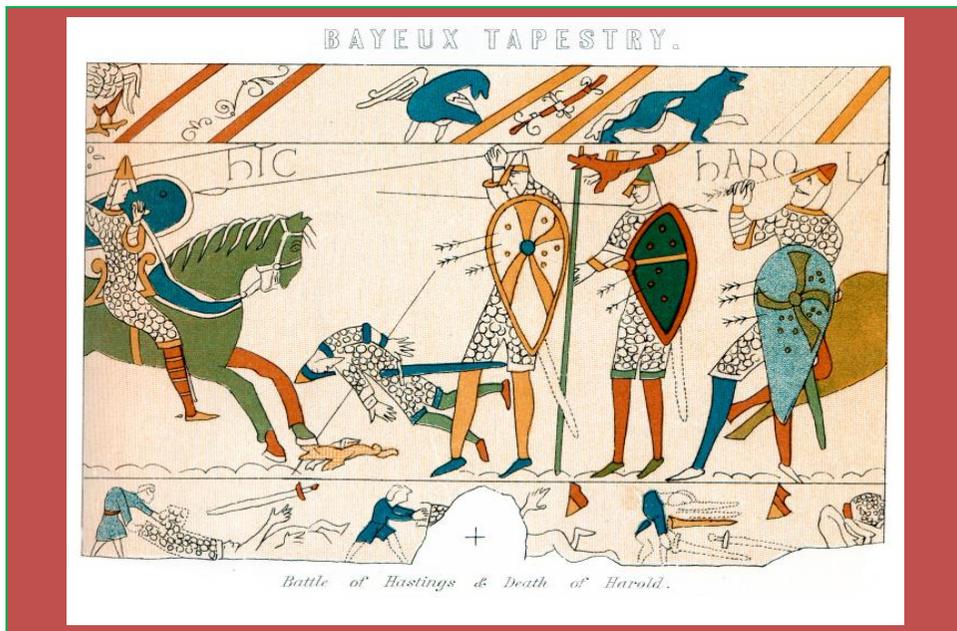


# prospectus



## Rule Britannia - Year 6

### 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.

### Intent

This theme is being taught to provide children with a secure understanding of the chronology of history in the UK.

It will link to the children's previous units on the Romans and Anglo Saxons.

The skills the children will develop are to:  
Differentiate between source types and explain how interpretations in History may differ; Draw on similarities and differences within given time frames and across previously taught History and enquire in to Historical themed questions and form their own opinions and interpretation of the past.

### Implementation

The progression of skills is set out in order to build and develop the following:  
Chronological Understanding  
Knowledge and understanding of events, people and changes in the past  
Connection and Historical Links  
Interpretations of History  
Historical Enquiry  
Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.  
Viking specific vocabulary will be taught within the unit and reinforced through the year.  
Opportunities for outdoor activities- such as building ships.

### Impact

Impact can be measured with the use of knowledge maps (before and after). The use of quizzes and targeted questioning can also inform.

Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past. Children will become increasingly aware of how historical events have shaped the world that they currently live in. They will also have a further understanding of History on a local level and on a small-scale. Children will develop enquiry skills to pursue their own interests within a topic and further questioning. Any gaps in learning will be evident from analysis on insights.

## 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.

### Science

N/A

## Rule Britannia Year 6: Knowledge 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 Skills

## Core Subjects:

### English

In **writing** this term we will be studying the book 'War Horse' by Michael Morpurgo. We will be learning to:

Use and understand grammatical terminology accurately and appropriately in discussing their writing and reading [clauses and conjunctions]

Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity and using commas to indicate parenthesis.

Plan writing by: considering how authors have developed characters; Draft and write by: describing characters.

In **reading** we will be using VIPERS skills to help us understand and answer questions about a variety of texts.

### Maths

In maths this term, we will be following the White Rose maths scheme and learning:

The four calculation methods.

Calculating with fractions.

Understanding and calculating with decimals/ understanding their place value.

## 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.

# Rule Britannia Year 6: Core Skills/ Assessment Opportunities

## Core Subjects

### English

- Children will create newspaper reports covering key events at Lindisfarne.
- Children to write diary entries using features of this genre of writing and demonstrating their understanding of the life of Viking children.
- Discrete Reading and Writing Assessments.

### Mathematics

Discrete Mathematics Assessments

### Science

Discrete Science Assessments

## Foundation Subjects

### History, Geography and Citizenship

#### History

- Children to create fact files about the significant figures of the Viking era.
- Children to use the Bayeux Tapestry to order the events of the Battle of Hastings.

#### Geography

- Children to demonstrate that they can use atlases to show their understanding of where the Vikings came from and why they left home as well as locating where they invaded and reasons for these invasions.

#### Citizenship

- Children will take part in debates, justifying their opinion and ideas on tax in current and past societies.

### Art and Design and Design Technology

#### Art and Design

- Children to sketch and label a Viking Longhouse using a range of art materials.
- Children to create their own cross stitch pattern interpretation of the Bayeux Tapestry.

#### Design Technology

- Children to design and make a typical Viking meal.
- Children to design and make typical Viking costumes and try them out in a battle.

### Music, Languages and Physical Education

#### Languages

- Children to demonstrate their understanding of the Viking alphabet by using it to write messages to each other.

### Computing

Children to create video tours of a Viking Longhouse using iPad applications.