



Coundon Primary School

Together **E**veryone **A**chieves **M**ore

BAYEUX TAPESTRY.



Battle of Hastings & Death of Harold.

Summer Term Year 6 Rule Britannia

Essential Knowledge

By the end of this unit children will know...

- Where the Vikings came from and why they chose to settle in England.
- The significant figures and key events that took place during the Viking period.
- What life was like for sailors, warriors, children and criminals.
- The legacy of the Battle of Hastings and the Bayeux Tapestry.

Launch

Experiences

Share knowledge on the Vikings and generate questions for research. Visit the timeline in the hall to locate this time period.



Explore

Press Release

Children to produce a special edition of the school newspaper covering the first significant raid of the Vikings.

Use BBC clips to explore topic in more detail.



Energise

Attack on the battlefields

Children to research, choose and re-enact a significant battle during this period in history.

Autumn Term Year 6 Rule Britannia: Theme Content

History and Geography	English
<p>History:</p> <ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: dates, time, period, era, chronology, continuity, change, century, decade, legacy. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Create newspaper reports covering the events at Lindisfarne 793. • Create contrasting diary entries. A day in the life of a Viking child/a day in the life of a child in the present day. • Write a job description based on a job on a Viking boat.
Art and Design and Design Technology	
<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. • Evaluate the design of products so as to suggest improvements to the user experience 	

