



Scheme of Learning for Geography and History



Phase	LKS2 Year 3 and 3/4
Strand	Sustainability, Impact on Our World
Leader	F Parish Principal/History N Pounder/ Geography



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Programme of Study



Sheep Dip Lane
Academy

KS2 Cycle A

Year 3, 3/4

Rivers, friend or foe?

HISTORY

<p>Main Strand/Concepts</p>	<p>Power, leadership and invasion - (hierarchy, invasion, pillage, leadership, settlement) Children will: have a secure understanding of invasion following the study of Romans and also have some knowledge of Normans from KS1.</p>					
<p>Unit Overview</p>	<p>In this unit pupils will: develop their understanding of The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. The 3 main concepts will be: invasion, power and community/settlement. For invasion pupils will look at the origins - people/places, who the Anglo Saxons were and where they and the Vikings came from and settlement - where the Vikings invaded and why, why they were feared and successfully settled in Britain. Struggle for Power – who were key leaders during this time, when the Vikings were most powerful and what peace was agreed. Community/settlement – what happened to the Vikings in England and why both Vikings and Normans thought they had a right to the throne of England.</p> <div data-bbox="654 539 1939 922" data-label="Diagram"> </div>					
<p>Prior Learning Links</p>	<p>By the time the pupils at Sheep Dip Lane Academy leave Lower Key Stage 2, they will have built on their prior learning in Key Stage 1 of the monarchy and the Normans. They will have a solid understanding of chronology within history and learnt about the changes during the Stone, Bronze and Iron Ages. They will understand the power and beliefs within Ancient Egypt through a hierarchical system including the power at different levels of society. Before they leave Lower Key Stage 2, they will have a good understanding of how the leadership of Caesar influenced the Roman Empire including the Roman invasion of Britain up to their withdrawal.</p>					
<p>Main enquiry question/s</p>	<p>What aspects of power led the Vikings to invade?</p>					
<p>Programme of Study NC Requirements</p>	<p style="text-align: center;"><u>National Curriculum</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 					
<p>Disciplinary Knowledge – Thinking like an historian</p>						
<p>Historical Enquiry</p>	<p>Chronology -Which empire crumbled and left Britain unable to</p>	<p>Cause and Consequences</p>	<p>Change and continuity -How did Britain change</p>	<p>Similarities and Differences</p>	<p>Evidence -What evidence tells us</p>	<p>Significance -How did the Anglo Saxons change the way that Britain</p>



	<p>defend itself from invaders. -When do historians think the Scots and Picts started raiding southern Britain? -When did the Anglo Saxons arrive in Britain? -When did the Vikings arrive in Britain? -What four significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England?</p>	<p>-What caused the Anglo-Saxons settlement of Britain? -What caused the Vikings to start raiding Britain? -What was the consequence of the battle of Edington? -Which battle ultimately ended the Viking era in England?</p>	<p>when the Anglo-Saxons arrived? -How did the Kingdoms of England change as a result of the Viking invasions? -How did Danelaw bring change to England?</p>	<p>-What was different about the way of life in Britain through the Anglo-Saxons? -How did small tribes and warrior kings change with the presence of the Anglo-Saxons? -What was different about the Viking way of life in England? -Thinking about exploration, where in the world did the Vikings venture to?</p>	<p>about the Anglo Saxon way of life? -True or False? Anglo Saxons lived in a period called prehistory. Explain why you think that. -What does evidence tell us about the first Viking raids (link to Jorvik)?</p>	<p>was ruled? -Explain the significance between King Ethelbert of Kent and Augustine -Why was the death of King Edmund significant? -How would you connect King Canute to the word significant? -Why was the Battle of Stamford Bridge a significant loss for the Vikings? -Explain why the English kings escape to Normandy was significant (Ethelred the Unready).</p>
Learning Objective	Pre-Learning Expectations					
1 st Concept Who were the Anglo-Saxons and where did they come from?	<p><i>Mind map and discuss what pupils already know about the Vikings.</i> Connect: Recap chronology terms – know that history is a study of the past and changes over time that have occurred within human society. Know the commonly divided into two periods – BCE (before common era), CE (common era) known sometimes as BC and AD. Knowing that human pre-history is divided into three periods – stone age, bronze age, iron age (retrieval). Know that before the first Roman invasion, people who lived in what we now called Britain, had small and large settlements/forts and lived in tribes and clans (known as the Britons). Know that the Roman Empire successfully invaded and occupied Britain (43 CE – 410 CE) After their withdrawal, Britain was left to defend itself.</p>					
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?			Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)		
<p>Tier 2 – abandoned, defenceless, dominant, missionary, pagan, reliant</p> <p>Tier 3 – heptarchy, laden, sporadic, vanquish, viewpoint, migration</p>	<p>-Know that after the withdrawal of the Roman around AD 410, tribes from the North called Picts and Scots increased their raids on Britain. -Know that Britons were not trained or had the resources to defend themselves and were therefore an easy target. -Know that tribes from continental Europe called Angles, Saxons and Jutes began arriving in Britain from what is now known as Germany, Denmark and the Netherlands. (they often got into violent conflict with those already living in Britain at the time). -Know that historians refer to these settlers as Anglo-Saxons. Additional Teacher Knowledge:</p>			<p>Connect: Recap chronology terms – know that history is a study of the past and changes over time that have occurred within human society. Use the hall and class timeline – to connect back and sequence the chronology. Explain: <i>This year: Using a large scale timeline discuss with pupils where Roman Britain fits in as a time period leading up to the 5th Century and the conflict with Viking invasion.</i> After 2022: Link back prior learning linked to the Roman invasion and withdrawal in Britain (y3/4) the time period leading into the 5th century.</p> <p>Explain using maps and pictures what Britain looked like in the Anglo-Saxon time.</p>		



Teacher video part 1 for concept lessons 1-3: [Y4 Britain's Settlement by Anglo Saxons on Vimeo](#)

Possible misconception – The Scots came from Scotland. **Correct and teach this** – Originally, the Scots were from Northern Ireland and the Picts inhabited the northern lands we now call Scotland.

Know that it is hard to be sure about this period of time (as less was written about it) and this period of fighting and control is often called by historians "The Dark Ages".

Scots came from Ireland and the Picts came from Scotland. Germanic warrior tribes were asked to help (many of these warriors had been paid by the Romans to protect their Empire already)

Anglo-Saxons fought off the Scots and Picts in return for money and land.

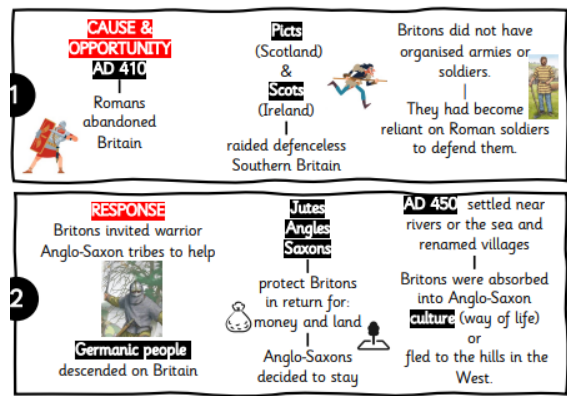
Scots remained in Northern Ireland.

Picts remained in lands north of Hadrian's wall.

Saxons | Germany and Netherlands

Angles | southern Denmark

Jutes | northern Denmark



Share maps to show pupils where the Saxons, Angles, Picts and Scots came from. Expand to show where Angles, Saxons and Jutes originated from on a map of Europe. Explain to pupils the only information we have on this time period is artefacts, and chronicles (where monks were recording in manuscripts about this time period). During this time there was a lot of fighting/invasion (post Roman withdrawal) as Britain was left vulnerable and was not strong enough to defend itself. – this is why it is also called the “Dark Ages” (see teacher additional knowledge).

Example:

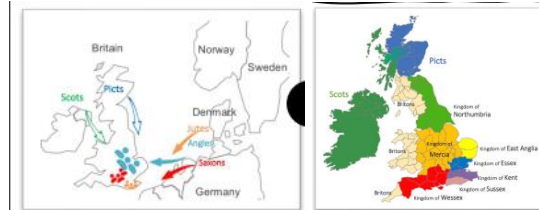
A map of Britain and Northern Europe – drawn by the teacher indicating where the Scots, Picts, Jutes, Angles and Saxons came from.

Model:

Model how to organise a timeline and the scales of this (how it would be drawn).

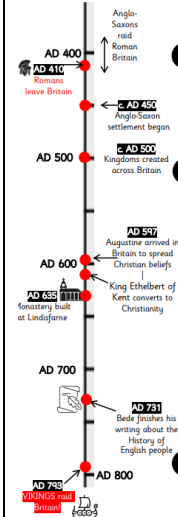
Attempt

Using wordwall – pupils to organise a map to show where the different tribes came from to Britain.






Apply

Pupils to draw their own timeline to mark this period in history.





	<p>KINGDOMS many sporadic kingdoms were formed ↓ powerful Chieftains or kings rose or fell from power ↓ a few kingdoms became dominant</p>	
<p>Assessment questions</p>	<p>Who were the Anglo-Saxons? Where did they come from? When did they come to Britain?</p>	<p>Resources Teacher video for lessons 1-3: Y4 Britain's Settlement by Anglo Saxons on Vimeo https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2020/07/CUSP-History-Year-4-Britains-settlement-by-Anglo-Saxons-and-Scots-2022-Thinking-History-Tasks.pdf https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	
<p>2nd Concept What was life like for Anglo-Saxons in Britain?</p>	<p>Connect: Recap on the chronology terms. Recap on where the Anglo-Saxons came from and how they came to power in Britain. Explain what connects these images.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Netherlands </div> <div style="text-align: center;">  Germany </div> <div style="text-align: center;">  Denmark </div> </div>	
<p>Subject Specific Vocabulary</p>	<p>Substantive Knowledge/Core Knowledge - What do we want the children to know?</p>	<p>Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>Landscape Settlements Archaeologists Conclusions Comparison Contrast Similarities Differences Features</p>	<p>-To know that Anglo-Saxons settled alongside ancient Britons. -To know that because Anglo-Saxons took control of much of Britain, we tend to describe the people at this time as Anglo-Saxons. -To know that life in the Anglo-Saxon time was difficult, particularly for children (from the age of 10 children would farm). -To know that Anglo-Saxons settled mostly along rivers and near the sea and preferred to build their own homes except when Roman buildings were useful as forts for defence. -To know that Anglo-Saxon settlements were mostly one room homes made of wood, mud, animal dung and straw.</p>	<p>Connect: Use the quiz to check prior learning recall from previous lesson: Questions 1-5. CUSP-Quiz_Y4-Britains-settlement-by-Anglo-Saxons-and-Scots-2023-BCE-CE.pdf(unity-curriculum.co.uk) Explain: Explain to the pupils that life in the Anglo-Saxon times was very different to how it is now. Share images and maps with the pupils that show the landscape was very different to how it is today – more woodland and most people farmed the land. Get the pupils to look at the images – what questions could you ask based on these images/maps? What do the maps/images tell you about what life was like in the Anglo-Saxon times? http://www.goughmap.org/map/?mapID=102</p>



-To know that settlements often had a great hall for the local chief to live in and to be used for entertainment, whereas the poorer families lived with the animals in the same room.

Additional Teacher Knowledge:

Teacher video part 1 for concept lessons 1-3: [Y4 Britain's Settlement by Anglo Saxons on Vimeo](#)

-To know that Britain looked very different to how it does today – as most of the landscape was covered in woodlands and most people farmed the land.

Children were expected to work, boys learned skills from their fathers, whilst girls worked alongside their mothers mostly in the home. Many cities and towns trace their names back to Anglo-Saxon times eg. Towns/cities ending in “Bury” - meaning fortified place, “Ford” meaning shallow river crossing, “Ham” meaning village or stead or place, “Wick/Wich” meaning farm.

*****Anglian Tower – York (Anglo-Saxon – show the children this when we visit Jorvik)*****

Also share pictures of the settlements with the children – what conclusions can you make about what life was like during this time period? We know that the Saxons built mainly in wood, although some of their stone churches remain. Discuss the fact that children from the age of 10 worked on the farms.

Example:



comb made from bone metal spear heads clay pot

Share the above pictures with the pupils – explain that these are some examples of Anglo-Saxon artefacts found by archaeologists.

1. List three conclusions about Anglo-Saxon life you could draw from these objects.
2. List three questions you would want to ask about these objects.

Model:

1. Compare this house to a house you would live in today.
 - List three similarities.
 - List three differences.
2. Explain why homes look different today.
3. What clues do you get from this photograph about how Anglo-Saxons lived?



Attempt

Pupils to explain and give reasons why the Anglo-Saxons included each of these features in their village:

situated near rivers	wooden huts facing the sun
large areas of forest cleared	high fence around perimeter of village

Apply

Children to be split into three separate groups looking at different sources of evidence to interpret, compare/contrast and evaluate what they have found out about Anglo-Saxon life in comparison to modern day Britain:

- Housing/Settlements
- Clothing and Food
- Defence/Farming



		Pupils to look at images of artefacts, clothing and food, links to research and translations of manuscripts. Pupils to draw their own conclusions based on their research and present their ideas back to the rest of the class.
Assessment questions	<p>What was life like during the Anglo-Saxon period?</p> <p>Where did Anglo-Saxons live?</p> <p>What was their settlement like?</p>	<p>Resources</p> <p>Quiz questions 1-5: CUSP-Quiz Y4-Britains-settlement-by-Anglo-Saxons-and-Scots-2023-BCE-CE.pdf (unity-curriculum.co.uk)</p> <p>Answers: CUSP-Quiz Y4-Britains-settlement-by-Anglo-Saxons-and-Scots-2023-BCE-CE-ANSWERS.pdf (unity-curriculum.co.uk)</p> <p>http://www.primaryhomeworkhelp.co.uk/saxons/houses.htm</p> <p>https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2020/07/CUSP-History-Year-4-Britains-settlement-by-Anglo-Saxons-and-Scots-2022-Thinking-History-Tasks.pdf</p> <p>clothing</p> <p>What Did Anglo-Saxon Women Wear in the 10th Century? (paperthinpersonas.com)</p> <p>Anglo Saxons For Kids Anglo Saxon History DK Find Out</p> <p>clothing, life, food</p> <p>Anglo-Saxons: facts for kids National Geographic Kids (natgeokids.com)</p>
Learning Objective	Pre-Learning Expectations	
3 rd Concept	<p>Connect:</p> <p>-Recap on what life was like in the Anglo-Saxon period.</p> <p>-Recap on the types of Anglo-Saxon settlements.</p> <p>Use the hexagons, put an element of Anglo-Saxon life on each hexagon and pupils to write something they remember about that element. E.g: Housing, children could write: mostly one room homes made of wood, mud, animal dung and straw.</p>	
What kingdoms were formed by Anglo-Saxons?		
Subject Specific Vocabulary	<p>Substantive Knowledge/Core Knowledge - What do we want the children to know?</p>	<p>Disciplinary Knowledge</p> <p>Suggested learning activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
Divided Heptarchy Kingdoms Hierarchy	<p>-To know that by AD 586, the part of Britain we now call England (from land of the Angles) was divided into 7 kingdoms called: “The Heptarchy”.</p> <p>-To know that the seven kingdoms were called: Northumbria, Mercia, Wessex, Sussex, Essex, Kent and East Anglia and each kingdom was ruled by a King.</p> <p>-To know that Anglo-Saxon society existed in a hierarchy; at the top was the king and the royal family; below that were various nobles, people who</p>	<p>Explain:</p> <p>Explain to the pupils that by 586AD Britain was split into 7 different Kingdoms. This was known as “The Heptarchy”.</p> <p>Heptarchy, word used to designate the period between the establishment of Anglo-Saxon kingdoms in England toward the end of the 5th century CE and the destruction of most of them by the Danes in the second half of the 9th century. It is derived from the Greek words for "seven" and "rule."</p>



owned large amounts of land; below that were peasants, who made the vast majority of all people in Anglo-Saxon England, some of whom were serfs.
 -To know that serfs (slaves) who had to work on a given bit of land and give most of what they made to the local noblemen; at the bottom of the hierarchy were enslaved people who made up around 1/10 of the population and could be bought and sold like property.

Additional Teacher Knowledge:

Teacher video part 1 for concept lessons 1-3: [Y4 Britain's Settlement by Anglo Saxons on Vimeo](#)

-Each kingdom was ruled by a king, but the number of kingdoms and sub-kingdoms fluctuated as kings competed for supremacy



Northumbria was the most powerful kingdom. Over time, it had several different kings. Four were murdered, six were overthrown and two gave up the crown voluntarily.

Offa was king of Mercia.
 He had a 140-mile-long dyke built as a defence against the Welsh.

Share a map with the pupils of how Britain was split into the Kingdoms – what were the names of the kingdoms? What do you notice? Were they equal in size?

Example:

The seven kingdoms were Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.

Share with the pupils that kingdoms were formed as more and more kings and chieftains came to power and became more and more powerful. Discuss the hierarchy system (see substantive knowledge).

Model:

Draw a map of the UK and model the boundaries for the seven kingdoms. Whilst doing this link to key places the children know today such as:

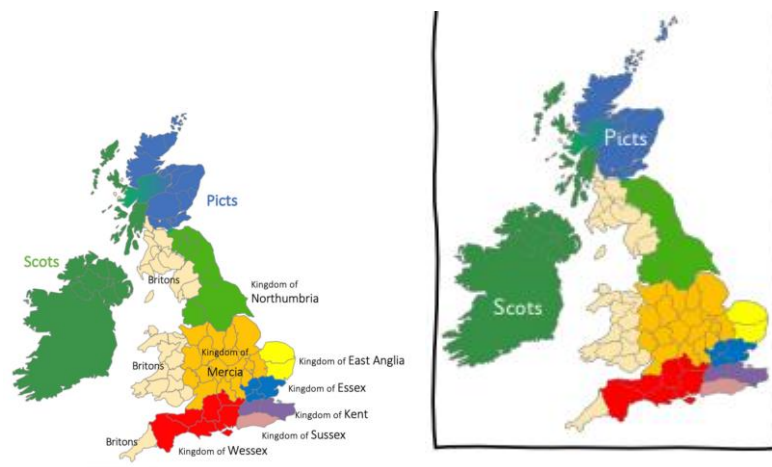
- 4 countries
- Capital cities
- County of Yorkshire
- Major Cities
- Major river

Attempt

Use IWB or flip chart modelled map – pupils to practise recalling where the seven kingdoms are on a map of the UK and then naming them.

Apply

Pupils to then draw their own map of the UK – identifying the seven kingdoms. With tracing paper, pupils are then to create an overlay highlighting the above elements (see model section).




Note enlarged versions at end of scheme of learning.





Assessment questions

What Kingdoms were formed by the Anglo-Saxons?

Resources



	<p>Who ruled the kingdoms? What did hierarchy look like in the Anglo-Saxon period?</p>	<p>Teacher video part 1 for concept lessons 1-3: Y4 Britain's Settlement by Anglo Saxons on Vimeo</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	
<p>4th Concept When did Vikings invade Britain and where did they come from?</p>	<p>Connect: Recap on the kingdoms that were formed by the Anglo-Saxons (recapping on the names for these). Recap on the hierarchy found in the Anglo-Saxon system.</p>	
<p>Subject Specific Vocabulary</p>	<p>Substantive Knowledge/Core Knowledge - What do we want the children to know?</p>	<p>Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>Invade Scandinavia Retreated Pillagers Longships Accessibly Traverse</p>	<p>-To know that the Vikings were highly skilled farmers, fishermen, warriors and traders. -To know that the Vikings came from a region in Europe known as Scandinavia (known today as Norway, Sweden and Denmark). -To know that the Vikings invaded Britain in AD 793 until they retreated in 1066. -To know that the Vikings invaded Britain for better places to farm as the land was better than that of the region of Scandinavia, and also for wealth (they known as pillagers) as well as this Britain was easily accessible by sea and had poor defences. -To know that Viking longships (built by the Vikings) were powered both by wind and people on board using oars and that they could traverse oceans, row up rivers, and were light enough to be carried over land if necessary. Additional Teacher Knowledge: Teacher video part 1 for concept lessons 4-6: CUSP History - Anglo Saxons and Vikings - Year 4 - Part 1 on Vimeo Danish Vikings (Danes) invaded East England and Normandy in northern France. London was attacked first and then Viking fought northwards. York was taken and named Jorvik known as the Viking Capital City. Norwegian Vikings attacked northern Britain and Ireland.</p>	<p>Explain: Discuss who the Vikings were and share the following images: <small>BE LINKED TO THE INVASION OF BRITAIN.</small></p>  <p>Pupils to interpret who the Vikings were from three given sources. Discuss when they invaded Britain, where they came from. Discuss with the pupils why they invaded Britain and how the longships they built meant they could easily access the land in Britain. Example: On the world maps – locate the Scandinavian countries – Denmark, Sweden and Norway and Britain. Discuss how easily accessible Britain was from these countries. Pupils to label and locate on a world map Northern Europe. Then on a Northern Europe map the above to show where the Vikings came from and where Britain is. Model: Discuss what the Vikings might have been thinking about and feeling when they embarked on their journey to Britain. Model acting in role and hot seating from the perspective of a Viking – encourage the pupils to think carefully about what they might say/how and why. Attempt</p>

	<p>The Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain; this was written about in the Peterborough version of the Anglo-Saxon Chronicle, a historical source written over a century later.</p> <p>The Vikings continued to raid the British coastline for around 70 years; some in England preferred to pay the Vikings not to raid them rather than fight; the money paid was called danegeld.</p>	<p>Pupils to have a go at hot seating and acting in role. Questioning each other and responding as if they were a Viking – why did you come to Britain? How did you get to Britain? What attracted you to come over here? (PICCOLLAGE THIS)</p> <p>Apply Pupils to write from the perspective of a Viking including the learned information taught through the session. (Link to literacy week’s writing if needed)</p>
<p>Assessment questions</p>	<p>Who were the Vikings? Why did they invade? When did they invade? Where did they come from? Where did they settle?</p>	<p>Resources</p> <p>Teacher video part 1 for concept lessons 4-6: CUSP History - Anglo Saxons and Vikings - Year 4 - Part 1 on Vimeo</p> <p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2021/10/CUSP-History-Year-4-The-Viking-and-Anglo-Saxon-struggle-for-the-Kingdom-of-England-to-the-time-of-Edward-the-Confessor-2023-Thinking-History-Tasks.pdf</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	
<p>5th Concept Where did the Vikings settle and what was Viking life like?</p>	<p>Connect: Recap on who the Vikings were, how they got to Britain, why, and when they came to Britain.</p> <div data-bbox="412 879 1301 959" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Comparing  Hypothesising  </p> </div> <p>Compare the similarities and differences between the land in Britain and the Scandinavian region. Why did many Vikings return to Britain after their initial raids and decide to settle there?</p> <p>Share ARCGIS maps with different overlays to show the climate/the physical landscape of Scandinavia and the UK. Pupils to compare the maps and draw their own conclusions about reasons why the Vikings decided to settle in the UK. Share pictures of a Fjord so pupils can see the dramatic landscape in Scandinavia and can make a link to see why farming would have been difficult.</p> 	



Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
<p>Norwegian Danegeld Conquered Defeat Captured Invaded Settled Terrain Climate Settlements</p>	<p>-To know Danish Vikings (Danes) invaded East England and Normandy in northern France. London was attacked first and then Vikings fought northwards, conquering Mercia before defeating Egbert’s grandson in battle (Alfred the Great).</p> <p>-To know Norwegian Vikings attacked northern Britain and Ireland.</p> <p>-To know that the Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain; this was written about in the Peterborough version of the Anglo-Saxon Chronicle, a historical source written over a century later.</p> <p>-To know the Vikings continued to raid the British coastline for around 70 years; some in England preferred to pay the Vikings not to raid them rather than fight; the money paid was called danegeld.</p> <p>-To know that in 829CE, Egbert, King of Wessex, conquered other kingdoms (Mercia in Northumbria) uniting kingdoms of England under the Anglo-Saxons.</p> <p>-To know in 865CE the great Viking army led by King Guthrum started to defeat all the Anglo-Saxon kings and the kingdoms.</p> <p>-To know the Vikings invaded England and captured York naming it Jorvik in 866CE and made it their Kingdom (this was known as their Viking capital city).</p> <p>Additional Teacher Knowledge: Teacher video part 1 for concept lessons 1-3: Y4 Britain's Settlement by Anglo Saxons on Vimeo Danish Vikings and Norwegian Vikings sought settlements in the UK, which had a warmer climate and the physical landscape was flatter, rivers and less harsh terrain to grow and hunt food.</p>	<p>Connect: Using quiz questions 1-4. CUSP-Quiz The-Viking-and-Anglo-Saxon-struggle-for-the-Kingdom-of-England-to-the-time-of-Edward-the-Confessor.pdf</p> <p>Explain: Discuss with the pupils where the Vikings came from. Introduce the fact that the Vikings invaded and eventually settled in Britain, however they invaded certain areas of Britain first.</p> <p>Example: Share a map of Britain with the pupils – highlight and discuss with them where the Vikings invaded and settled.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1236 539 1550 1184"> <p>Danish Vikings (Danes)</p> <p>invaded East England and Normandy in Northern France</p> <p>London was attacked first</p> <p>then Vikings fought northwards</p> <p>York was taken and renamed Jorvik - Viking capital city</p> </div> <div data-bbox="1675 539 2056 1040"> <p>Norwegian Vikings attacked Northern Britain and Ireland</p> </div> </div> <p>Model: Model making connections between cause and consequence – give pupils some examples of causes, they are then to discuss in partners what the consequence of that cause could be.</p> <p>-Longboats -Difficult to grow crops in Scandinavia. -Britain had riches and valuable resources -Fertile land/woodlands in Britain -Iron ore and other precious metals</p> <p>Explain</p>



		<p>Explain there were centuries of invasion. Using the substantive knowledge, pupils to understand how Anglo-Saxons attempted to pay for protection against the raids and how this failed over time up to the period of King Guthrum's army invasion in 865CE.</p> <p>Attempt Children to attempt to recall the key facts around the Viking invasions on Anglo-Saxon Britain using the hexagon model.</p> <p>Apply Pupils to create their own cause and consequence table highlighting the cause and consequences of the Viking invasion.</p> <p>-King Ethlered paid the Viking "danegeld" to return back to their homeland. (The Vikings kept coming back to be paid more money to retreat). -Britain was a short distance from the Scandinavian countries and the longboats made Britain very accessible. (The longboats could easily cross the short distance across the North Sea and were shallow enough to travel down rivers, making cities accessible to plunder). -Anglo-Saxons had over relied on the Romans for defense. (They left themselves open for attack as there were no coastal defenses or armies, with tactical strategies, for defense.</p>
Assessment questions	Where did the Vikings settle? What was Viking life like?	<p>Resources</p> <p>https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2021/10/CUSP-History-Year-4-The-Viking-and-Anglo-Saxon-struggle-for-the-Kingdom-of-England-to-the-time-of-Edward-the-Confessor-2023-Thinking-History-Tasks.pdf</p>
Learning Objective	Pre-Learning Expectations	
6 th Concept What peace was agreed between Anglo-Saxons and the Vikings?	<p>Connect: Recap on some of the ways the Anglo-Saxons Kings tried to deal with the Vikings.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
Retreated Divided Invasion Truce	-To know King Alfred the Great (King of Wessex) in January 878CE fought, lost and retreated from the Vikings. In May 878, King Alfred had regrouped with a much stronger army and faced King Guthrum at the Battle of Edington.	<p>Explain: Explain and discuss with the pupils who King Alfred the Great was and how he dealt with the Viking invasion. Discuss how he needed to make sure he got a handle on the situation – discuss what might have happened if he didn't.</p>



Danelaw

-To know that following the battle of Edington a truce was called and King Guthrum agreed to divide the country and live peacefully. This was known as the Danelaw.

Additional Teacher Knowledge:

Teacher video for lesson 6-8: [CLSP History - Anglo Saxons and Vikings - Year 4 - Part 2 on Vimeo](#)

Alfred the Great ruled over Wessex, Mercia, Northumbria and King Guthrum had control over Danelaw (from London, up the east coast).

DANELAW was now the land of the Vikings in Britain



Alfred was given the title Alfred the Great as he was considered a fair and learned ruler who protected much of England from the Vikings against the odds; he was seen as the ruler of all of the Anglo-Saxons.

Anglo-Saxon kings assembled powerful people to discuss important issues affecting their lands; this laid the groundwork for what would later be called parliament.

Discuss how at the battle of Edington, King Guthrum and King Alfred the Great called for a truce, where they divided the country and lived peacefully. This was known as Danelaw.

Example:

Share an example on the map of how the truce ended up dividing the country – pupils to mark on their own maps how the country was split and who ruled over which area of the country.

Model:

Pupils to act out the battle of Edington – highlighting specifically the way King Alfred the Great dealt with the Vikings.


Attempt

Share an example with the children of a model diary entry from the perspective of King Alfred the Great and his thoughts on how he dealt with the Vikings and the way this was eventually dealt with.

Apply

Pupils to apply this knowledge to writing their own diary entry from the perspective of King Alfred the Great using all the above taught information.



<p>Assessment questions</p>	<p>What agreement was made between the Vikings and Anglo-Saxons? Who was Alfred the Great? How did he deal with the Vikings?</p>	<p>Resources</p> <p>Teacher video for lesson 6-8: CUSP History - Anglo Saxons and Vikings - Year 4 - Part 2 on Vimeo</p> <p>https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2021/10/CUSP-History-Year-4-The-Viking-and-Anglo-Saxon-struggle-for-the-Kingdom-of-England-to-the-time-of-Edward-the-Confessor-2023-Thinking-History-Tasks.pdf</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	
<p>7th Concept Why did the Normans and Vikings both think they had a right to the throne of England?</p>	<p>Connect: Recap on King Alfred the Great and how he dealt with the Vikings. Recap Danelaw and what this meant for the Anglo-Saxons and Vikings.</p> 	
<p>Subject Specific Vocabulary</p>	<p>Substantive Knowledge/Core Knowledge - What do we want the children to know?</p>	<p>Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>Raid Massacre Heir Captured Reigned Revenge Pillaged</p>	<p>-To know the Vikings were defeated in 954CE (Erik Bloodaxe was the last Viking king of Jorvik – killed at the battle of Stainmore). -To know that Danish Vikings began to raid again. -To know that the King of England, King Ethelred (the unready) paid the Vikings with silver to leave England (Danegeld) but the Viking attacks continued. -To know that Ethelred ordered a massacre of all the Danes in England -To know in 1013CE the Viking king Sweyn (Forkbeard) became the King of England – he was only king for 3 months. -To know that in 1016, Sweyn’s son Cnut became King and reigned for 19 years until 1042.</p>	<p>Explain: Introduce King Sweyn Forkbeard as the first King of England in 1013CE (but was only king for 3 months – the shortest reign in British history). He invaded and captured London. During this time, Ethelred fled to Normandy, France (see teacher additional knowledge). King Sweyn died unexpectedly falling off his horse in Gainsborough – 3rd November 1014CE. Sweyn’s son – King Canute (Cnut the Great) – then became King. He became a powerful king of England, Denmark and Norway and reigned over 19 years. The king of England between 1036 – 1039CE – Harold (Harefoot) – son Canute (Danish son) The king of England between 1039 – 1042CE – Arthur – son Canute (Norman son – wife was Emma who was Ethelred’s wife)</p>



-To know Edward the Confessor became the King of England in 1042 (son of Ethelred the Unready – toss of the throne between the families).

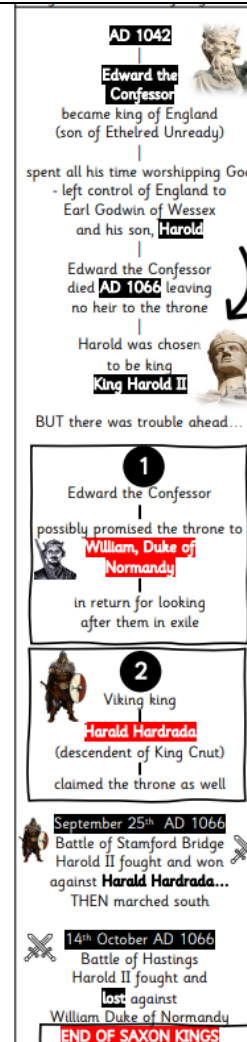
-To know Edward the Confessor died AD 1066 leaving no heir to the throne.

-To know that Harold Hardrada, William Duke of Normandy and King Harold 2nd fought to become king of England.

Additional Teacher Knowledge:

Teacher video for lesson 6-8: [CISP History - Anglo Saxons and Vikings - Year 4 - Part 2 on Vimeo](#)

- Ethelred ordered Dane families in Danelaw to be killed.
- On St Bryce's day November 13th 1002, Ethelred ordered a massacre killing of all the Danes in England, men, women and children. Amongst those killed was Sweyn's sister Gunhilde. Sweyn then swore revenge and killed and pillaged in Britain. Ethelred fled to Normandy and this was then when Sweyn was proclaimed king.
- Edward the Confessor spent all his time worshipping God - left control of England to Earl Godwin of Wessex and his son, Harold



Example:

Comparing Connecting

King Alfred and King Canute both had the name 'great' included in their title. Identify the similarities and differences that connect both kings.

Model:

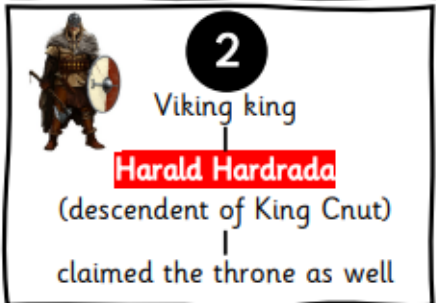
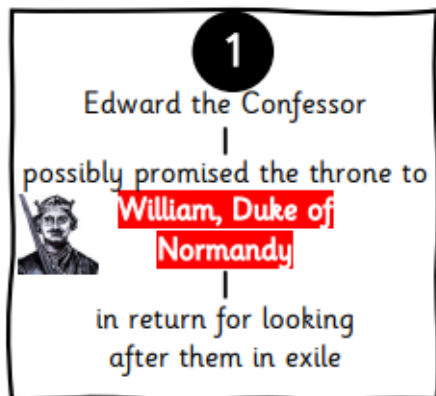


Harold was chosen to be king

King Harold II





BUT there was trouble ahead...




September 25th AD 1066

Battle of Stamford Bridge
Harold II fought and won against **Harald Hardrada**...
THEN marched south

14th October AD 1066

Battle of Hastings
Harold II fought and **lost** against **William Duke of Normandy**



Share the pupils a model of how to piece together the timeline (to scale – 2cm to every 10 years?) adding the examples to explain who the monarchs were.

Attempt

Use wordwall for pupils to attempt at arranging the above information in order for time.

Apply

Pupils to create timeline showing the key monarchs and events that changed the leadership of England in the period from 954 – 1066.


Pupils to add a brief summary to each king added to the timeline eg: King Canute – son of King Sweyn Forkbeard known for invading and expanding his empire to England, Sweden and Norway.

Challenge

Sequencing **Justifying**

Complete the timeline.

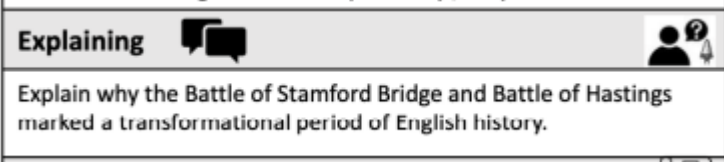
AD 793	AD 866	King Alfred lost the battle against the Vikings.	AD 954
The Lindisfarne attack	_____	_____	_____



Choose one date that you think is the most important of the Viking invasion. Provide a reason for your choice.

Challenge: Are there any other key dates you would add to this timeline?



Assessment questions	Why did the Normans and Vikings both think they had a right to the throne? How were the Vikings defeated? What did leadership/and the throne look like during this period?	Resources Teacher video for lesson 6-8: CUSP History - Anglo Saxons and Vikings - Year 4 - Part 2 on Vimeo https://www.unity-curriculum.co.uk/wp-content/uploads/sites/4/2021/10/CUSP-History-Year-4-The-Viking-and-Anglo-Saxon-struggle-for-the-Kingdom-of-England-to-the-time-of-Edward-the-Confessor-2023-Thinking-History-Tasks.pdf
Learning Objective	Pre-Learning Expectations	
8 th Concept APPLICATION	Focus on the Battle of Stamford Bridge:  <p>Explain why the Battle of Stamford Bridge and Battle of Hastings marked a transformational period of English history.</p> <p>Find Stamford Bridge on a map. Hot seat and have a discussion based around the monarchy at the time,</p>	

GEOGRAPHY

Main Strand/Concepts	Sustainability, Impact on Our World – In this unit children will learn about the formation of mountains, rivers and coasts. They will explore the impact and positives and negatives of living near a river.				
Thinking Like a Geographer					
Place and Space	Scale and connection	Physical and Human Geography	Environment and Sustainability	Culture and Diversity	
Children to locate the worlds biggest mountains and recognise the biggest mountain in each of the countries of the UK.	Children to identify the UK's longest rivers and the closest River to us. Children to map the course of the river Don	Children to investigate how mountains are formed. Look at the different courses of a river and compare these.	Children to research the impact of rivers on humans. Can human behaviour have an impact on rivers?		
Prior Learning Links	In KS1 key concepts taught: Children have located the surrounding seas and oceans of the UK. They know the names of the countries of the UK, their capital cities and facts about each country. Children have learnt about the impact of the river Nile on the Ancient Egyptians.				
Main enquiry question/s	Rivers – friend or foe?				
Programme of Study NC Requirements	National Curriculum <i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i> Place knowledge Pupil to: - Human and physical geography describe and understand key aspects of: ☑ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied				
Career Links: Flood defence planner, Yorkshire Water worker, fire service rescue team, lighthouse keeper, cave tour guide, RNLI, coastguard					
Learning Objective	Pre-Learning Expectations				
1 st Concept	In FS and KS1 we have learnt about seasonal change. We know that the weather is different in different seasons and at different times of the year.				



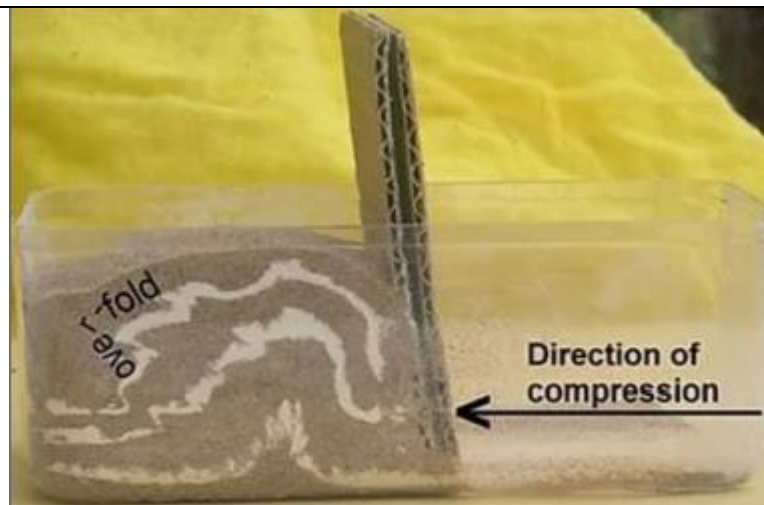
<p>To know that the water on earth is constantly moving. It is recycled over and over. This recycling process is called the water cycle.</p>	<p>We know where rain comes from. Children have visited the seaside town of Cleethorpes. They know the basic features e.g. beach, pier, cliff.</p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge –What do we want the children to know?</p>	<p>Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</p>
<p>Water cycle Cloud Evaporation Condensation Precipitation Sea River Cycle Run off collection</p>	<p>To know that water on earth is constantly moving – it is recycled over and over again. This process is called the water cycle.</p> <ol style="list-style-type: none"> 1. Water evaporates into the air The sun heats up water on land, in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air. 2. Water vapour condenses into clouds Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds. 3. Water falls as precipitation The clouds get heavy and water falls back to the ground in the form of rain or snow. 4. Water returns to the sea Rain water runs over the land and collects in lakes or rivers, which take it back to the sea. The cycle starts all over again. <p>Additional knowledge: On earth you can find water in all three states of matter solid, Liquid and Gas. 96.5% of the Earth’s water is in the oceans. 1.7% is in lakes, rivers, streams and the soil, 1.7% is in polar ice caps, glaciers and permanent snow.</p>	<p>Connect: Cross curricular link (Science) What is the water cycle?</p> <p>Apply: Draw and label a map of the water cycle and then explain in detail the process of the water cycle.</p> <div data-bbox="1234 687 2181 1182" data-label="Diagram"> </div> <p>Y4 Consider how would urbanisation of a rural area change the process of the water cycle? (think about surface run off and groundwater)</p>
<p>Assessment questions</p>	<p>Can you explain the process of the water cycle? What is condensation? What is precipitation?</p>	<p>Resources: Information on the Water Cycle https://climatekids.nasa.gov/water-cycle/</p>



		Clip explaining the Water Cycle https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39
Learning Objective	Pre-Learning Expectations	
2 nd Concept To know how a mountain is formed and where some of the most famous mountains in the world are located.	Children can name and locate the four countries of the UK. They can name and locate the surrounding seas and oceans. Children can locate the capital cities of each country of the UK.	
Subject Specific Vocabulary	Core Knowledge – What do we want the children to know?	Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)
Peak Valley Cliff Ridge Hill Terrain Summit Tectonic plates Mountain Earthquake Volcano Everest Alps Matterhorn Table Mountain Kilimanjaro Fuji Ben Nevis Snowden Scarfell Pike Pennines Slieve Donard Cadair Idris	<p>Core Knowledge:</p> <p>Physical geography: To know mountains are formed by tectonic plates moving together and pushing up until tall structures are formed. The world’s mountain ranges are created by the same forces that trigger earthquakes and volcanoes. To know rocks that formed on sea floors are packed together and thrust high into the sky. Use the two internet links below to help pupils gain an understanding of how mountains are formed. There are several other links on the internet but these two are quite different, one quite straight-forward and the other has greater depth.</p> <p>Locational knowledge: To know that mountains make up one-fifth of the earths landscape. Mount Everest is the world’s highest mountain. To know the names and locations of mountains in the wider world - Everest, Alps, Matterhorn, Table Mountain, Kilimanjaro and Fuji. To know the names and locate mountians of the UK – Ben Nevis, Snowden, Scarfell Pike, Pennines, Slieve Donard and Cadair Idris.</p> <p>Additional knowledge: There are mountains under the surface of the sea.</p>	<p>Connect: What is a human and physical feaure? Can you recall any human and physical features?</p> <p>Explain: Use the two internet links below to help pupils gain an understanding of how mountains are formed. https://www.youtube.com/watch?v=Fd_XqYE2BWY https://www.youtube.com/watch?v=S9ty-ta1wyl</p> <p>Attempt: Children could create the practical activity shown below. Use a tank and create the layers with sand and chalk as shown. Have a hard piece of card or board on one side of the tank and when the layers have been organised, push the board or card towards the other end and watch what happens to the layers.</p>



12% of the worlds population live in mountains.
About 70 – 80% of the worlds water originates from mountains.



Apply: Draw and label a diagram explaining how mountains are formed. Children should explain the process using the appropriate terminology.

Use a map of the world to find out where the highest and most well-known mountains in the world are located.

Locate and label the world's most well-known mountains on a world map.

Focus on the regions the mountain ranges are in.

Make sure that the mountains include at least the following: Everest, Alps, Matterhorn, Table Mountain, Kilimanjaro and Fuji.

Pupils should locate and find out about the most famous and well-known mountains of the United Kingdom.

They should include at least: Ben Nevis, Snowden, Scafell Pike, Pennines, Slieve Donard

Use Google Earth to help pupils gain an understanding of the physical features surrounding a mountain region.

Y4

Create a fact file about mountains – include information on the highest mountain in the world, mountains in the UK and the physical features that surround a mountain range.

Assessment question

Explain how a mountain is formed.
Name the highest mountain in the world?
Can you name and locate Ben Nevis, Snowden, Scafell Pike, Pennines, Slieve Donard and Cadair Idris?

Resources:

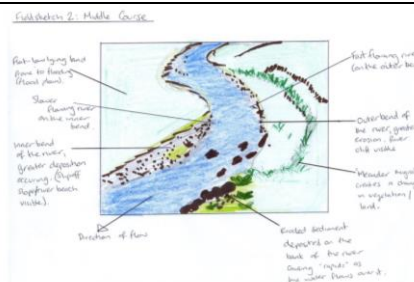
https://www.youtube.com/watch?v=Fd_XqYE2BWY

<https://www.youtube.com/watch?v=S9ty-ta1wyl>

Pre-Learning Expectations



Learning Objective		
Subject Specific Vocabulary		
	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)
<p>3rd Concept To know how a river is formed.</p>	<p>Recap on the River Nile. Rivers can be used for trade, transport, irrigation The worlds longest river is the River Nile. Children know how mountains are formed. Children know that the majority of the worlds water originates in mountains.</p>	
<p>Source Mouth River Stream Current Ocean Lake Tributary</p>	<p>Core Knowledge: To know a river is a natural stream of fresh water that has a current and moves towards another body of water such as a ocean, lake or another river. To know rivers can be different sizes. To know that the origin of a river is called its source. To know that rivers usually flow downhill therefore the source is usually high in the mountains where the water usually comes from snow or a natural spring. A river flows in a channel in between two banks and gets bigger in size the further it travels as it gains water from other smaller streams or tributaries. The rivers journey ends when it meets the sea or lake at a point called its mouth. To know a meander happens when there is a disturbance to a bank of a river. The water then erodes the bank in the weakened area creating a meander.</p> <p>Additional Knowledge: Rivers play a huge part in shaping the landscape. Rivers erode the rocks that they flow over.</p>	<p>Connect: What do we already know about rivers – focus on recalling knowledge about the river Nile.</p> <p>Explain: Watch the clip https://www.youtube.com/watch?v=1IK3bgjiEEk and then create a fact file on how rivers are formed.</p> <p>Attempt: Pupils use sketches from digital images/fieldwork photos or visit of the 3 stages of a river to draw 3 diagrams of the river course and label these.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Upper course</p> </div> <div style="text-align: center;">  <p>Middle course</p> </div> <div style="text-align: center;">  <p>Lower course</p> </div> </div> <p><u>Field sketch 1: Upper Course</u></p>  <p>Labels in sketch: - Working farms creating a V-shaped valley. - Steep valley sides and "wild" natural vegetation growing on the cliff sides. - Land used for agriculture (pasture), National Trust manage land and public footpaths. - Narrow fast flowing river winding through the area (around S-curves). High levels of erosion (attrition) taking place. Large sediment found creating rapids.</p>



Challenge: Adapt for some pupils practically or set as a home learning link - Create a model of a river from source to mouth

The model needs to include at least the following features: source, tributary, meander and mouth. Each of these must be labelled.



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Assessment questions	<p><i>What is the name of the place where a river originates?</i></p> <p><i>Can you describe using your model a river from source to mouth?</i></p> <p><i>Can you explain how rivers get bigger?</i></p> <p><i>What is a meander? How is it formed?</i></p>	
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Learning Objective	Pre-Learning Expectations	
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4th Concept To know where the most well-known rivers of the UK are located.	Children have used a map to locate the river Nile.	
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Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)
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Thames Severn Don Source Mouth	<p>Core Knowledge:</p> <p>To use a map to locate the River Thames on a map of England. To know that it is a world landmark in London. There are over 200 bridges that cross the River Thames.</p>	
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<p>Connect: Children to use atlases and maps to identify the longest Rivers in the UK.</p> <p>Explain: The River Thames is a world landmark in London. There are over 200 bridges that cross the River Thames.</p>	
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<p>Tributary Trade Transport</p>	<p>To know that it runs through London and was used as the area’s main trade and transport route before roads and railways were built. To know that the rivers primary usage has changed and is now relied upon for water and sewage removal. To use a map to locate the River Severn. To know that the two longest rivers in the UK are the River Thames and the River Severn. To use a map to locate the River Don.</p> <p>Additional knowledge: Rivers are an important natural resource and provide a habitat for many animals, birds and plants in the UK.</p> <p>Rivers in Britain also provide an area for one of the UK's most popular pastimes - fishing as well places to row, punt and kayak.</p>	<p>To know that it runs through London and was used as the area’s main trade and transport route before roads and railways were built. To know that the rivers primary usage has changed and is now relied upon for water and sewage removal. To use a map to locate the River Severn. To know that the River Severn is the longest river in the UK To know that the closest river to Doncaster is the River Don. Use a map to locate the River Don.</p> <p>Attempt: Draw a map of the UK and label the 3 rivers studied can children explain the route of the river from the source to the mouth?</p> <p>Apply: Can you identify any major cities located along rivers. Why do you think they are located there?</p> <p>Y4 Can children explain how the use of rivers have changed over time. Think about developments in transport, trade, irrigation.</p>
<p>Assessment questions</p>	<p><i>Name 3 rivers located in the UK?</i> <i>Explain how the usage of the river Thames has changed over time.</i> <i>Which river is located closest to Dunscroft?</i></p>	<p>Resources: Fun river facts for kids https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-rivers/</p>
<p>Pre-Learning Expectations</p>		
<p>5th Concept To map the route of River Don from Penniston to the River Ouse and then out to the coast</p>	<p>Children have created maps previously in KS1 practically using blocks</p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge –What do we want the children to know?</p>	<p>Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</p>
<p>Source Mouth Coast</p>	<p>Core Knowledge: To know the source of the River Don is in the Pennines and the mouth is the Humber estuary and into the North Sea.</p>	<p>Connect: Recall the closest river to us. What other rivers do we know and what do we know about them?</p>



<p>Route Pennines River Don River Ouse</p>	<p>To know that the river Don flows into the Ouse. To know the length of the River Don is 113km long. To understand that a map is an aerial view. To plot Duncroft/ Stainforth, Doncaster, Filey and Flamborough on my map of the River Don. To know the 8 points of a compass and plot these on our map.</p>	<p>Attempt: To draw a map of the River Don from source to mouth, adding the important locations Duncroft/ Stainforth, Doncaster, Filey, Flamborough. Add the 8 points of the compass to show direction.</p> 
<p>Assessment questions</p>	<p>Where is the source of the River Don? Where is the mouth of the River Don? Explain the journey of the River Don from source to mouth.</p>	<p>Resources: Google maps Google Earth</p>
<p>Pre-Learning Expectations</p>		
<p>6th Concept To know the impact that rivers can have on the lives of people</p>	<p>Children have previously learnt about the River Nile. They have looked at the positive impacts of the River Nile. Children know that the River Nile has been important in the lives of Ancient Egyptians. Children understand that the Nile was used for trade, transport, irrigation and to fertilise the soil.</p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge –What do we want the children to know?</p>	<p>Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</p>
<p>Impact Transport Trade</p>	<p>Core Knowledge: Many, if not most, of the world’s most famous cities are situated by rivers.</p>	<p>Connect: What positive and negative impacts are there of living near a river?</p>



<p>Food source Negative Positive Fishlake</p>	<p>One of the main reasons for this is historical. In the past, when transport was not as available as it is now, people needed to live close to drinking water and to food sources such as fish.</p> <p>What started out as small conurbations ended up being large cities – children can look at the location of these on maps of the UK.</p> <p>Rivers can have negative impact on the lives of people.</p> <p>In 2019 the River Don flooded having a huge impact on the village of Fisklake.</p> <p>More than 170 buildings in Fishlake near Doncaster were filled with dirty flood water in November 2019, making up roughly 90% of homes in the village.</p>	<p>Attempt: Children to research the positive and negative impacts of a river on the lives of people.</p> <p>https://thefloodhub.co.uk/ks2-lesson-2/ https://johnbwright.com/the-pros-and-cons-of-living-near-water/</p> <p>Apply: Research the 2019 flooding in Fishlake. Create a newspaper report around the 2019 flooding of Fishlake.</p> <p>Y4 Consider would you live in the village of Fishlake? Why do you think people will live in Fishlake?</p>
<p>Assessment questions</p>	<p><i>What are the positive impacts of living near a river?</i> <i>What are the negative impacts of living near a river?</i> <i>Has the impact of rivers on the lives of people changed over time?</i></p>	<p>Resources: News report: https://www.yorkshirepost.co.uk/arts-and-culture/books/fishlake-2019-floods-extract-from-residents-new-book-about-yorkshire-villages-devastation-3384403 Video clips: https://www.youtube.com/watch?v=qsUq7zsHRZw https://www.youtube.com/watch?v=aQseAuR6tsQ</p>
<p>Learning Objective</p> <p>Pre-Learning Expectations</p>		
<p>7th Concept To know what coastal erosion is</p>	<p>Children have mapped the River Don out to the sea.</p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge –What do we want the children to know?</p>	<p>Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</p>
<p>Coast Erosion Cliff Beach Sand dune Cave Deposition Sea wall</p>	<p>Core Knowledge: Where ever you live in the UK you are never far from a coast... coastal environments can look very different, from rugged rocky cliffs to sandy beaches.</p> <p>Coasts are constantly changing due to natural forces.</p> <p>There is continuous erosion where the water wears away at the land and deposition where the water drops off bits or rocks and sand it's been carrying.</p>	<p>Explain what is coastal erosion and why it is happening,</p> <p>Field work Children to take photographs and sketch stack and stumps along the shore.</p> <p>Children to measure the sediment on the beach in 3 different areas. Near the sea, further towards the cliff and at the top of the cliff. Children to use 3 sorting hoops and record what they find in each quadrant.</p>



<p>Groynes Long shore drift Vegetation Hard sea defences Soft defences</p>	<p>Coastal erosion is a term for the removal of beaches or dunes by waves, tidal currents, wave currents, or drainage. Waves, caused by storms and wind cause coastal erosion.</p> <p>On rocky coasts, coastal erosion results in dramatic rock formations. Softer areas become eroded much faster than harder ones.</p> <p>I know that Caves, arches and stacks, bays, headlands, cliffs and peninsulas are formed as a result of erosion.</p> <p>I know that tombolo, beaches, salt marshes and spits are formed as a result of deposition.</p> <p>To understand that long shore drift causes sediment to move along the coastline.</p>	<p>Children to analyse their findings when back at school.</p> <p>Y4 Consider why the rocks and materials found closer to the beach are smaller than the ones on the cliff top.</p> <p>Children to measure long shore drift. Children to use an orange, a stopwatch and a tape measure to examine the transport of sediment and material along the coastline.</p> <ul style="list-style-type: none"> - Decide on an appropriate distance to measure longshore drift over, for example 10 metres - Lay out tape measure close to water and mark start and finish points - Place your float into water in the breakwater zone at the start point - Observe and time the object's movement across the pre-set distance
<p>Assessment questions</p>	<p><i>Explain what is happening to the coastlines of the UK.</i> <i>Define the term coastal erosion and deposition.</i> <i>Explain how a stump is formed.</i></p>	<p>Resources: Clip on the impact that coastal erosion is having on the lives of people on the east coast. https://www.bbc.co.uk/bitesize/clips/z8tyr82 https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-coasts-and-energy/z89pp4j</p>
<p>Pre-Learning Expectations</p>		
<p>Learning Objective</p> <p>7th Concept To know that we use a range of different coastal defences to protect our coastlines from erosion and deposition</p>	<p>Children understand that our coastlines are constantly changing through natural processes such as erosion and deposition.</p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge –What do we want to know children to know?</p>	<p>Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</p>



<p>Erosion Deposition Groynes Sea wall Rock armour Hard defence Soft defence Nature Nourishments Sand dunes</p>	<p>Core Knowledge: Coastlines need to be managed to prevent natural processes, such as erosion and flooding, destroying vulnerable areas of the coast. Often the coastline is used by people for homes, agriculture, industry, tourism or other businesses. In addition, there are many coastal areas which are sites of natural beauty or are of special scientific interest. A failure to prevent erosion and flooding can lead to a loss of life or property.</p> <p>Hard engineering approach includes building structures such as sea walls, groynes and rock armour.</p> <p>A soft engineering approach works with natural processes beach nourishment builds up the beach. Managed retreat allows nature to take the area back.</p> <p>Sand dunes act as a natural and sustainable defence mechanism.</p> <p>Additional knowledge: Due to climate change, increased sea levels and the increase in the frequency of storms the rate of coastal erosion is changing.</p>	<p>Fieldwork Record any coastal defences that you may see.</p> <p>Investigate the impact of groynes on the movement of sediment.</p> <ol style="list-style-type: none">1. Use the meter ruler to measure from the top of the groyne to the surface of the sediment on each side2. Take digital pictures to illustrate differences in sediment levels <p>Can children explain what this information shows? Why is the sediment higher at one side of the groyne than the other?</p> <p>Create a leaflet advertising different coastal defences.</p> <p>Y4 Can you list the pros and cons of hard and soft engineering defences?</p>
<p>Assessment questions</p>	<p><i>Explain how we try to protect our coastlines.</i> <i>What is a hard engineering defence?</i> <i>What is a soft engineering defence?</i></p>	<p>Resources: Coastal erosion website and video clip https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/zhg8kty</p>