



Coundon Primary School

Together Everyone Achieves More

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

Visit and Experiences

Living history visit - *Hands on the Past* - Viking Warrior.

Visit a local museum to look closely at Viking artefacts.

Contact local schools library and resource service to obtain secondary sources to use in school.

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 using weapons created in sessions.

Celebrate

Come and Share

Invite parents and carers into school for a celebration event including food tasting, weapon making, drama, hot seating etc.
Create an independent research project – share with the class

Core Subjects:

Links to theme

English

- Children create newspaper reports covering the events at Lindisfarne 793.
- Children 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.
- Linked activities as suggested in 'Rule Britannia' Literacy Quest.

Mathematics

- Linked activities as suggested in 'Rule Britannia' Maths Quest.

SummerTerm Year 6 Rule Britannia: Theme Content

Personal Development

Spiritual

Discuss the reasons for the battles that took place between the Vikings and Anglo-Saxons. Is there such a thing as a 'just war?'

Moral

Look at the justice system in Viking times, children will identify that there was no law against war with others. Is there today?

Social

Children will work in mixed ability groups to discuss the question: 'Should we pay tax in today's society?'

Cultural

Research and compare home-life in Viking life to home-life in present day.

Foundation Subjects

History, Geography and Citizenship

History:

- Children to find out what historical artefacts tell us about the way Vikings lived.
- Children to research significant figures and events in this period.
- Children to research and evaluate what it was like to live in Viking times. (Settlement, food, law and order, Danegeld tax, costume).

Geography:

- Children to research where the Vikings came from and reasons for leaving home.
- Children to identify the invasions and settlements of Vikings in England.

Citizenship:

Children to find out about the Danegeld tax and lead to a discussion about whether we should pay tax in today's society.

Art and Design and Design Technology

Art

- Children to design a Viking longboat using a range of materials.

Design and Technology:

- Children to design and make a typical Viking costume.
- Children to create a simple cross-stitch to depict a battle scene.

Music, Languages and Physical Education

- Children to investigate and use the Viking alphabet.
- Children to re-enact a significant battle using typical Viking costume.

Computing

Children use ICT to research facts and publish/present their work in a variety of ways.

Rule Britannia Year 6: Links to National Curriculum Framework

Core Subjects:

English

- Understand how to answer questions that require more than a yes/no or single sentence response.
- Ask questions and make suggestions to take an active part in discussions.
- Choose the appropriate form of writing using the main features identified in reading.
- Use the techniques that authors use to create characters, settings and plots.
- Debate, using relevant details to support point.
- Offer alternative explanations when others do not understand.
- Negotiate and compromise by offering alternatives.
- Guide the reader by using a range of organisational devices; including a range of connectives.
- Interweave action, character descriptions, settings and dialogue.

Computing

Choose the most suitable applications and devices for the purposes of communication.

Foundation Subjects

History, Geography and Citizenship

History

- Use sources of evidence to deduce information about the past.
- Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Use original ways to present information and ideas.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypothesis about the past.
- Use dates and terms accurately in describing events.
- Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.
- Use appropriate historical vocabulary to communicate.

Geography

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, river, key topographical features and land-use patterns.
- Describe how countries and geographical regions are interconnected and independent.
- Describe and understand key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.
- Identify and describe how the physical features affect the human activity within a location.

Art and Design and Design Technology

Art and Design

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Use a choice of techniques to add interesting effects.
- Use a variety of techniques to add interesting effects.
- Use tools to carve and add shapes, texture and pattern.
- Show precision in techniques.
- Combine previously learned techniques to create pieces.

Design Technology

- Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploding diagrams, prototypes, pattern pieces and computer-aided design.

Music, Languages and Physical Education

Languages

Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.