

Invaders And Settlers		
Subject	Skills and objectives	
		Combined outcome(s)
Teach Computing	Programming B: Repetition in games: To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition	Through this unit of work, pupils will focus on the Anglo-Saxons and Vikings, how they invaded and then came to settle in England. Using geographical skills, they will plot where the Vikings and Anglo-Saxons originated and the route taken to arrive in Britain. They will consider how their actions still impact on our lives today, and explore the meaning of the names given to a variety of towns and cities. Comparing the lifestyles of the two groups will be next, with a focus on daily life, roles on men and women and battle techniques. Pupils will develop their sketching skills when they look at key weaponry, using shading to good effect. To bring the learning to a close, the Battle of Hastings will be studied with a focus on the Bayeux Tapestry before pupils use printing techniques to produce their own narrative of their learning on fabric.
Art	<i>Recap Year 3 - To know the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy</i> <i>Recap Year 3 - To know that cross hatching and hatching can be used to show areas of light and dark.</i> Drawing- To know the vocabulary for types of shading: hatching, cross-hatching, scribbling, contour, stippling, blending, smudging To know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones. To explain why they have chosen specific materials to draw with	Sketchbooks- To collect notes, examples and resources To produce a montage expressing ideas for an intended design To express their feelings about various subjects and outline likes and dislikes with more justification To keep notes about their work, adaptations and refinements To adapt and improve their original ideas
Geography	<i>Recap Y3 - To follow a route on a map with symbols to describe a journey between two places using 4 figure compass points</i> Mapping and Atlas Work: Using- To follow a route on a large scale map to begin to use 8-figure compass direction points to describe a route Use 4-figure grid references to describe a location on a map, including the use of a key	Human Geography- To describe types of settlements in modern Britain (such as villages, towns, cities and land use)

Year 4

History	<p><i>Recap Y3 - To use various sources to answer questions and research a specific period in history</i></p> <p><i>Recap Y3 - To recognise that Britain was invaded by different groups over time</i></p> <p><i>Recap Y3 - To understand how periods from the past have impacted on lives today</i></p> <p>Chronological Understanding-</p> <p>To create a timeline plotting periods of history showing the time differences</p> <p>To use terms such BC, AD, Century and decade, after, before and during</p>	<p>Knowledge and Interpretation-</p> <p>To use evidence to reconstruct life in time studied</p> <p>To appreciate that items found in the past have helped to build an accurate picture of how people lived in the past</p> <p>Historical Enquiry-</p> <p>To use various sources to research a specific aspect from a period they have studied and present this information coherently</p>	
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