

Stephenson Memorial Primary School - Project Medium Term Planning

Term : Spring (Past - History)		Project Question: Were the Anglo-Saxon times a never ending fight for survival?		Year group: 5	
<p>Summary of the project: Children will learn about the Anglo Saxon and Roman times. They will learn about who the Anglo Saxons and Viking were and where they lived. They will look at similarities and differences between Anglo Saxons and vikings and how this may have led to conflict.</p>					
What do we want children to know by the end of this project?					
<p>History - Use vocabulary linked to invaders and settlers. Identify key parts of British history on a timeline, including the Romans, Anglo-Saxons and Vikings. Know key facts about the Anglo-Saxons and Vikings, including homes, transport and religion. Know how to evaluate the reliability of the sources of information.</p> <p><small>Key threads (What do we want children to know about each of these threads in relation to our history focus?) Achievements - Anglo-Saxons: names of towns/days of the week, formation of kingdoms. Vikings: ship building and trade. Society - Anglo-Saxons: King, Earls, Thegns, Ceorls, Thralls/Slaves. Vikings: King/Chief, Jarls, Karls, thralls. Settlements - Anglo-Saxons: sticks used to make wooden fences, fish traps to provide villagers with extra food. Simple huts made of wood (Chief having the biggest). Wood used for cooking, heating and building. Vikings: Villages. The houses- were made of logs with rafters and crossbeams, a shingle roof, pillars, open hearth and fence and garden. Settlements opened towards the sea but were surrounded by protective wall on the side facing the mainland Battles- Viking invasion and battle with the Scots. Entertainment - feasts, sport and music, board games made from wood. Diet- Anglo-Saxons grew what they needed. Vikings - farmers growing leeks and onions, carrots, blueberries, strawberries, apples. They kept animals like goat, cattle and chicken for produce and they ate a lot of fish, living by the sea. Vikings were explorers and set up trade routes and imported foods from different parts of the world. Transport- Boats - comparison between Anglo-Saxon and Vikings. Religion - Early Anglo-Saxons were pagans but converted to Christianity, learn about the monk Bede. Vikings - own religion with set of Gods, they converted to Christianity too.</small></p>			<p>Science - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating</p> <p>Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastics</p>		<p>DT - Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately.</p> <p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p>
<p>Chronological knowledge and understanding - How will this skill be developed throughout the project? Starting with timeline work to establish the different periods of time and how the different settlements are related to each other in time. From each work on the threads, children will recap Roman work then develop understanding of Anglo-Saxons and Vikings, building their knowledge of chronology and how things changed over time.</p>					
<p>Art Texture</p> <p>To be able to express 2D relief using mixed media - fabric and sewing. Know how to select fabrics and learn stitches to sew effectively.</p>	<p>Computing</p> <p>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>French</p> <p>Spring 1: Our town Can be able to say where they live and where it is near to. Can name most common forms of transport. Can name key buildings of a city. Can describe what their town/city is like Can ask for and give basic directions ahead, left, right, at the ... etc.</p> <p>Spring 2: What's the time? Can ask for and give the time to the quarter hour.</p>	<p>RE</p> <p>What do Christians believe about God? - Key beliefs of Christianity.</p> <p>Easter - why is the last supper so important to Christians? Last supper and key beliefs and significance of this for Christians.</p>	<p>PE</p> <p>Gymnastics - bridges.</p>	

Which words and phrases do we want children to recall and define by the end of this project

History	Art	Science	D&T	Computing	RE
	Direction Stuffy Distance Closer Space	Burning, conductor, dissolving, evaporation, filtering, flexible, insoluble, insulator, irreversible, mixture, particle, reversible, soluble, solute, solution, thermal	Functional Design Criteria Generate Develop Joining, Components, Structures, Stiffer Stable Aesthetic Construction materials	decomposition data attributes data collecting data values data modelling Algorithm sequence debugging	Christianity Last Supper Belief Significance

In order to ensure all children can achieve - what pre teaching/learning will need to occur? What prior knowledge will they need?

<p>History What knowledge of timelines/chronology do children need to have?</p> <p>Timeline task to assess current knowledge. Children to have the names of key time periods to teach awareness and place them on a timeline to develop their understanding.</p> <p>Children will need to compare and contrast previous year key threads with new learning.</p> <p>What prior knowledge will they need?</p> <p>Knowledge of the Romans - this is being built into lessons to revise and recap the key threads.</p>		<p>Science</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets)</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. (Y4 - States of matter)</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). (Y4 - States of matter)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4 - States of matter)</p>		<p>DT</p> <p>Year 4 : Generate ideas, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Sew using a range of different stitches, weave and knit</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p>	
<p>Art</p> <p>To create mood, feeling and movement through shape and pattern (Year 4 Texture)</p> <p>To explore texture and collage to add decorative elements</p> <p>To explore surface texture using printing material (Year 3 Texture)</p>	<p>Computing</p> <p>Information technology Y4</p> <p>To understand computer networks, including the internet.</p> <p>To use search technologies effectively, appreciate how results are selected and ranked.</p> <p>To use a variety of internet services.</p> <p>To collect and analyse data and information.</p>	<p>French</p> <p>My home and family (Year 3)</p>	<p>RE</p> <p>Y4 - what Christians believe about Jesus (key beliefs)</p> <p>Y4 - Lent and why it is important to Christians.</p>	<p>PE</p>	

Which **visits, visitors and special experiences** will we organise to secure children's knowledge ?

Spring Term 2 - Bede's World.

Which **books** will help the children secure and think more deeply about the knowledge in this project?

Reading Spine

Spring 1	Spring 2
1000 Year Old Boy	Who Let the Gods Out

Driving Texts

Fiction	Non Fiction	Poetry
Charlie and the Chocolate Factory The Nowhere Emporium Range of Viking and Anglo-Saxon books from the School Library Service.	Discussion text WAGOLLS based on mobile phones and shorter lunch breaks. Magazines of discussion text articles - The Week Junior Range of Viking and Anglo-Saxon books from the School Library Service.	Blackout poems.

How will we exhibit our learning? How will we present our learning from each subject?

How will children present their answers to the enquiry question?
 What would a good one look like?

Double page spread to show learning to display an answer to our question. Children will also make a pouch using sewing skills and a Viking boat using the learning from answering the question.