



BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Oak Year 5/6 Term: Spring 2 and Summer 1 2020

Curriculum Unit –Great British History

Key Learning Overview:-

History- Children will study what life was like during the Anglo Saxon times and how they came to settle in the UK. They will concentrate on how the society was structured and the difference between then and now. We will then learn about why the Vikings came to the UK and the Norman invasions of 1066. Finally, linking them all together.

Geography- Children will learn about the regions, counties and cities in the UK. We will study the rivers, mountains, land use and settlements by using a range of maps.

Science- Through a range of investigations, children will learn how shadows are formed and how they change throughout the day. They will focus on how light travels, how we see objects, the reflection of light and why shadows are cast.

DT - Children will explore combining wooden structures and textiles to design and create their own Anglo-Saxon settlement.

Music- Children will listen to a range of national anthems of the countries that make up the UK, learning some, before composing and performing our own 'School Anthem'.

Art- After learning a new skill of 'batik' within textiles, pupils will design and create their own class tapestry inspired by the Bayeux Tapestry.

Writing Opportunities-we will write: a story inspired by the 'legend' texts studied, a new chapter for a children's classic fiction story, classic narrative poetry and a persuasive speech for a radio or TV broadcast. As well as this, pupils will produce a range of non-fiction pieces linked to our history unit.

Class Novel, key texts and extracts-Novel: There's a boy in the girls' bathroom
Extracts of: The Wizard of Oz, Chitty Chitty Bang Bang, Robin Hood, the story of Bed Gelert. Pupils will also study classic narrative poems (e.g the Highway Man and the Raven) as well persuasive adverts.

Curriculum Shapers

- Be Curious: experience contrasts between periods of history
- Be Knowledgeable: develop subject specific language and apply cross-curricular skills
- Be Adventurous: work practically on a large scale
- Be Creative: develop creative thinking skills and apply skills to new situations
- Be Collaborative: work with others in an interactive process
- Be Reflective: Identify and use one's aptitudes and interests as a vehicle for learning

Key Questions

- Who were the Anglo Saxons, Vikings and Normans and where did they originate from?
- Where and why did they settle in the UK?
- What was life like for these civilisations and how was society structured?
- How did Britain change as a result of these settlers?
- How is the UK divided in to countries, regions, counties and cities and can you name and locate these?
- How does the physical geography of the UK compare to other regions we have studied?
- How does light travel and how are shadows formed?
- What songs are used as anthems across the UK for different events?
- How did the Anglo-Saxons live and can I re-create a typical home?

Key Skills Coverage - History

Prior Knowledge

- Year 1/2: A study of events beyond living memory- The Great Fire of London
- Year 1/2: A study of significant people including Christopher Columbus
- Year 1/2: Comparative study-The seaside then and now
- Year 1/2: Changes within living memory-
- Year 1/2:Local History- school
- Year 3/4: A theme in British History- the Great Plague
- Year 3/4:A Study of Ancient Egypt
- Year 3/4:Roman Britain
- Year 3/4: Ancient Britain- the Stone Age
- Year 3/4: Local History Study

Key Historical

Chronology

- Order significant events, movements and dates on a timeline using appropriate terms
- Analyse connections, trends and contrasts over time.
- In depth study of different periods using appropriate vocabulary when describing the passing of time and historically concept

Events, People and Changes

- Gain a historical perspective by placing their growing knowledge into different contexts. (Anglo-Saxon cultural)
- Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes

Organisation and Communication

- Select and organise information to produce structured work, making appropriate use of dates and terms.
- Produce detailed and structured work making appropriate use of historical terminology and contrasting evidence.

Enquiry, Interpretation and Sources

- Understand the methods of historical enquiry, how evidence is used to make historical claims and start to discern how and why contrasting arguments of the past have been constructed.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others

Key Vocabulary

- Settlement-** people who migrate to a new place.
When people start a community, this is a settlement
- Invaders-** to try to take over a place by force
- Conquer-** to successfully take over a place by force
- Dwelling** - a building or place of shelter, living space
- Raid-** a sudden armed attack of a place
- Scots-**people from Ireland who eventually settled in Scotland
- Picts-** ancient tribes who lived in northern Scotland
- Anglo Saxons-** people from northern and central Germany and Southern Denmark who invaded Britain around AD 410 (Angles, Saxons and Jutes)
- Norse-** a way to describe Norwegians or people from Scandinavia
- Vikings** - the name given to the highly skilled warriors, seafarers and farmers from Norway, Denmark, Sweden and Iceland.
- Normans-** people from Normandy, France. Many of who had Viking ancestors.



410. The Roman army withdraws from Britain	516. Battle of Mount Badon. The Britons fight back against the invaders, possibly led by King Arthur.	731. Bede finishes his 'Ecclesiastical History of the English People'	866. The Vikings capture York and make it their kingdom	888. King Alfred defeats the Vikings but allows them to settle in north & eastern Britain - the Danelaw.	1066. Harold of Wessex becomes King but later that year Normans attack and win the Battle of Hastings.
430. Angles, Jutes and Saxons are settling in Britain and creating their kingdoms	597. St Augustine brings Christianity to England from Rome	793. Vikings attack Lindisfarne	871. Alfred (the Great) becomes King of Wessex	927. King Alfred's grandson Aethelstan wins the Battle of Brunanburh and becomes the first King of all England	1016. King Canute of Denmark captures the English crown

Key Skills Coverage - Geography

Prior Knowledge

- Year 1/2: United Kingdom- countries and capitals
- Year 1/2: Local History- Brabin's School
- Year 1/2: A study of Blackpool- the seaside then and now
- Year 3/4: Local Study- Chipping/Romans/Ribchester
- Year 3/4: World Rivers

Key Geographical Skills

Locational Knowledge

- Name and locate counties and cities of the United Kingdom.
- Coastal features can include: beaches, bays, cliffs, stacks and stumps
- How weathering and erosion have formed physical features and may impact on these features further in the future

Physical and Human Geography

- physical geography, including: rivers and mountains
- 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.

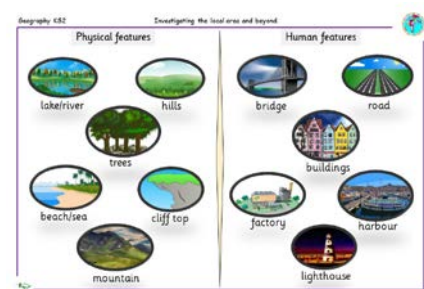
Mapping

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Interpret and use thematic maps.
- Use six figure coordinates.
- Use a wider range of Ordnance Survey symbols including 1:50K symbols.
- Know that different scale Ordnance Survey maps use some different symbols.



Key Vocabulary

- City**- large town. London is a city.
- County**- a region of Britain or Ireland which has its own local government
- Region**- a part of a country- there are 9 regions in England (e.g. North West)
- urban**- belonging to, or relating to, a town or city
- rural**- places which are far away from cities or towns
- environment**- surrounding area in which a person lives
- costal**- an area of land close to the sea
- landscape**- everything you can see when you look across an area of land, including hills, rivers, buildings, trees, and plants.
- physical**- natural features of land
- human** - features of land that have been impacted by human activity



Key Skills Coverage - Science

Prior Knowledge

- Year 1/2: Seasonal Changes
- Year 3/4 :Famous European Scientists
- Year 3/4: Light and Shadows:
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

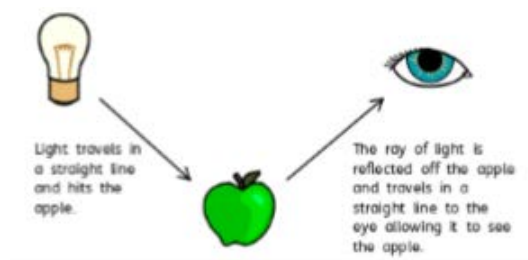
Key Scientific Skills

Knowledge

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Working Scientifically

- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- By designing and making models which demonstrate the idea that light appears to travel in straight lines to explain how it works.
- By investigating the relationship between light sources, objects and shadows by using shadow puppets.
- By extending their experience of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters



Key Vocabulary

light-A source of light makes light. The Sun and other stars, fires, torches and lamps all make their own light and so are examples of sources

Source-where something comes from

Shadow-a dark shape on a surface that is made when something stands between a light and the surface

Surface- the flat top part of something or the outside of it

Reflect- sent back from the surface and not pass through it

Mirror-a flat piece of glass which reflects light, so that when you look at it you can see yourself reflected in it

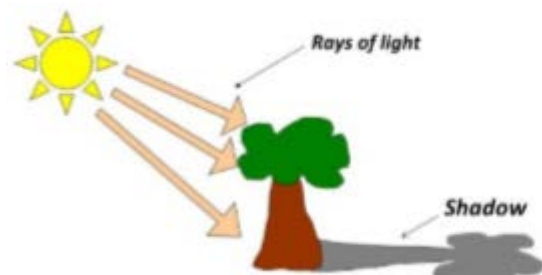
Shiny- reflecting or glowing with light; bright; shining.

Mattehaving a finish lacking in shine and lustre-dull

Opaque-if an object or substance is opaque, you cannot see through it

Transparent-If an object or substance is transparent, you can see through it

Translucent- if a material is translucent, some light can pass through it



Key Skills Coverage - Music

Prior Knowledge

Year 1/2: Friendly Robots (singing and musical patterns/elements)
Year 1/2: Latin Music (performing and listening) Year 1/2: Fire! Fire! (performing and listening)
Year 3/4: Rock and Roll (performing and listening)
Year 3/4: Electricity (performing and composing)
Year 3/4: Iron Man- Marvel Trailers (listening and composing)

Key Musical Skills

Listening

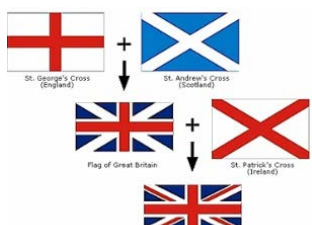
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Composing

- improvise and compose music for a range of purposes using the inter-related dimensions of music

Musical Elements (Revise all briefly through listening process)

1. Pitch: Identify short phrases and long phrases, prominent melody patterns in a piece of music, Improvise a melodic patterns and melodies.
2. Duration: Perform rhythmic patterns and ostinato, identify a silence in a rhythmic pattern with a gesture, indicate strong and weak beats through movements and recognise a metre.
3. Dynamics: Recognise crescendo, diminuendo assess the appropriateness of dynamic.
4. Tempo: Identify the differences between fast and slow tempos and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
5. Timbre: Identify groupings of instruments and recognise the instruments heard in a piece of music.
6. Texture: Understand how the texture might vary in a song.



Key Vocabulary

unison - playing or singing the same notes simultaneously
duet - two vocalists or instruments
rhythm - structured groups of accented and unaccented beats
harmony - pleasing combination of two or more notes, played in background behind melody
pulse - the constant beat in a piece of music
rest - moment when a note is not played for a defined length of time
texture- layers of sound
crescendo - getting louder **decrescendo** - getting quieter
dynamics - how loud or quiet a piece of music is
texture- layers of sound
beat- unit of rhythm
timbre- the quality of sound
ostinato- A short repeated rhythmic or melodic pattern.

National Anthems

**God Save The Queen*

**Jerusalem*

**Flower of Scotland*

**The Soldier's Song*

**The Land of My Fathers.*

Key Skills Coverage - DT

Prior Knowledge

- Year 1/2: Structures:
- Year 1/2: Textiles: puppets
- Year 3/4: Structures: for support
- Year 3/4: Textiles: seams, stiffening and strengthening

Key Design Skills

Technical Knowledge

- Understand how to strengthen, stiffen and reinforce 3-D frameworks. Use correct terminology for tools/,materials and different process

Design- generating ideas

- Use exploded diagrams and cross sectional diagrams to communicate ideas.
- Develop one idea in depth

Making

- Create 3D products- use pattern layout to stiffen and reinforce complex structures.
- Join materials using appropriate methods.
- Cut dowel accurately to 1mm - Use tools accurately.

Evaluating

- Consider how the finished product could be improved related to the design criteria.



Key Vocabulary

Dowel-Wood cut to a cylindrical shape, available in various widths.**Framework**-A structure made by joining together a number of pieces of wood, metal, card or plastic.**Stability**- fixed or firm and in a steady position- not easily shaken
Reinforce- to add strength and make more stable
Prototype-A model which is made to test whether a design will work.**Texture**-Surface quality of being, for example, hard, soft, smooth or rough.**Binca**-Textile with regular weave, useful for embroidery.**Calico**-Coarse, heavyweight fabric usually used for producing prototype garments.**Mesh**-The open space between woven threads.**Appliqué**-Describes method of stitching/gluing patches onto fabric



Key Skills Coverage -Art

Prior Knowledge

- Year 1/2: Textiles- Seaside
- Year 3/4: Textiles- Nature

Key Skills

Textiles :

- Use fabrics to create 3D structures.
- Use different grades of threads and needles.
- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

Drawing:

- Work from a variety of sources including photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing

Lines, Marks, Tone, Form and Texture:

- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Start to develop their own style using tonal contrast and mixed media.

Perspective and Composition:

- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background

Key Inspiration: The Bayeux Tapestry (<https://www.tts-group.co.uk/blog/2017/07/01/art-how-to-batik.html>)



