

## BLACK HORSE HILL JUNIOR SCHOOL - HISTORY LEARNING SEQUENCE

### Anglo-Saxons and Vikings: Raiders and Invaders (Summer 2)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
<p>Who were the Anglo-Saxons and when and where did they invade and settle in Britain? When do the Anglo-Saxons fit in the timeline of Britain?</p>	<p>The Anglo-Saxons were made up of Angles, Saxons, Jutes and smaller tribes. They all came from Northern Germany and Southern Scandinavia and settled in different parts of Britain, after the Romans left in 410AD. To label the seven Anglo-Saxon kingdoms in Britain on a map (Northumbria, Mercia, Wessex, East Anglia, Kent, Sussex, Essex). Wales, Cornwall and Scotland were separate kingdoms. (Incorporate Anglo-Saxons onto pre-existing class timeline so children can see them in the historical context).</p>
<p>What was life like in Anglo-Saxon Britain?</p>	<p>There was a hierarchical sense of community. Each area was governed by its own king. Children will investigate the homes they lived in, the food they ate, things they did for recreation etc. (This will allow a comparison with prior learning regarding daily life for the Ancient Maya.)</p>
<p>What can we learn about the Anglo-Saxon art and culture by exploring Sutton Hoo?</p>	<p>The Anglo-Saxons were skilled craftsmen and also traded extensively with other parts of the world. They believed in an afterlife and rituals which involved burying a body with prized possessions.</p>
<p>What did the Anglo-Saxons believe?</p>	<p>The Anglo-Saxons worshipped multiple Norse gods and practised this religion when they first arrived. At the end of the 6th century they started converting to Christianity under St Augustine. Monasteries were set up as religious centres and places of learning in places like Canterbury, Iona and Lindisfarne.</p>

<p>Who were the Vikings and what impact did they have on the lives of Anglo-Saxons?</p>	<p>The Vikings were from Scandinavia and were extensive traders. (Map showing trade routes.)They also regularly raided and plundered areas of Britain where there were valuables. (e.g. Lindisfarne) Anglo-Saxons tried to keep them at bay by paying them taxes but ultimately the Vikings invaded Britain. (Viking/Anglo Saxon power struggle will be explored more fully in Year 5.</p>
<p>How did Viking ship design facilitate trading and invading?</p>	<p>Children will learn about the unique design features of the Viking ships which allowed them to navigate both oceans and rivers, making no part of the world inaccessible to them. They will also learn how the ships could carry food, weapons and livestock.</p>
<p>What do artefacts tell us about life in the past?</p>	<p>Children will examine real historical artefacts beginning with Celtic, Ancient Roman occupation, Anglo-Saxon and Viking Britain. They will use historical enquiry to identify the item and deduce what we can learn about the past from it.</p>

## BLACK HORSE HILL JUNIOR SCHOOL – COMPUTING LEARNING SEQUENCE



### Photo Editing (Summer Term)

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What are digital images and how can we edit them?	Children will be introduced to the concept of editing images. They will learn to improve images through rotation, cropping and using image editors.
How do different colours and filters affect an image? What effect do they have?	Children will look at the effect that different colours and filters have on an image. They will explore how to choose appropriate effects to fit a scenario and explain their choices. They will do this using an image editor and will do so through two scenarios.
What is the purpose of recomposing a photo?	Children will further extend their photo editing skills through cloning and use this to recompose a photo. They will learn to clone and remove parts of a photo as well as explain how a photo edit can be improved.
How are combined images created? Why is focussing on part of an image useful?	Children will build upon their knowledge of cropping an image by learning how to select and copy areas of an image. They will use a range of tools to copy between images and explain how and why photos might be edited.
Why use made up images? What makes an image real?	Children will begin to apply all of their editing skills in order to describe an image they want to create. They will discuss, search and download images they want to use. They will create their own project using a combination of images.
To review and evaluate a created image.	Children will evaluate how changes can improve an image by reviewing and reflecting upon their own project. They will review their image against chosen criteria, use feedback and guidance to make changes to their own image and others. Finally, they will combine text and their image to complete their project.

BLACK HORSE HILL JUNIOR SCHOOL – GEOGRAPHY LEARNING SEQUENCE

Aquatic Biome (Summer 1)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
<p>What is the Aquatic Biome, why is it important and what threats does it face?</p>	<ul style="list-style-type: none"> <li>● ¾ of the world is covered by the Aquatic biome.</li> <li>● Plants and animals are well adapted to this environment.</li> <li>● It is important as it's a habitat, algae generates 50% of the world's oxygen, it's a food source for animals and humans, the Aquatic is part of the water cycle, creates employment opportunities etc.</li> </ul>
<p>Where in the world are the oceans? What is the difference between an ocean and a sea?</p>	<ul style="list-style-type: none"> <li>● To label and locate the Atlantic, Pacific, Southern, Arctic and Indian Oceans on a world map.</li> <li>● To know and explain that an Ocean is a very large area of salt water while a sea is a smaller part of an ocean and is usually contained by an area of land.</li> </ul>
<p>What does an ocean look like and what living things are found there?</p>	<ul style="list-style-type: none"> <li>● To know and name the different layers of the ocean and to understand that the layers are defined by the amount of sunlight present. Children will also record what plants and animals live in each layer of the ocean.</li> </ul>
<p>Which biome is the most favourable for an animal to live in? Why?</p>	<ul style="list-style-type: none"> <li>● To think carefully about the pros and cons about each biome studied (Tropical Rainforests, Tundra and Aquatic) .</li> <li>● To compare climate, availability of food and natural resources, threats facing each biome etc in order to make a choice.</li> </ul> <p>This lesson is a culmination of ALL previous learning regarding biomes.</p>

# BLACK HORSE HILL JUNIOR SCHOOL – SCIENCE LEARNING SEQUENCE

## States of Matter (Summer 1)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What are the different states of matter? How are they different?	Children will identify and classify a variety of solids, liquids and gases. They will explore the similarities and differences. They will also learn about particles.
Do gases have a weight?	Children will work scientifically to answer the question 'do gases have a weight?'. They will understand that all objects are made up of matter and some objects may have different parts that are in different states. They will learn to make predictions and observe changes over time.
What are the different stages of the water cycle?	Children will learn how the water cycle operates. They will be introduced to the terms evaporation, condensation, precipitation and collection.
What are reversible/irreversible changes?	Children will revise previous learning to identify any processes which are reversible/irreversible. They will discuss and predict what happens when a liquid is heated/frozen, a solid is heated/melted and when a gas is heated.

## BLACK HORSE HILL JUNIOR SCHOOL – ART LEARNING SEQUENCE

Imaginative Landscapes inspired by the work of Henri Rousseau (Half term)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
To collect information and develop ideas from the work of Henri Rousseau.	Children will learn about his life and the techniques he used. He used pure colours and clear outlines. He filled jungle paintings with animals which hide or lurk in lush green plants in the background. He painted leaves and grass in layers. The foreground is often darker than the background and sometimes painted over-sized flowers and/or fruit.
To replicate jungle-like subject matter favoured by Henri Rousseau by using aquatic photographs as their starting point.	Children will sketch an underwater forest scene inspired by Surprise Attack (tiger in the jungle painting). They will also use photographs of aquatic animals and vegetation.
To replicate Rousseau's techniques to paint their underwater forest scene.	Children will use poster paint to further develop their colour mixing skills to match colours to those from real life photographs. They will also use paint to layer colours and create different effects and textures to a jungle-like underwater scene.

BLACK HORSE HILL JUNIOR SCHOOL – D&T LEARNING SEQUENCE

UNIT/ TOPIC TITLE (Summer 2)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
To generate ideas considering the purpose of their design.	Children will investigate Viking ship figureheads before designing their own. They will create a labelled diagram of their mythological creature.
Select appropriate tools to create their ceramic figurehead.	Children will model using clay and use appropriate tools to create texture. They will also learn the specific techniques and tools necessary for joining pieces of clay together.
Evaluate their design	Once fired, children will paint their figurehead using acrylic paint. Then, they will evaluate their design.