Moorside Community Primary Academy - Theme Overview

Year: 6   **Term:** Spring 1 and 2   **Theme:** Anglo-Saxons

Key Learning

1	To understand how key British events happened chronologically.	Children to use their knowledge of dates to place key British events into chronological order, focusing on AD and BC.
2	To understand the location of Anglo-Saxon Kingdoms.	Children to use atlases to locate Anglo-Saxon kingdoms as well as learning the origin of place names.
3	To describe the first invasions by the Anglo-Saxons in Britain.	Understand and know the tribes that attacked Britain before the Anglo-Saxon invasion. Understand communications between leaders to organise invasion and why the Romans left Britain.
4	To summarise the story of Beowulf.	Children to explore the story of Beowulf creating their own story map.
5	To examine objects from the burial ground (Sutton Hoo) in detail to make inferences from them.	Children to explore a variety of sources that were found at the scene. Children to use their inference skills to paint a picture of who was buried at Sutton Hoo and why.
6	To explore who the contenders were for the throne of England in 1066.	Looking at the Bayeux Tapestry, children to predict what might be happening and who might have been involved. Children to research the three main contenders and why they felt they had the right to the throne.
7	To explore the Battle of Fulford and its main events.	Using a range of sources, children to summarise the main events of the Battle of Fulford and how it subsequently led to the Battle of Stamford Bridge. Children to write a summary paragraph. Children to also use PEEL(Point, evidence, explanation, link) to explain who they though should be the new King of England.
7	To explore the Battle of Hastings and its main events.	Using a range of sources, children to summarise the Battle of Hastings. Children to work in groups to interview Harold and William about their battle preparation.
8	To write a chronological report about the Battle of Hastings.	Children to use the notes and research to write a chronological report. Children to include key events, names, dates and evidence to explain how William conquered Britain.

Key People/Places/Facts

1	Harold Godwinson	1022-1066, last crowned Anglo-Saxon King of England.
2	William of Normandy	1028-1087, first Norman monarch of England reigning from 1066.
3	Harald Hardrada	Harold of Norway, 1015-1066, son called Olaf significant during Battle of Stamford.
4	Edward the Confessor	1003-1066, last King of the house of Wessex, married to Edith.
5	Edwin	Earl of Northumbria
6	Mocar	Earl of Mercia
7	Picts, Scots, Saxons	Tribes that attacked England during Anglo-Saxon times. (From the North)
8	Hengist and Horsa	Germanic brothers who led the Angles, Saxons and Jutes during the invasion.
9	Tostig Godwinson	Estranged brother of Harold Godwinson and uncle to Magnus Godwinson.
10	Edith the Fair	Wife to Harold Godwinson.

Big Questions

1	What is freedom?	
2	Should people care more about doing the right thing or doing things right.	
3		
4		

Vocabulary

Tier 2		Tier 3	
Kingdom	Pillage	Anglo	Bede
Outlawed	Raided	Saxon	Bayeux Tapestry
Settlement	Inhabited	Celt	Norman Conquest
Migrated	Punishment	Pict	Angles
Monarch	Battle	Kent	Harold Godwinson
Tribes	Germanic	Scandinavian	Tostig Godwinson
Estranged		King Alfred	Sutton Hoo
		Northumbria	Mercia
		East Anglia	Wessex

ENGLISH

Reading:
- Identifying how meaning is enhanced through an author's choice of words and phrases.
- Inferring information about characters, from details stated and implied.
- Novel – Anglo-Saxon Boy.
- Regular test practice.
- The story of Beowulf.

Writing:
- Write a persuasive speech in the role of Hakon (Housecarl).
- Using sensational language to improve writing.
- Diary entry in the role of a warrior before the battle of Hastings.
- Creation of an Anglo Saxon myth based on Beowulf.

MATHS –
- Ratio and proportion alongside problem solving.
- Averages – mean, median and mode.
- Calculating missing angles in triangles.
- Drawing triangles.
- Percentages of amounts problem solving.
- Coordinates, translation and reflection.
- Conversion of metric units of length, weight and volume.
- Time and timetables.
- Arithmetic test practice.

HT1Design and Technology –
This term, Year 6 will use their understanding of joining materials to design and create their own model playgrounds. They will learn about strengthening their equipment, the design process as well as evaluating their design. The children will learn how to safely use a saw and glue gun as well as wooden dowels and other materials to create their models.

ENRICHMENT
- Mental Health Week
- Internet safety awareness day
- MOCK- SATS- Week

Year: 6
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Languages – (Continued from last half term)
- Numbers 1-20.
- Voici – Here is… Introducing family and friends in a conversation.

Music – You've Got A friend
- Listen and Appraise – You've got a friend
- Musical Activities - 1-3 Games (Interrelated dimensions of music: 1. Pulse 2. Rhythm and 3. Pitch) 4. Vocal Warm-ups and singing the song
- C. Perform/Share

Religious Education – Is anything ever eternal?
- How much does funerals and morning rituals tell us about what a religion believes and about what happens after death?

SCIENCE
HT1 - Light
- 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.
- Explore the way that light behaves, including light sources, reflection and shadows.
- Talk about what happens and make predictions.
- Investigate the relationship between light sources, objects and shadows by using shadow puppets.

PE – Delivered by West Lancashire Sports
Partnership- Swimming and Gymnastics.
JIGSAW – Dreams and Goals

- I know my learning strengths and can set challenging but realistic goals for myself.
- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
- I can identify problems in the world that concern me and talk to other people about them.
- I can work with other people to make the world a better place.
- I can describe some ways in which I can work with other people to help make the world a better place.

HT1 Computing – Online safety
- To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.
- To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.
- To identify the benefits and risks of giving personal information and device access to different software.
- To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
- To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
- To begin to understand how information online can persist and give away details of those who share or modify it.
- To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.
- To identify the positive and negative influences of technology on health and the environment