



BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Oak Year 5/6 Term: Spring 2025
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- Oceans and Migration

Science- Light and Reflection (Spring 1) and Material Properties (Spring 2)

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

Music- Children will learn the various instrument types as well as 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 story with a historical setting, poetry inspired by music and lyrics 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 geography and history units.

Class Novel, key texts and extracts- Novels: There's a boy in the girls' bathroom and Anglo- Saxon Boy
Extracts of: King Arthur, Bed Gelert, Outlaw, Beowulf . Pupils will also study classics song lyrics to inspire their poetry as well examples of 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

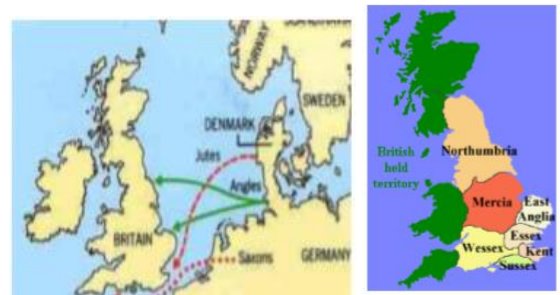
- Select and organise information to produce structured work, making appropriate use of dates and terms.
- Produce detailed and structured work making appropriate use of historical terminology and contrasting evidence.

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	886. 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.
450. Angles, Jutes and Saxons are settling in Britain and creating their own Kingdoms.	597. St Augustine brings Christianity to England from Rome	793. Vikings from Denmark 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 Cnut of Denmark captures the English crown

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

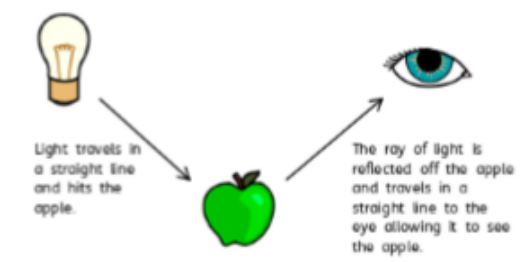
Key Scientific Skills

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

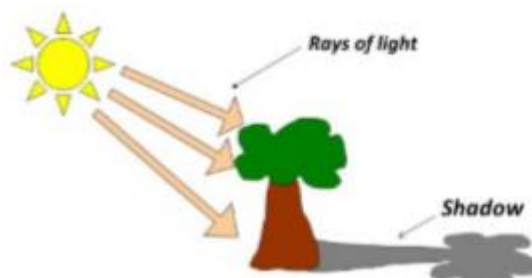
Shiny- reflecting or glowing with light; bright; shining.

Matte having 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 - Science

Prior Knowledge

- Year 1/2: Uses of everyday materials: properties and suitability
- Year 3/4: States of matter
- Year 3/4: Rocks and soil
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

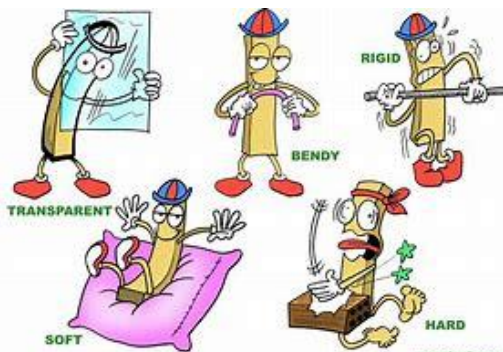
Key Scientific Skills

Knowledge

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Working Scientifically

- Plan different types of scientific enquires to answer their own questions, including recognising and controlling variables
- By comparing and investigating materials



Key Vocabulary

Variable- something that can change or that has no fixed value

Properties- the ways in which an object behaves

State- the structure or condition of something

Solution- a mixture that contains two or more substances combined evenly

thermal- relating to or caused by heat or by changes in temperature

soluble- able to be dissolved.

insoluble- impossible to dissolve, esp. in a given liquid.

conductor- a substance that heat or electricity can pass through or along

insulator- a non-conductor of electricity or heat

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

magnetic- having to do with magnets and the way they work

flexible- an object or material can be bent easily without breaking



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

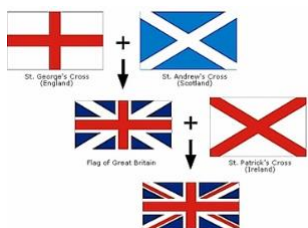
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

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

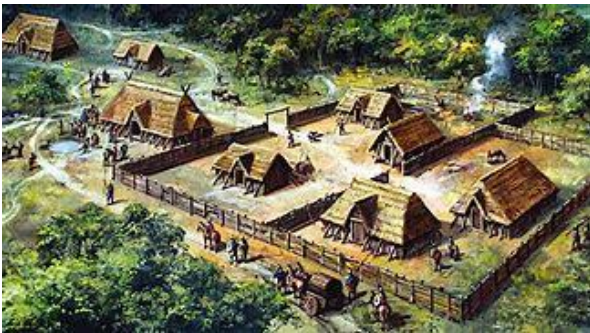
- Use exploded diagrams and cross sectional diagrams to communicate ideas.
- Develop one idea in depth

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>)

