

TREES

OF
THE

GOODS

PROJECT OVERVIEW

AO



STUDIO CULTIVATE

TREE OF THE GODS PROJECT OVERVIEW

Tree of the Gods is an exciting, cross-curricular, story-led adventure for children aged 7-11. This educational journey takes participants across Geography and Design Technology; Science and History; Art and English.

And at the centre of the saga - Yøu, accompanied by a mysterious tree-cutting and an even stranger falcon.



Like all our Natural Curriculum adventures, Tree of the Gods is designed to be delivered by *all* educators, whether you are a classroom teacher, home-schooler or freelancer educator.

Our inclusive story-led learning style motivates children of all ages and backgrounds to engage and learn, and in doing so, value the natural world that surrounds them.

Read on for a glimpse into the fabulous storyworld of Tree of the Gods and discover the many National Curriculum steps that you and your children will be taking along the journey.

Enjoy-
from project creators, **Francis and Hugo**



A stylized illustration of a mountain landscape. In the foreground, a large, jagged mountain peak is rendered in shades of blue and purple. To the right, a smaller mountain range is visible. In the background, a blue sky with soft clouds is shown. A white bird with dark wings is flying in the upper left corner. The overall scene is set against a blue background.

THE VISITOR

FROM
THE

SKY

CHAPTER 1 SAMPLE

WHAT DO YOU SEE?
WHAT DO YOU THINK?
WHAT DO YOU WONDER?

VISITOR FROM THE SKY

Quietly, Yøu tip-toe softly across the earth floor in the dim light of the longhouse towards the soft glow of the fire, being careful to keep out of sight of the door. The cooking lamb on the fire and warm, baked bread fills Yøur nose with rich and homely smells. Yøur stomach rumbles and Yøur mouth waters as the fat of the meat spits and turns. Yøu check the cloth hanging at the door to see if anyone is near but Yøur mother is feeding the chickens and Yøur brother is down at the water fixing the boat. Standing in the silence of the house, Yøu take a second, deep inhale and are immediately intoxicated with the delicious, heady smells. It is all too much. Yøu take a scratch at the lamb and peel off the bubbling fat with a dirty fingernail and put it straight into your mouth - ignoring the burning heat and savouring every chew. Then, taking a second look towards the door of the longhouse, the hanging cloth gently swaying in the breeze, Yøu sneak a bread bun into your shirt and run across the dirt floor, through the door and into the bright springtime daylight.

The year is 878 A.D. The village of Gudvangen is a simple cluster of wooden longhouses and modest farmland, a settlement of six houses that sit close to the grey pebble beach. Gudvangen is a village where everyone knows everyone and visitors are few. It is not that the villagers discourage guests but that the village is incredibly remote and difficult to reach. Surrounding the village are vast mountains that rise up from the crystal-blue sea like bare, ashen battlements of rock. In the winter, the mountains become a brutal fortress wall of snow, wind and ice that locks the village in like a prison.

When spring has sprung, the ice thaws and meltwater rushes downwards, creating thundering waterfalls of dizzying heights and a permanent mist that fills the valley. The highest and most dramatic mountain, The Gard, looms directly over the village. A vast, blank wall of grey granite, casting its long shadows across the valley floor like a titanic sundial. The summit of The Gard is so high it is permanently shrouded in a mist and in the winter, around the warming fires, village elders tell tales of the gods using The Gard Mountain as a staircase to descend to earth.

All people arrive and leave Gudvangen via the fjord, a towering rock valley of sea water. The fjord splits like a giant wishbone north towards Øyestølen and west, past the fishing town of Lavik, before meeting the great, neuter-blue ocean.

Every summer, for as long as Yøu can remember, Yøur father would join the raiding parties and follow this route westwards towards the Island Across the Sea. In the never-ending summer's evening, after working on the farm, Yøu, Bjørn (Yøur brother) and Yøur mother would wait at the water's edge, watching for his return. And oh, the excitement when his boat finally did arrive in Gudvangen's small harbour! Piles of silver, gold, precious materials would be unloaded, accompanied by people not from Yøur or neighbouring villages, who your father tells you are to be sold as slaves.

But two summers ago, Yøur father's boat never returned, his ship, its crew and plunder lost at sea in a violent storm. As is custom, Bjørn, Yøur elder brother became 'the man of the house', a title he has enjoyed too much.

CHAPTER 1- VISITOR FROM THE SKY

"Quietly, Yøu tip-toe softly across the earth floor in the dim light of the longhouse towards the soft glow of the fire, being careful to keep out of sight of the door."

N.C Statements (History)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Place the current study on a timeline in relation to other studies.</p> <p>Skills:</p> <p>To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Science:</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Year 3)</p>	<p>Hook Lesson:</p> <p>In 9th Century Scandinavia, Yøu, a Viking child who lives with their Anglo-Saxon mother and older, overbearing brother, wishes to join the Viking raids like his father who disappeared many years before. While working out in the fields, a falcon appears holding a mysterious branch in its beak. At first, Yøu dismiss the bird as just an unusual sight, however, it becomes increasingly clear the bird is trying to communicate with Yøu.</p> <p>The bird 'offers' Yøu the branch, which Yøu notice is still alive, and therefore Yøu decide to try and look after it.</p>	<p>Plant:</p> <p>children are given cuttings from an apple tree.</p> <p>As yet, children have no idea what this 'twig' is but have to deduce that it is alive and that the mysterious bird thinks it is important.</p> <p>children 'scar' base of twig and wrap it in a damp rag.</p> <hr/> <p>Outcome:</p> <p>Children can place Viking era on timeline and learn how to keep wood cutting alive for future chapters.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Invasion Games (PE)</p> <p>Vertical - Anglo-Saxons (History)</p> <p>Diagonal - Noah's Ark and the olive branch (RE), Seasons (Science), The Water Cycle (Science), Seasons (Science), Plants (Science), Living in the Wider World (PHSE), Animals and their Habitats (Science)</p>		

CHAPTER 2- THE GREAT WHALE ROAD

*"How do you reach these lands?" You ask in wonder.
"Well, that is the most dangerous journey of all" Your Mum whispers. "The Great Whale Road".*

N.C Objectives (Geography)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Skills:</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p>	<p>Yøu awake to find the falcon has not gone and looks a little older and shabbier.</p> <p>With the falcon following, Yøu decide to ask to join the next Viking raid, travelling across The Whale Road (The North Sea).</p> <p>Yøu are dismissed as too young to join the raiding party.</p> <p>Upset, Yøu decide to learn about Viking raiders, boats, and culture in order to be accepted by them.</p> <p>Yøu decide to learn more about where the raiding parties go and ask Yøur mother to help Yøu understand more about the geography of Europe.</p>	<p>Plant:</p> <p>Children ensure that the wet paper towel around the stick remains wet.</p> <hr/> <p>Outcome:</p> <p>Children can locate the North Sea on a map and identify the countries surrounding it and their human and physical features.</p> <p>Children create a travel brochure for the North Sea.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Vikings (History), Anglo-Saxons (History)</p> <p>Vertical - The United Kingdom (Geography), World Maps (Geography)</p> <p>Diagonal - Practice Sketching (Art), Growth Mindset (PHSE), Plants (Science), Living in the Wider World (PHSE)</p>		

THE MASTER BOAT BUILDER

"Arriving at the door of the workshop, Yøu hear two voices deep in whispered conversation. Yøu recognise the first as the boat builder's voice but the other is new to Yøu.

"In two weeks?" hisses the Master Boat Builder.

"Yes, Guthrum the Old has given the order to leave and we can not wait for the weather to change."

The second voice is deep and powerful - more like the rumbling of falling rocks than a human. Intrigued by the talk, Yøu lean quietly up against the outside wall beside the door."



N.C Objectives (DT)	Story Overview	Lesson Task and Progress
<p>Knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Skills:</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>It is apparent that something is wrong with the falcon, who now appears to be ageing and looking increasingly shabby.</p> <p>Through visiting the Master Boat Builder Yøu learn of the next Viking raid. Yøu ask the boat builder to teach Yøu how to build a Viking vessel and why they are so important for Viking raids.</p> <p>The master boat builder agrees to allow Yøu to help build the boat. Thus, teaching Yøu the specifics of Viking ships and how they sail.</p> <p>Feeling Yøu can trust the boat builder who is clearly very knowledgeable of wood, Yøu ask him to look at the mysterious twig delivered by the falcon.</p> <p>The boat builder looks and decides it is likely from a fruit tree, but the piece is too small to identify. The boat builder recommends that Yøu to put the twig in soil to allow it to grow.</p>	<p>Plant:</p> <p>Children keep the twig moist.</p> <p>Children are informed that the mysterious twig, given to them by the falcon, is from a hardwood fruit tree.</p> <hr/> <p>Outcome:</p> <p>Using a range of materials, children design, make and evaluate their own Viking longships against the design specifications set out by the Master Boat Builder.</p>

3D Curriculum Link Suggestions:

Horizontal - Vikings (History), Geography of Europe (Geography)

Vertical - Designing, making, and evaluating products (DT)

Diagonal - Noah's Ark (RE), Plants (Science), Use of Everyday Materials (Science), Living in the Wider World (PHSE)

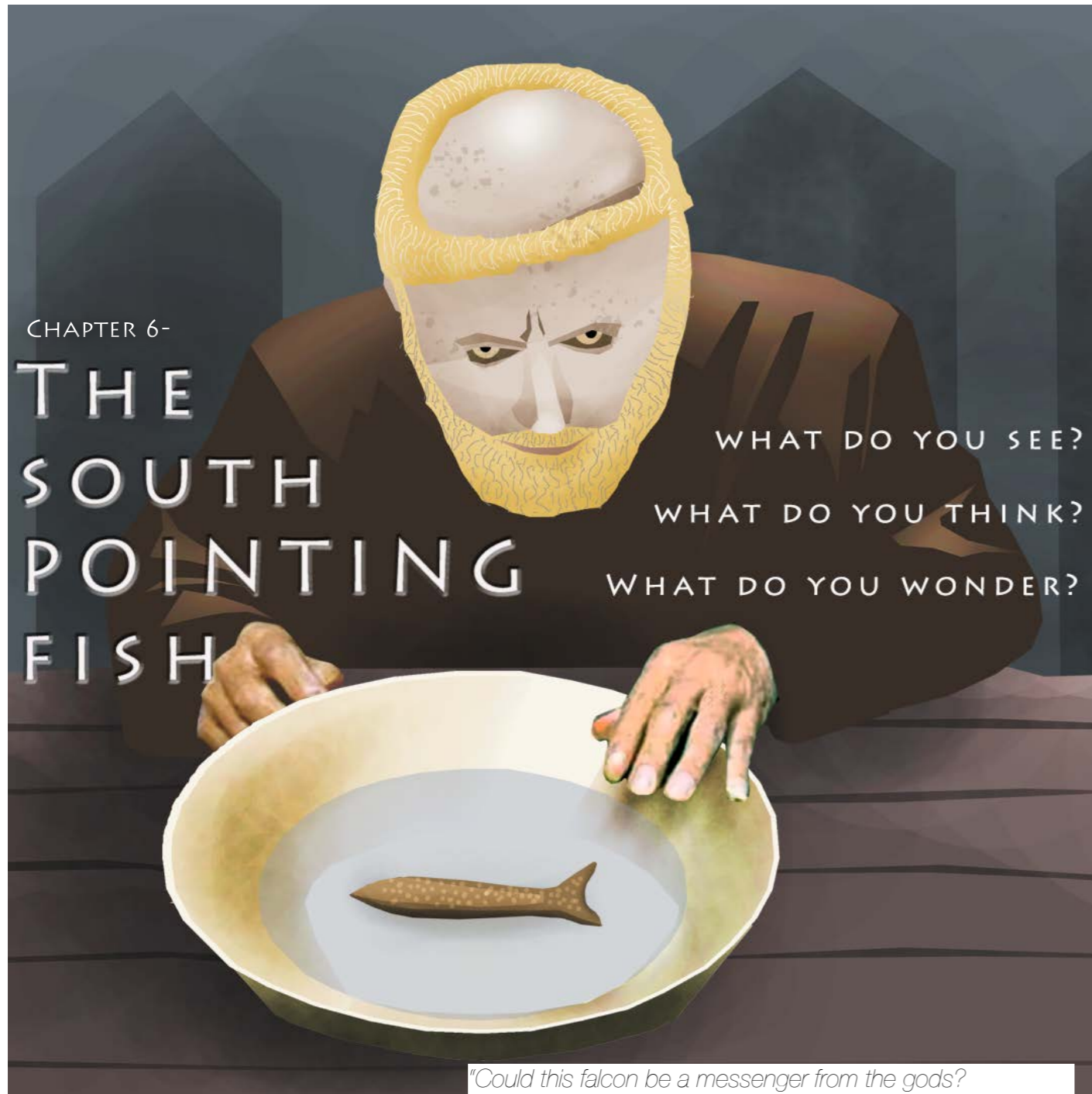
CHAPTER 4- THE PROW OR THE BOW

"Indeed, Yøu are deeply jealous of your brother Bjørn's invitation to join the Viking raid. However, the little seed of hope and excitement of being able to join begins to germinate and sprout. If they are leaving tomorrow, Yøu must also be prepared in secret."

N.C Objectives (Science)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Plan different types of enquiry to answer questions. • Take accurate measurements using a range of scientific equipment and repeat them if needed. • Record increasingly complex data in various ways using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use results to make predictions and suggest further tests. • Present findings (including conclusions, causal relationships and explanations) orally and in writing. Identify scientific evidence for or against an idea. 	<p>Having built the boat for the Viking raiding party, Yøu decide to learn how a boat sails to join the Viking raid. With the help of the friendly boat builder, Yøu learn how a boat's prow (or bow) is designed to reduce water resistance. Yøu show up at the water's edge to join the raid, however, Yøu are dismissed again as being too small.</p> <p>Angry after all Yøur efforts, Yøu decide to stowaway on the ship by hiding in an apple barrel, brought to make sure the Vikings have a balanced diet for their journey. Yøu do not notice the falcon is following the boat as it heads out to see to cross the Whale Road.</p>	<p>Plant:</p> <p>As Yøu are now planning to sail across the sea, the Master Boat Builder suggests planting the cutting in soil.</p> <p>Outcome:</p> <p>Using the Viking longships, children create in the previous DT lesson, the children will learn about how a boat's prow (or bow) is designed to reduce water resistance.</p> <p>Children test how each other's boats perform.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Vikings (History), Boat Making (DT)</p> <p>Vertical - Plants (Science), Use of Everyday Materials (Science), Working Scientifically (KS1/2)</p> <p>Diagonal - Noah's Ark (RE), Perseverance (PHSE), Living in the Wider World (PHSE)</p>		

CHAPTER 5- EGG THROWING AT LINDISFARNE

N.C Objectives (Science)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Children should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects fall. They should experience forces that make things begin to move, get faster or slow down. Children should explore the effects of friction on movement and find out how it slows or stops moving objects.</p> <p>Children might find out how scientists helped to develop the theory of gravitation.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Plan different types of enquiry to answer questions. • Take accurate measurements using a range of scientific equipment and repeat them if needed. • Record increasingly complex data in various ways using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use results to make predictions and suggest further tests. • Present findings (including conclusions, causal relationships and explanations) orally and in writing. Identify scientific evidence for or against an idea. 	<p>is plagued by terrible weather. From Yøur hiding place Yøu overhear two Viking sailors suspecting that something is not right with the gods and the bad weather is an omen. Yøu also overhear them discussing the omen of being followed by a shabby falcon.</p> <p>On hearing this, Yøu make a small noise from the apple barrel and are discovered - much to the fury of the crew. The falcon protects Yøu and lands on Yøur shoulder as a statement causing superstitious views of Yøu amongst the crew.</p> <p>Arriving at Lindisfarne, the site of the first Viking raid on Britain. The monks in this monastery are now suspicious of any foreigners arriving by boat and retell the first Viking raid.</p> <p>The monks refuse to open the gates and have no more money to pay for protection. The monks agree to give Yøu food in return for being left alone but still refuse to open gates. The monks offer Yøu eggs, however, they smash on the first attempt at passing them down from the monastery walls.</p> <p>Yøu must devise a plan to get the eggs to safely land at the bottom of the walls.</p>	<p>Plant:</p> <p>children keep the now planted cutting moist in soil.</p> <p>The monks, who are unable to see the twig closely from their monastery walls, recommend Yøu travel further Southwest to find another monastery that might give Yøu more information about Yøur cutting.</p> <p>Outcome:</p> <p>Using a range of materials to hand (cloth, string, paper etc) the children must design a parachute for the monks so that they can drop the eggs off the side of the monastery walls without the eggs smashing.</p> <p>Children design, make and evaluate their egg parachutes and record their data.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Vikings (History), Designing a Product (DT), Geography of Europe (Geography)</p> <p>Vertical - Working Scientifically (KS1/2), Use of Everyday Materials (Science)</p> <p>Diagonal - Growth Mindset (PHSE), Perseverance (PHSE), Christianity (RE)</p>		



N.C Objectives (Geography)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics.</p> <p>Skills:</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Yøur raiding party, led by Ivarr the Boneless, who, it becomes apparent, is on his own mission to hunt down King Alfred of Britain, raids a Monastery and finds 'strange drawings of land' (The Mappa Mundi). Yøu notice that the map shows Britain and Yøu believe Yøu can use it, however, Yøu are unsure which direction to head in.</p> <p>In the monastery, Yøu find a South Pointing Fish (Chinese compass). With the use of a compass and Anglo-Saxon map. Yøu, Loki and the Viking raiding party plan out Yøur route to the Southwest via Viking 'friendly' towns. (Towns with Viking origins) to find Alfred the Great.</p>	<p>Plant:</p> <p>Children keep the now planted cutting moist in soil.</p> <p>One of the monks mentions how King Alfred may be invading Cornwall in order to obtain the 'magical' Apples of Allantide to help his army fight the Vikings. At this point in the story the children will not be aware that the cutting is from an apple tree.</p> <p>Outcome:</p> <p>Children use Anglo-Saxon map and compass to discover the location of King Alfred.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Vikings (History), Co-ordinates (Maths)</p> <p>Vertical - 4 Points of Compass (Geography), Reading Maps (Geography)</p> <p>Diagonal - Anglo-Saxons (History), Materials and their Properties (Science), Etymology (Literacy)</p>		

THE CHRONICLER AND THE KING

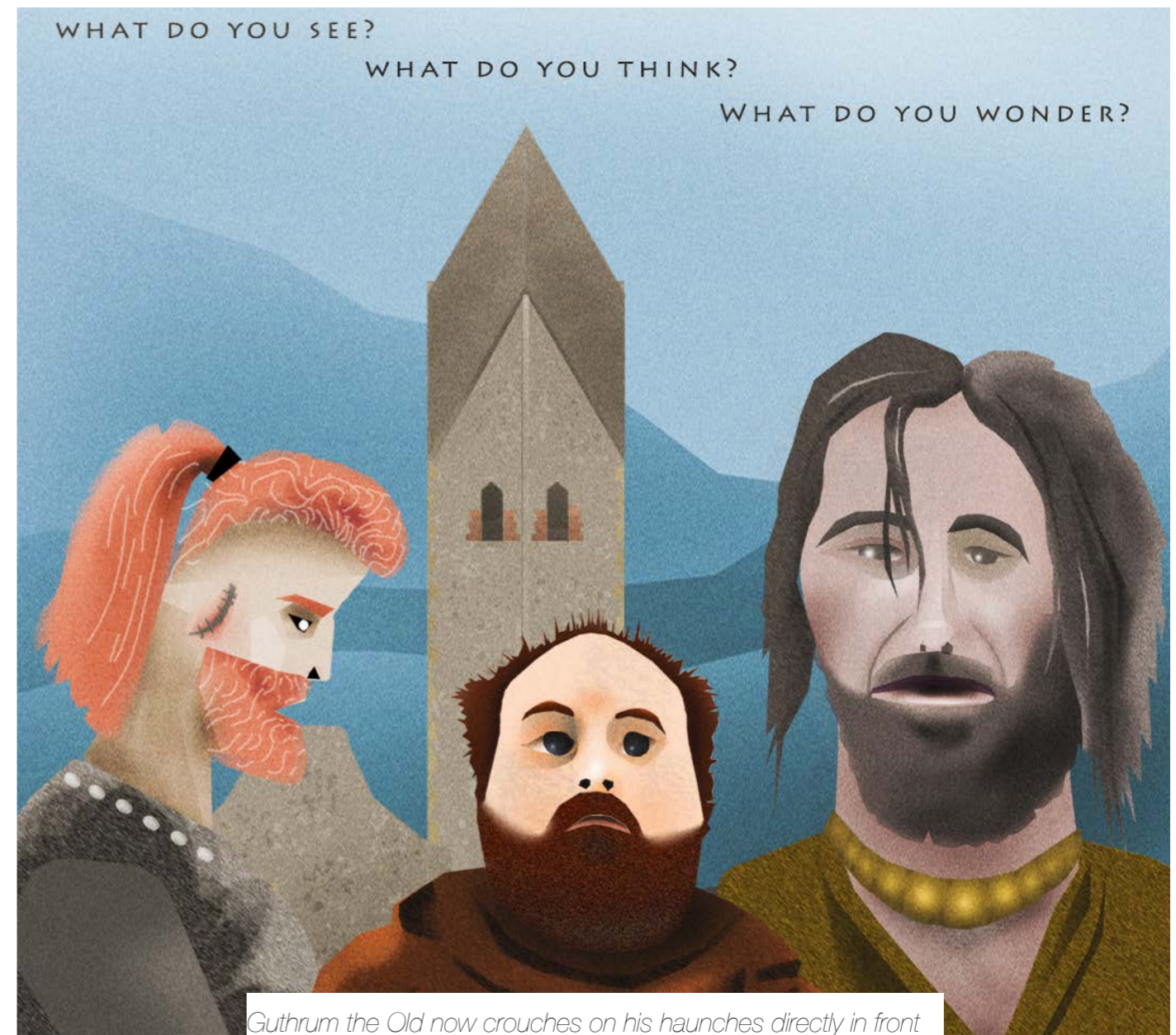
N.C Objectives (History)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Know and understand the history of these islands as a coherent, chronological narrative of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'invasion' 'kingdom' and 'peasantry'</p> <p>To frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Skills:</p> <p>Use dates and vocabulary relating to the passing of time.</p> <p>Recognise that the past is represented and interpreted in different ways and give reasons for these.</p> <p>Use a variety of sources to find out about events, people and changes (books, pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, visits to a museum, gallery, historical site, used the internet).</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event.</p>	<p>On Yøur travels, Yøu encounter an Anglo-Saxon chronicler who has been commissioned by Alfred the Great to record his life.</p> <p>Ivarr asks Yøu to investigate what King Alfred is like and where he might be.</p> <p>The chronicler has gathered around him people (peasants, serfs, lords etc) who have met the King and is trying to write a balanced view of him.</p> <p>He asks Yøu to help him investigate this mysterious King and write a chronicle of his life.</p> <p>In return for Yøur help, the chronicler directs Yøu to Glastonbury Abbey where the monks are keen fruit growers and have many fruit trees.</p>	<p>Plant:</p> <p>children keep the now planted cutting moist in soil.</p> <p>In return for Yøur help, the chronicler directs Yøu to Glastonbury Abbey where the monks are keen fruit growers and have many fruit trees.</p> <p>Outcome:</p> <p>Children examine a range of sources such as pictures, eyewitness accounts, books, and stories (primary and secondary) about the life of King Alfred.</p> <p>From these sources, children build a detailed description of his life and create a wanted poster for him with a short biography.</p>

3D Curriculum Link Suggestions:

Horizontal - Geography of Britain (Geography)

Vertical - Vikings (History), Anglo-Saxons (History), Working Historically (History)

Diagonal - Identity (PHSE), Biographies (Literacy)



WHAT DO YOU SEE?

WHAT DO YOU THINK?

WHAT DO YOU WONDER?

Guthrum the Old now crouches on his haunches directly in front of the quivering prisoners.

"Would any of you happen to know the whereabouts of King Alfred of Wessex?"

CHAPTER 8- THE BROKEN WINDOW

"Shall we attack?" one of the raiding party asks - licking his lips. I like the look of those chickens"

"No, surprise is key." Halvar whispers. "If King Alfred knows we are here he will run away." Halvar looks around at the group then his eyes rest on Yøu. "Yøu, go into the town and find out what Yøu can about King Alfred and if he has been seen."

Before Yøu can say anything, Halvar pushes Yøu through the reeds and onto the track that leads to the town.

N.C Objectives	Story Overview	Lesson Task and Progress
<p>Art:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design. <p>children should be taught:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. 	<p>Yøu, the raiding party and the Falcon make Yøur way to Glastonbury Abbey. Here, the falcon becomes agitated at something and is trying to communicate. Frustrated, he flies directly into a stained-glass window.</p> <p>Feeling bad for the damage, Yøu agree to help artisan monk recreate the window which Yøu discover to have an apple motif. Wanting to know why the falcon wanted Yøu to see this,</p> <p>A friendly monk is interested in your situation and suggests Yøu go to the library of the abbey where there are many texts about the natural world.</p>	<p>Plant:</p> <p>children keep the now planted cutting moist in soil.</p> <p>children are now aware the cutting is from an apple tree.</p> <hr/> <p>Outome:</p> <p>children create apple artworks based on the stained-glass window designs of Anglo-Saxon churches.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Vikings (History), Anglo-Saxons (History)</p> <p>Vertical - Developing Technique (Art), Using a range of mediums (Art)</p> <p>Diagonal - Genesis (RE), Materials and their Properties (Science), Plants (Science),</p>		

CHAPTER 9- APPLES

In the realm of Asgard, the land of the nordic gods, the goddess Idunn brought the gods apples everyday. These were no ordinary apples however, these were magical apples that kept the gods young and healthy. One day, an evil giant who was angry with the gods came and kidnapped Idunn and her apples and took her to a far away land.

N.C Objectives (Art)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>About great artists, architects and designers in history.</p> <p>Skills:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Fascinated that apples are not only important to Norse gods but to Christians as well, Yøu decide to investigate more about other symbolic significance of apples in other cultures. Yøu examine the library of Glastonbury Abbey and finds the stories of Adam and Eve, Adam's Apple, and most importantly, Idunn's Apples. Yøu are asked to help the monk fix the window and Yøu decide to replace it with images from the saga of Idunn's Apples. The monk rewards Yøu with telling the story of the Apples of Allantide - magical fruit from Cornwall in the Southwest of Britain.</p>	<p>Plant:</p> <p>Children keep the now planted cutting moist in soil.</p> <p>children become aware that the apple cutting is possibly from Idunn's apples and therefore the falcon is the Norse god Loki.</p> <hr/> <p>Outcome:</p> <p>Children learn about symbolism in art and create stained-glass windows to represent specific meaning.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Stained Glass Windows (Art)</p> <p>Vertical - Vikings (History, Anglo Saxons (History)</p> <p>Diagonal - Adam and Eve (RE), Symbolism (Art), Mythology (Literacy)</p>		

HUNTING THE KING

WHAT DO YOU SEE?

WHAT DO YOU THINK?

WHAT DO YOU WONDER?



The Viking never finishes his sentence. A breeze blows across the group and for a brief moment the mist parts revealing a full moon, a mottled and eerie and eerie plate, hangs above the ridgeline.

A cry of panic goes up as hundreds upon hundreds of soldiers can be seen standing on the escarpment intently staring down at Yøur poor camp.

N.C Objectives (Geography)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics.</p> <p>Skills:</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Yøu are now aware that your main mission is to 'save your gods' and realise your cutting to be central to this mission. You take the opportunity of 'spying on the Anglo-Saxons to further this quest.</p> <p>Yøu gain information from local people about possible hiding places and explore these using 4 and 6 figure grid references.</p> <p>After days of hunting King Alfred, it becomes apparent that he has, in fact, been chasing Yøu and the Viking army the whole time!</p> <p>Confused, the Viking party decide to leave for Paris as the food there is better for the winter.</p> <p>Yøu volunteer Yøurself to stay and spy on the Anglo-Saxons for the Vikings while secretly planning to find the Apples of Allantide.</p>	<p>Plant:</p> <p>Children keep the now planted cutting moist in soil.</p> <p>Outcome:</p> <p>Children use 4 fig grid references to find the possible hiding places of King Alfred the Great.</p> <p>Children will use maps of the Somerset levels where King Alfred hid from the Vikings.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Vikings (History), Anglo-Saxons (History).</p> <p>Vertical - 6 Points of the Compass (Geography), Map Reading (Geography)</p> <p>Diagonal - Invasion games (PE)</p>		

CHAPTER 11- THE APPLE THIEF

You look back into the barn and at the apples which sparkle despite the darkness, their royal red skin seem to reflect the stars in the sky and their sweet fragrance fills the night air. The entire space feels bewitched.

N.C Objectives (Science)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Skills:</p> <p>Plan different types of enquiry to answer questions.</p> <p>Take accurate measurements using a range of scientific equipment and repeat them if needed.</p> <p>Record increasingly complex data in various ways using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use results to make predictions and suggest further tests.</p> <p>Present findings (including conclusions, causal relationships and explanations) orally and in writing. Identify scientific evidence for or against an idea.</p>	<p>As Loki is now too weak to travel, Yøuit travel alone further South West into Cornwall, a wild land. Here Yøu arrive at the fishing village of Newlyn that is surrounded by apple orchards. Yøu decide to steal (scrump) as many apples as Yøu can for the gods. Realising that the bags Yøu have filled are too heavy Yøu have to devise a lever system to be able to carry the apples away.</p>	<p>Plant:</p> <p>Children for the first time see an adult version of their cutting in the flesh.</p> <p>General maintenance of cutting.</p> <hr/> <p>Outcome:</p> <p>Children scientifically investigate how levers allow smaller forces to have a greater effect.</p> <p>Children will use an apple, a ruler and weights (pennies), and an object as a pivot.</p> <p>Children plan, design, predict and record how their levers aid the central character in their task as well as evaluate.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Vikings (History), Anglo-Saxons (History)</p> <p>Vertical - Forces (Science)</p> <p>Diagonal - Technology through history (History),</p>		

CHAPTER 12- THE FYRD OF THE 3 SHIRES

You lie there stock still, Your heart beating wildly - listening with every fibre in Your body. You are listening to Alfred the Great, King of Wessex. The man the Vikings have been hunting so eagerly, while all the time, they themselves were the prey.

N.C Objectives (PSHE)	Story Overview	Lesson Task and Progress
<p>Food and Nutrition:</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Now that the Viking army has left Britain, Alfred appears out of his marshland hiding place and raises a Fyrd (Anglo-Saxon army). Yøu witness Alfred, at the village of Selwood, muster a large army through his of ealdormen, royal reeves and king's thegns who have remained loyal to him.</p> <p>Alfred recognises Yøu as one of the Viking raiding party and presumes Yøu are a spy. To save Yøur life, Alfred asks Yøu for the 'magic' apples to help him create a healthy balanced diet for his soldiers in preparation for the battle. You secretly keep the seeds of several apples.</p>	<p>Plant:</p> <p>Children maintain general maintenance of their cutting.</p> <p>Children become aware of the anatomy of the apples by having to cut out the seeds for safe keeping.</p> <hr/> <p>Outcome:</p> <p>Children investigate what a healthy diet should include and, using what would have been typical of the Anglo-Saxon era, create a healthy meal for the king's army.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Horizontal - Vikings (History), Anglo-Saxons (History), Map Reading (Geography)</p> <p>Vertical - Healthy Balanced Diet (PHSE)</p> <p>Diagonal - Team Games (PE), Public Speaking (PHSE)</p>		

CHAPTER 13- THE TREE OF THE GODS



"How wonderful," a voice says. Yøu jump in surprise .

A man is standing next to Yøu wearing a travellers robe with a hood covering his face. He is also staring up into the crown of branches. His face is hidden by the dark shade of the hood of his robe.

N.C Objectives	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'invasion' 'kingdom' and 'peasantry' Understand historical concepts such as continuity and change. To frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <p>Key Skills:</p>	<p>A sustained and well-fed Anglo-Saxon army marches on the Vikings at the Battle of Eddington.</p> <p>Alfred the Great is victorious. He insists upon the baptism of Guthrum who becomes Athelstan.</p> <p>In return for Yøur safe passage home, Yøu are asked by King Alfred to record what Yøu have witnessed at Athelney to inform the Vikings on Yøur return.</p> <p>On Yøur final night in Britain, Yøu camp at Caldbec Hill near the port of Hastings. Whilst admiring the view, a mysterious stranger appears at Yøur side and asks how Yøu would like to be remembered.</p>	<p>Plant:</p> <p>Children take home their apple cuttings to plant and grow into adult apple trees.</p> <p>Children become aware that their cutting will eventually be able to produce fruit and thus be a part of a healthy balanced diet.</p> <p>Outcome:</p> <p>Children write an eyewitness account of the baptism of Guthrum (Athelstan) in the River Tone under the apple orchards of Athelney.</p>

Keys Skills

- Place events and changes into correct periods of time.
- Use dates and vocabulary relating to the passing of time.
- Know and understand the characteristic features of the periods studied including ideas and beliefs and the experiences of men, women and children.
- Identify and describe reasons for and results of events and changes.
- Describe and make links between events and changes across a period.
- Recognise that the past is represented and interpreted in different ways and give reasons for these.
- Use a variety of sources to find out about events, people and changes (books, pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, visits to a museum, gallery, historical site, used the internet).
- Ask and answer questions about the past.
- Recall, Select, organise and record

The stranger suggests that planting a tree would leave an 'appropriate' living memory.

Shocked, Yøu turn to look at the stranger who, like the falcon has two different coloured eyes.

The stranger thanks Yøu and departs.

Yøu plant the tree to leave a living memory of Yøur time in Britain.

- information
- Use dates and historical vocabulary to describe the period.
 - Begin to identify primary and secondary sources
 - Use evidence to build up a picture of a past event
 - Select relevant sections of information.
 - Use the library and internet for research with increasing confidence.

3D Curriculum Link Suggestions:

Horizontal - Geography of Britain (Geography)

Vertical - Vikings (History), Anglo-Saxons (History)

Diagonal - Team Work (PHSE/PE), Leadership (PHSE)



N.C Objectives (History)	Story Overview	Lesson Task and Progress
<p>Knowledge</p> <p>Know and understand the history of these islands as a coherent, chronological narrative of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'invasion' 'kingdom' and 'peasantry'</p> <p>Understand historical concepts such as continuity and change.</p> <p>To frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>As the tree ages, it witnesses the comings and goings of Anglo-Saxon kings.</p> <p>One evening, a tired and pensive King Harold of Wessex arrives with his army before the Battle of Hastings.</p> <p>Harold sits under the tree and contemplates his legacy and the kings before him and how a tree has outlived them all.</p> <p>The next day Harold sets off to battle and eventual loss, thus marking the end of the Anglo-Saxon and the start of the Norma era of Britain.</p>	<p>Plant:</p> <p>Children become increasingly aware of the relationship between mankind and nature; how nature has influenced history and the relative lifespans of trees and humans.</p> <hr/> <p>Outcome:</p> <p>Children use historical perspective to create a persuasive piece (art/writing) to persuade the reader to support either Harold Godwinson/Harald Hardrada/Duke William</p>

Skills:

Place events and changes into correct periods of time.

Use dates and vocabulary relating to the passing of time.

Know and understand the characteristic features of the periods studied including ideas and beliefs and the experiences of men, women and children.

Identify and describe reasons for and results of events and changes.

Describe and make links between events and changes across a period.

Recognise that the past is represented and interpreted in different ways and give reasons for these.

Use a variety of sources to find out about events, people and changes (books, pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, visits to a museum, gallery, historical site, used the internet).

Ask and answer questions about the past.

Recall, Select, organise and record information

Use dates and historical vocabulary to describe the period.

Use evidence to build up a picture of a past event

Select relevant sections of information.

Use the library and internet for research with increasing confidence.

3D Curriculum Link Suggestions:

Horizontal - Geography of Europe (Geography),

Vertical - Vikings (History), Anglo-Saxons (History)

Diagonal - France (MFL), Plants (Science),

THE NATURAL CURRICULUM

The Natural Curriculum is Studio Cultivate's latest curriculum-spanning provision.

The Natural Curriculum uses nature and story-telling as the inspiration for comprehensive, cross-curricular learning adventures delivered by teachers and parents. Each Natural Curriculum project weaves a fictional story into a factual timeline, placing a plant or animal at the centre of the story's narrative.

Each story chapter provides an exciting catalyst for a clear National Curriculum learning objective that links pupils' disciplinary skills and substantive knowledge across all subjects.

Each package is provided with a mapped progression of learning, showing where children have come from, where they are going and how they will get there.

The Natural Curriculum can also be provided with CPD training in horticultural and storytelling skills along with pedagogy and subject knowledge to enhance teaching and learning.



ALSO AVAILABLE FOR KEY STAGE II

- **MALADY OF THE MARSHES**
- THE SILK ROAD