



## OUR DRIVERS: Spiritual Diversity Communities & Environment Life Skills Personal, Social & Emotional Well Being



### English

#### Anglo Saxon Boy

##### The Princess Who Hid In A Tree

Securing knowledge of grammar, punctuation and vocabulary from Year 3 e.g..

Possessive apostrophes, conjunctions, paragraphs, nouns/pronouns.

To know the spelling skills – au. augh, prefixes – in, im, il, homophones and near homophones, sion.

To know how to read with fluency, expression, develop understanding of vocabulary and be able to discuss text with confidence.

### Maths

#### Place Value

To know numbers to 10,000, Roman numerals, Rounding to the nearest 10, 100 and 1000.

#### Addition and Subtraction

To know how to add and subtract 4 digit numbers.

### Physical Education

#### Hockey

To know ways of attacking successfully when using other skills.

To know how to use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.

To know the rules of the games.

To know that they need to defend as well as attack.

To know how to lead a partner through short warm-up routines.

#### Gymnastics - flight

I know how to work in a controlled way.

I know how to include change of speed and direction.

I know how to work with a partner to create, repeat and improve a sequence with at least three phases.

I know how to plan, perform and repeat sequences.

I know how to move in a clear, fluent and expressive manner.

I know how to travel in a variety of ways - flight by transferring weight to generate power in movement.

### Music

#### Charanga – Mamma Mia

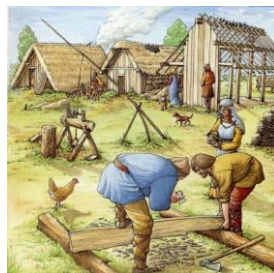
To know how to sing, play, improvise and compose with the well known song

Mamma Mia.

To know how to listen and appraise more ABBA hits.

### Poppy Class – Autumn Term 1

What changes did the Anglo-Saxons bring to British society?



### Computing

#### Coding

To know how to turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code.

To know how to use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered.

To know how to use timers within my program designs more accurately to create repetition effects. For example, I can create a counting machine.

To know how to use variables within my program and know how to change the value of variables.

To know how to identify errors in my code by using different methods, such as stepping through lines of code and fixing them.

### History

To know how to place events from the period studied on time line.

To know terms related to the period and begin to date event.

To know more complex terms E.g. BC/AD.

To look at the evidence available to identify changes Anglo-Saxons brought to British Society.

To know how to evaluate the usefulness of different sources.

To know how to use text books and historical knowledge.

To know how to identify key features and events of time studied in relation to changes in British Society.

To know how to offer a reasonable explanation for some events.

To know how to use evidence to build up a picture of a past event.

To know how to choose relevant sources to present a picture of one aspect of life in time past.

To know how to ask a variety of questions.

To know how to use the library and internet for research.

### Design and Technology

To know how to research, plan, design, create and evaluate examples of different Anglo-Saxon homes.

To know how to follow a design brief to design their own home using specific materials such as cardboard, clay, straw and sticks.

### French

To know how to listen carefully and pronounce unfamiliar words with increasing accuracy.

To know how to listen carefully, repeating and responding to key words and phrases.

To know how to use familiar sounds and spellings to help me recognise and learn new language.

To know how to apply my knowledge to help me predict, say and spell new language.

To know how to select and present information to other people.

To know how to use a bilingual dictionary to develop my vocabulary around a given topic.

### Personal, Social and Health Education

#### Being in my world

To know that they are important.

To know what a personal goal is.

To know what a challenge is.

To know why rules are needed and how these relate to choices and consequences.

To know that actions can affect others' feelings.

To know that others may hold different views.

To know that the school has a shared set of values.

### Religious Education

Do Murtis help Hindus understand God?

To know how Hindus express their beliefs through images of deities and symbols.



# Year 4 – Autumn 1 – Knowledge Organiser

## Enquiry Question: What changes did the Anglo-Saxons bring to British society?



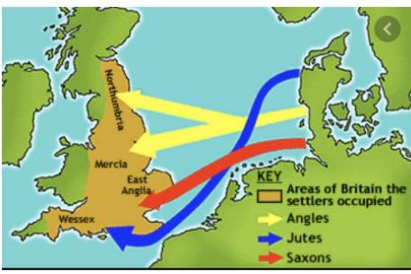
### Subject Specific Vocabulary

Angles	Tribes from modern day Denmark.
Christianity	A religion based on the teachings of Jesus
Romans	The Romans invaded and settled in Britain for over 400 years, starting with their first successful raid in 54 BC.
Saxons	German – Dutch tribes who settled in Britain from around 450 AD.
Settlement	A place where people decide to live.
Settle	To live and take up residence.
Invade	An armed force enters a country or region in order to occupy it.
Pagan	A person holding religious beliefs other than those of the main world religions. Someone who believes in many Gods.
Jutes	People from the Jutland peninsula (Germany and Southern Denmark) who invaded Britain around AD 410
Warrior	A brave or experienced soldier or fighter.
Runes	The letters used in the Runic alphabet. This is how the Anglo Saxons wrote
Danegeld	Money, or goods, paid by the Anglo-Saxons to the Vikings to stop them invading more places

### Key Knowledge

The Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago. The Anglo-Saxon period lasted for 600 years from 410 to 1066. Anglo-Saxon kings ruled for 300 years of this time. They were made up of three tribes who came over from Europe, they were called the Angle, Saxon, and Jute tribes. The two largest were the Angle and Saxon, which is how we've come to know them as the Anglo-Saxons today. The Anglo-Saxons were fierce people, who fought many battles during their rule of Britain – often fighting each other! Each tribe was ruled by its own strong warrior who settled their people in different parts of the country. The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages. They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed. They surrounded each village with a high fence to protect cattle from wild animals like foxes and wolves, and to keep out their enemies, too!

### Images and Diagrams



Seven Kingdoms of Anglo-Saxon Britain



### Timeline

410. The Roman army withdraws from Britain	516. Battle of Mount Badon. The Britons fight back against the invaders, possibly led by King Arthur.	731. Bede finishes his 'Ecclesiastical History of the English People'	866. The Vikings capture York and make it their kingdom	886. King Alfred defeats the Vikings but allows them to settle in north & eastern Britain - the Danelaw.	1066. Harold of Wessex becomes King, but later that year Normans attack and win the Battle of Hastings.
450. Angles, Jutes and Saxons are settling in Britain and creating their own Kingdoms.	597. St Augustine brings Christianity to England from Rome	793. Vikings from Denmark attack Lindisfarne	871 Alfred (the Great) becomes King of Wessex	927. King Alfred's grandson Aethelstan wins the Battle of Brunanburh and becomes the first King of all England.	1016. King Canut of Denmark captures the English crown