

Invaders and Settlers

From Anglo-Saxons to Vikings

Our adventure begins around 410 CE, when the Romans left Britain.

Imagine a land with roads, towns, and walls left behind—but no central government. Britain was on its own! Who would live here next and how would life continue?

Even before the Romans left, people in Prehistoric Britain were living in villages and farming near rivers. They knew how to survive, but new arrivals would bring big changes.

Next came the Anglo-Saxons—the Angles, Saxons, and Jutes—from northern Europe. They had been raiding Britain before 410 CE, but from around 449 CE, families started moving here to live, farm, and build new villages. At the same time, the Scots came from north-east Ireland and settled in western Scotland. These were some of Britain's first immigrants!

How did Britain change after the Romans?

Waddington Primary School
Spring in Year 4

History

Anglo-Saxon villages were small and made of wood and straw, often built around a large hall where everyone met. Life was about farming, sharing and helping each other. Many

Roman towns were abandoned but their walls and forts were later used to protect people from the Vikings. The Romans leaving changed life forever and helped create a brand new society.

Britain was split into kingdoms like Northumbria, Mercia, Wessex, and East Anglia.

Everyone who lived in these kingdoms had different roles:

- Kings ruled the land
- Thanes helped the kings
- Churls farmed the land
- Thralls worked at the bottom

Everyone depended on each other for food, safety, and survival. These kingdoms were the start of how countries are organised today.

Religion was important too. Christianity spread across Britain, and monks built monasteries, which became centres for learning. In Northumbria, there was a "Golden Age" of knowledge, with ideas travelling across Europe. This learning also attracted outsiders... like the Vikings!

The Vikings came from Scandinavia. They were fearless sailors who raided towns and monasteries, like Lindisfarne. But they didn't just steal things—they also settled and took control of parts of Britain. By 878 CE, Vikings had set up homes in many areas. There was lots of fighting! Anglo-Saxons and Vikings battled for land and power. Alfred the Great, King of Wessex, defended his kingdom, reorganised the army, and built defended towns. His actions helped shape the future of England and Scotland. England comes from "Angle-land," and it began to become one country through these struggles. In this unit, we become real-life historians, exploring the past with maps, archaeology, and ancient stories. No single source tells the whole story. By learning about cause and effect, we discover how settlements, migration, and battles shaped Britain—and how these foundations still influence life today.

We will write a class History book titled: How did Britain change after the Romans left?

Parents will be invited to an exclusive book signing.

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English

Narrative - Retelling

Persuasive Speech

Poetry - Limericks

Myth Narrative

Explanation Text- How did Britain change after the Romans?

This term, our English lessons will journey back in time to explore the world of the Anglo-Saxons. Pupils will delve into life during this fascinating period, using historical texts and imaginative writing to build a vivid picture of early Britain. As the term continues, we will move into the rich tradition of myths and legends, discovering heroic quests, magical creatures, and ancient storytelling traditions. Children will develop their skills in retelling narratives, learning to restructure key events, emphasise character viewpoints, and capture the style of the original tales. Through reading, discussion, and creative writing, students will further enhance their ability to analyse texts, build descriptive detail, and craft their own mythic narratives inspired by the stories we study.



Poetry

Poetry is important as it helps us develop our listening, our language, our expression and our communication.

As authors, we'll be writing limericks and as readers, we'll enjoy the works of Maya Angelou.



Reading

With our ongoing focus on reading fluency, we will explore the following in our reading lessons:

Classic Novels: Volume 2
Life Doesn't Frighten Me At All
Frida Kahlo
A series on Teeth - The Demon Dentist, Tooth by Tooth, Teeth
Dr Barnardo
How To Be A Viking
Harry Potter

Maths

We will begin the term by exploring multiplicative relationships, building on our times table work to understand how the composition of 10 and 100 can be included in multiplication problems.

We will then learn how to mark co-ordinates and construct polygons with these. Finally, we will delve into fractions - identifying, comparing and ordering fractions before adding and subtracting with them.



Science

Animals including Humans

In this unit, we will work as scientist to investigate the digestive system, learn about teeth and food chains/webs.

Living Things and their Habitats: Conservation

For this part of our science learning, we will analyse the seasonal impacts on wildlife, explore various types of pollution and investigate human impact on our environments.



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Art

Observational Drawing

This term in Art, Year 4 will focus on observational drawing, developing careful looking skills and exploring how artists capture detail, shape, and texture. Pupils will study flowers and architecture, experimenting with a range of media including charcoal and pen and ink to create bold, expressive pieces.

We will take inspiration from the vibrant, energetic work of Vincent van Gogh and the intricate architectural drawings of Ian Murphy, using their techniques to guide our own artwork. Throughout the term, children will build confidence in mark-making, shading, and composition as they produce a series of detailed observational studies.

PSHE

Living in the Wider World

This term, pupils will learn what makes a community, exploring shared responsibilities and how people work together. They will also find out how data is shared and used, including ways to keep personal information safe. Later in the term, we will focus on making decisions about money, understanding spending choices and how to use and keep money safe.

Computing

Programming A:

Repetition in shapes.

Data Information:

Data logging

Online Safety

Online Relationships and Online Bullying



DT

Textiles - 2D to 3D

In DT, we are beginning an engaging project in the field of textiles. We will design and produce a striking Sutton Hoo-inspired belt bag. We will explore various techniques related to fastenings and joinery. This learning is not only about creating a functional item but also about connecting with history, applying our knowledge, and producing something valuable and aesthetically pleasing through our skills and imagination.

PE

Gymnastics

Dodgeball

Netball

Tennis

RE

Christianity - What does the Bible say about how Christians should treat others/live their lives?

- Islam - What do the main concepts of Islam reveal about Allah and how Muslims should treat each other?



Commando Joe

Traditional Tales

Through challenges we will use and develop the following skills:

- resilience
- empathy
- teamwork
- communication
- positivity

Music



This term, children will explore samba sounds, using instruments and creating compositions in the style of a carnival. We will spend the second half-term rehearsing for and participating in our school play - Wind in the Willows.

Experience Days

- Online Safety Workshop - 6.1.26
- Y3/4 Healthy Relationships Workshop- 23.1.26
- Mini Police- 2.2.26
- Imam Visit
- Intensive Swimming- w/c 9.3.26
- History Book signing for parents 19.3.26
- Y3/4 Musical Production- 24 & 25.3.26

