

# YEAR 4: Autumn Term 2 Planning – History The Viking and Anglo-Saxon struggle for the kingdom of England?

## **Cross Curricular: Writing**

Setting description on historical settings  
Letter writing based on the theme of crime and punishment

### **NC Objectives:**

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Organising paragraphs around a theme
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

## **Cross Curricular: Art: Anglo-Saxon Brooch**

### **NC Objectives:**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

## **Chronological understanding:**

- Can I place some historical periods in a chronological framework?
- Can I place events in order from within the Viking and Anglo-Saxon period?
- Can I order events and monarchs who came to the throne during the Viking and Anglo-Saxon?

## **Knowledge and Interpretation**

- Can I identify and explain differences, similarities and changes between different periods of history?
- Can I explain who the key Kings and Queens were during the Tudor period?
- Can I explain what life was like during the Tudor period between the rich and poor?
- Can I explain the religious differences within the Tudors?

## **Historical Enquiry**

- Can I use a variety of resources to find out about aspects of life in the past?
- Can I explain what life was like during the Tudor period between the rich and

## **Cross Curricular: Reading**

A range of fiction, non-fiction and poetry texts.

### **NC Objectives:**

- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about a variety of texts that are read to them and those they can read for themselves, taking turns and listening to what others say.

## **Cross Curricular: Science**

Electricity

### **NC Objectives:**

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

## **Cross curricular: PSHE: Citizenship**

I can recognise aggressive and anti-social behaviours and their effects on individuals and communities.

## **Cross Curricular: SMSC**

Moral: An ability to distinguish right from wrong, based on a knowledge of the moral codes and of their own and other cultures.  
An ability to make responsible and reasoned judgements on moral dilemmas.