Victorian unit.</p>	<p>Continent Country Oceans</p>

Termly Overview of knowledge and skills			
Context	Knowledge	Skills	Vocabulary
Art Painting	<p>Artist To know the work of abstract expressionists Mark Rothko and Jackson Pollock and how emotion and feeling can be conveyed in application of paint.</p> <p>Mark Rothko</p>  <p>Jackson Pollock</p>  <p>Materials To know which materials and tools are most suitable for the paint being used.</p> <p>Techniques To use different marks and strokes with a single paint brush. Include a variety of paint colours and match colours more accurately to life.</p>	<p>Playing and exploring</p> <ul style="list-style-type: none"> -Experiment making different marks and strokes with a single paintbrush -Begin to use a variety of paint types (water colour, acrylic) -Begin learning how to vary paint colours by adapting pre-mixed colours -Begin to mix and match colours more accurately to life -Learn about the colour wheel and colour effect on one another (complementary and analogous colours) - explore how the proportions of colour used in a painting are as important as colour mixing -use ripping techniques by pre-painting different colours, ripping into strips and then collaging them to create images taking note of how the proportions of colour effect the overall composition <p>Planning and developing</p> <ul style="list-style-type: none"> -Know how to create secondary colours from primary and know tertiary colours -Graduate tones from light to dark <p>Revisiting a style or research explored at the start of the enquiry</p> <p>Reflecting: what will work best</p> <p>Creating an idea for the final product</p> <p>Developing key skills will ensure the final product is excellent</p> <p>Applying</p> <p>For a final product, children should be able to annotate/explain why they have made decisions or used particular techniques either through their sketchbook work or pupil voice provision.</p>	<p>background, foreground, strokes, stippling, wash, detail, perspective, tone, shade, tint</p> <p>proportion (of paint used in mixing colours)</p> <p>Any other vocabulary relative to the type of painting style you're covering (eg. pointillism)</p>

	Incorporate ripping techniques and collaging to create layered images.		
Sticky Knowledge			
<p>Secondary colours are made by combining primary colours. Tertiary colours are made by combining primary and secondary colours. White paint lightens colours to create tint. Black paint darkens colours to create shade. Jackson Pollock is an abstract painter famous for his drip paint technique. Rothko is an abstract painter famous for using blocks of colour.</p>			
	Year 2 Prior Learning	Future Learning Year 5	Sticky Vocabulary
	<ul style="list-style-type: none"> -Begin to consider different marks made using a paintbrush (splattering, stoking, stippling) -Explore colour mixing further building from yr1 	<ul style="list-style-type: none"> -Continue to develop brush control -Experiment colours to express mood 	<ul style="list-style-type: none"> primary, secondary, tertiary, background, foreground, perspective, tone, shade
Display opportunities	<p>Main outcome: An abstract expressionist style painting developed in layers where one layer represents peace and another layer is conflict. The layers will be collaged together with peace creating the background and conflict being a ripped section cutting through. Children to decide on their composition and how much conflict to include.</p> <p>3D element: Use photocopies of children’s experimentation with expressionism to create ripples and waves. Use cardboard to create large Viking boat with sails using the peace watercolour painting. Display so that the boat stands curving out away from the board.</p>		



Watermark/mounting:

children could create wash backgrounds to photocopy or write straight onto.