Year 4: Brilliant Beowulf
Term: Spring 1

Prime question: Who were the early invaders and settlers of Britain and what can we learn from them?

Subsidiary questions:
1. Who were the Vikings, Anglo-Saxons and the Normans?
2. What battles did they fight?
3. Who were their Kings?
4. What was life like in these times?
5. What is their legacy today?

Science (link to Nordic folk music)
• Identify how sounds are made, associating some of them with something vibrating.
• Recognise that vibrations from sounds travel through a medium to the ear
• Find patterns between the pitch of a sound and features of the object that produced it.
• Find patterns between the volume of a sound and the strength of the vibration that produced it.
• Recognise that sounds get fainter as the distance from the sound source increases

Geography
• Name and locate the countries and main cities of the UK (note how the names of many of these cities come from the original place names of the early settlers and invaders)
• Use the four points of the compass and four figure grid reference (locate the main physical and human feature of the UK, observe how these have changed since Viking times).

History
Children should be taught about:
• The Vikings and Anglo Saxon struggles for the Kingdom of England to the time of Edward the Confessor.
• Viking raids and invasion.
• Resistance by Alfred the Great and Athelstan, first king of England. (Battle of Hastings)
• Further Viking invasions and Danegeld.
• Anglo Saxon laws and justice.
• Edward the Confessor and his death in 1066

Art (Link to portrait of Alfred the Great, Scandinavian landscape drawings, Viking and Anglo Saxon patterns and symbols etc.)
• Improve the mastery of art and design techniques and use them to review and revisit ideas.

DT
• Understand the principle of a healthy and varied diet (compare Viking and modern day diets).
• Prepare and cook a variety of savoury dishes using a range of cooking techniques (cook a typical Viking meal)

Music Link to Viking Saga Songs e.g. Loki the Joker (BBC resource)
• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
• Listen with attention to detail and recall sounds with increasing aural memory.
• Appreciate and understand a wide-range of high quality recorded music from different traditions

Computing
We are musicians
• Use sequence, selection and repetitions in program; work with variables and various forms of input and output.
• Understand computer networks including the internet; and the opportunities they offer for communication and collaboration.
• Be discerning in evaluating digital content.
• Select, use and combine a variety of software (including the internet services) on a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.