

**Year 4- Raiders! (Spring 1 & 2)**

**Visit:** Spring 2 –Tatton Park (Cheshire)

**Parent Workshop:** Spring 1 -Make a model village

<p><b>History (Anglo-Saxons and Vikings)</b></p>	<p><b>Computing (Animation)</b></p>	<p><b>DT (Make a longboat– woodwork)</b></p>
<ul style="list-style-type: none"> <li>• Place the time studied on a timeline (Timeline of Anglo-Saxon and Viking period - including key events in both times)</li> <li>• To describe the invasions of the Anglo-Saxons and settlements.</li> <li>• Find out about everyday lives of people in Anglo Saxon times. (Rainbow activity) 2 lessons</li> <li>• To investigate Anglo-Saxon art and culture.</li> <li>• Identify the Christian conversion. (Canterbury, Iona and Lindisfarne</li> <li>• To identify whom the Vikings were. (Pupils to identify where the Vikings came from, why and how they travelled around the world.)</li> <li>• To complete a case study about the Viking raid on Lindisfarne.</li> <li>• To identify the weapons the Vikings used.</li> <li>• To identify the resistance by Alfred the Great and Athelstan, first king of England</li> <li>• To identify the settlements of the Vikings and the features of the longhouses.</li> <li>• To explore the everyday lives of the Vikings including jobs and clothing.</li> <li>• To identify further Viking invasions and Danegeld.</li> <li>• To investigate Anglo-Saxon laws and justice.</li> <li>• To recount the events of the Battle of Hastings, Edward the confessor and his death in 1066.</li> <li>• To explore viewpoints - Were the Vikings</li> </ul>	<ul style="list-style-type: none"> <li>• Use of imorph as outcome for viewpoints about Vikings (raiders and settlers).</li> <li>• Use i-motion to create an animation retelling the Battle of Hastings:</li> <li>• Plan an animation</li> <li>• Create props for an animation</li> <li>• Film animation</li> <li>• Evaluate and adapt</li> </ul>	<p><b>Purpose:</b> to create a decorative replica boat, which could be displayed.</p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products. (Evaluate existing wooden structures and boats- see which ones float).</li> <li>• Design specification of longboats and annotated designs.</li> <li>• Select final design and make appropriate plans to achieve design aims (method)</li> <li>• Pupils to create a prototype frame and outer casing using wood</li> <li>• To evaluate a prototype - pupils identify how we can strengthen/improve the design.</li> <li>• To measure and mark square selection strip and dowel accordingly to 1cm to make their final frame.</li> <li>• To mark, measure, cut and join the outer casing to boat and strengthen the joins.</li> <li>• To complete a design according to the design specification (pupils to paint, add a mast and Viking shields)</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve work.</li> <li>• Make any adaptations to the longboats based on evaluations.</li> </ul>

raiders or settlers?

**Art**  
**(Sketch a face)**

- To sketch the outline of a face and add the facial features using the half, half and half rule.
- To add Viking features to a portrait.
- To add marks to a portrait.
- To colour wash a portrait.
- To use fine line to enhance marks on a portrait.