

Curriculum Driver: Awesome Memories, Discovery

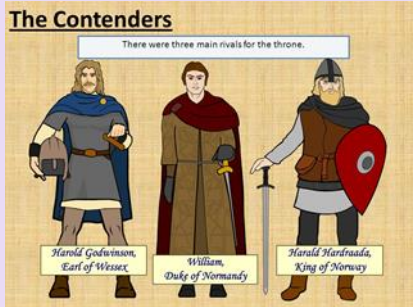
Trips/Enrichment: Tamworth Castle

GARP/GASP: Were women land-owners and knights in 1066 AD?

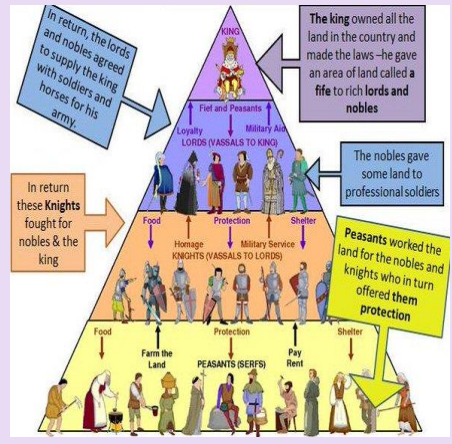
Cross-curricular subject links:
 Geography - location of battles
 PSHE - Democracy
 Maths - Months of the year

History: Year 3/4

Key Visuals



Motte and Bailey



Core Knowledge

There were two main groups living in Britain in 1066 - The Anglo-Saxons & The Vikings.
 Edward the Confessor was the Anglo-Saxon King since 1042 but had he had no children (heirs).
 He died in January 1066. Three people wanted to be the new King.

The Normans built the first castles in England in the style of Motte and Bailey.

The Normans created a set of rules that allowed Kings to rule without democracy - The Feudal System

Contender	Tribe	Background	Why he thought he should be king	Popularity
Harold Godwinson	Anglo-Saxon	Edward Confessor's Advisor and brother-in-law	Edward had promised him the throne	Popular in England.
William, Duke of Normandy	Norman	Strong links with England and Edward had lived in Normandy	Edward had promised him the throne	Powerful and experienced soldier
Harald Hardrada	Viking	King of the Vikings	Ancestors were former kings of England	Popular with Vikings in the North

January 1066	July 1066	September 1066	October 1066	December 1066
Edward the Confessor Dies - no heir	Harold prepares for battle.	Harald Hardrada (Viking) launches an invasion of England	The Battle of Hastings in the South - Normans victory over Saxons and Harold is killed	William becomes King on Christmas Day
Harold Godwinson becomes King (Anglo-Saxon)		First battle - The Battle of Fulford in the North /Viking victory over Saxons		
		Harold G marches north		
		Battle of Stamford Bridge in the North (Saxons victory over Vikings)		

Vocabulary

Anglo-Saxons were a collection of people from Germany, Denmark and the Netherlands.	Normans were a collection of people from the county of Normandy, France.	A secondary source is a description of an event from someone who was not there.
A primary source is a first hand account of an event.	A Motte is a raised piece of land or hill with a keep.	A Bailey is a walled town to keep invaders out.
An heir is a person entitled to become king/queen when a previous monarch dies.	A century is a period of 100 years. A decade is a period of 10 years.	Feudal System A society ruled by the King where land and protection was exchanged for work.

Quiz

- Who were the Vikings?
- Who was Edward the Confessor?
- Who were the main contenders for the throne in 1066AD? Do you know why?
- Who was crowned king in 1066AD after the Battle of Hastings
- Explain why Motte and Bailey castles were better than other fortifications.
- Tell me about a secondary sources you have looked at.

Subject/Conceptual knowledge/skills:
PSHE - Keeping Safe

LEAPS:

Danger, risk or hazard?

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
- Suggest simple strategies for managing risk.

How dare you!

- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.

Keeping ourselves safe

- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.

Picture wise

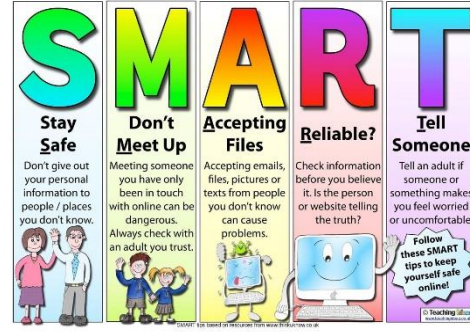
- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.

Medicines: check the label

- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).

Core Knowledge

A dare can either be to have the courage to do something or to be challenged to do something.



Key Vocabulary

Danger, risk, hazard, dangerous, risky, hazardous, dare, safe, unsafe, consent

Subject/Conceptual knowledge/skills: Science - Living Things and Their Habitat

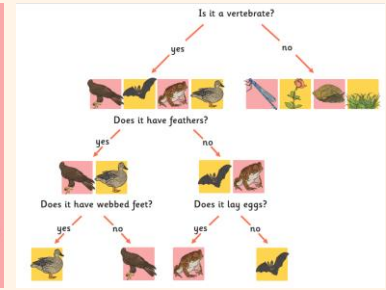
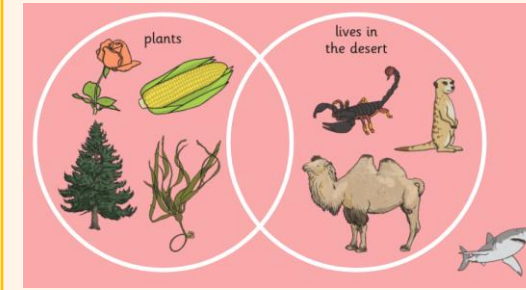
LEAPS:

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things.

Core Knowledge



Changes can happen for a variety of reasons:

- Natural changes
- Deforestation
- Pollution
- Urbanisation
- Invasive species



Key Vocabulary

Classification, environment, habitat, human impact, positive, negative, migrate, hibernate, extinct

Subject/Conceptual knowledge/skills: French - My Home

LEAPS:

Where do you live?
I live in ...
In my home there is...

Core Knowledge

Où habites-tu? = Where do you live?
J'habite dans ... = I live in...
Une maison = A house
Un appartement = An apartment
En ville = In town
À la campagne = In the countryside
À la montagne = In the mountains
Au bord de la mer = By the sea
Dans un village = In a village

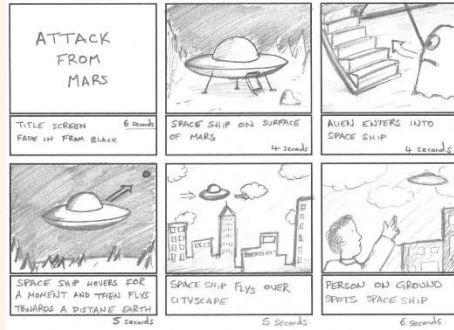
Chez moi il y a... = In my home there is...
/
there are...
Une cuisine = A kitchen
Une salle à manger = A dining room
Une salle de bains = A bathroom
Une chambre = A bedroom
Une buanderie = A utility room
Et = And
Un sous-sol = A basement
Un bureau = An office / a study
Un salon = A living room
Un garage = A garage
Un jardin = a garden

Subject/Conceptual knowledge/skills: Computing - iAnimate

LEAPS:
I can identify what an animation is.

I can create a scene for an animation

I can create an animated short story using a storyboard.



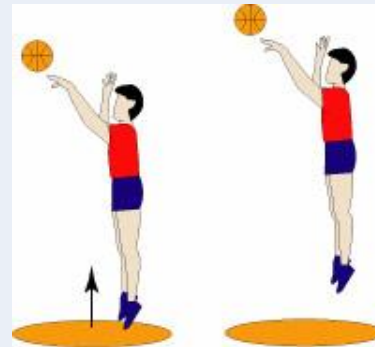
Key Vocabulary

Animation, scene, short story, storyboard

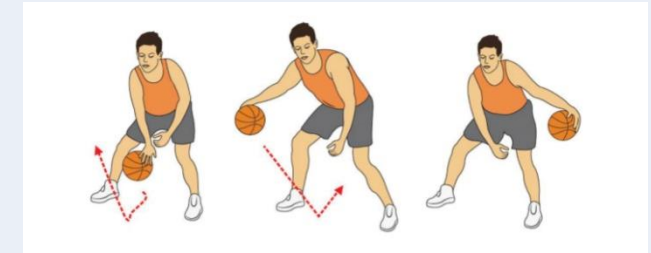
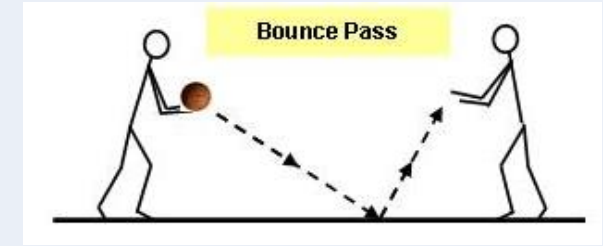
Core Knowledge

Subject/Conceptual knowledge/skills: PE - Basketball

LEAPS:
I can keep possession of the ball when dribbling.
I can work as a pair to move forward and attack.
I can use a defensive body position.
I can perform a two-handed shot to score baskets.
I can use a jump ball to restart a game.
I can move to space to receive the ball.



Core Knowledge



Key Vocabulary

Bounce pass, jump shot, pivoting, agility, assist,

Subject/Conceptual knowledge/skills: RE - Islam - How important is the prophet Muhammed to Muslims?

LEAPS:
Personal Resonance and Reflection
I can explain who is special to me and why.

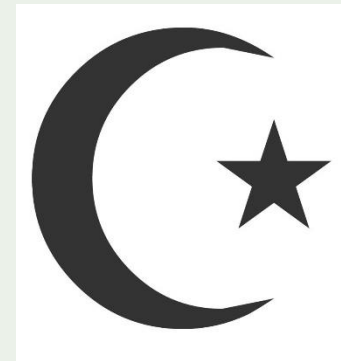
Knowledge and Understanding
I can identify what I feel might be the most important parts of the life of Muhammed to a Muslim.

Evaluation and Critical Thinking
I can explain my reasons for choosing certain facts about Muhammed's life over other.

Core Knowledge



Key Vocabulary:
Prophet, Muhammed, five pillars.



The Five Pillars of Islam

These are the five most important duties for Muslims.

<p>The Shahada The belief that there is no God but Allah and that Muhammad (PBUH) is his messenger.</p>	<p>Salah Praying five times a day.</p>	<p>Zakat Making an annual charitable donation to help the poor.</p>	<p>Sawm Fasting during the month of Ramadan.</p>	<p>Hajj Attending the pilgrimage to Mecca once in your lifetime.</p>
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