

Year 5&6: Norman Conquest - The Battle of Hastings



Substantive Concept: Monarchy

Essential Learning:

By the end of this topic, you will have learned:

Enquiry Driver:

Who was most suited for the throne after the death of Edward the Confessor?

- Who the contenders were for the throne in 1066.
- About the Battle of Stamford Bridge and the Battle of Hastings
- That the Bayeux Tapestry is a representation of the sequence of events of the Battle of Hastings.
- That there is bias within the Bayeux Tapestry due to the fact it was created for William by Normans.

Chronology

Make connections between periods of history

Continuity and Change

Explain change and continuity across and within periods of history

Cause and Consequence

Analyse and explain the results of historical event, situations and changes

Historical Vocabulary

Interpret historical language in the context of concepts and questions linked to periods of history

Perspectives and Interpretations

Explain how and why different historical viewpoints and interpretations have been

Similarities and Differences

Analyse the diverse experiences, beliefs and attitudes of people in past societies

Prior Learning:

Marvellous Monarchs KS1

Children will have studied the Vikings and Anglo-Saxons in Y3&4

Children have a developing understanding of chronology

Curriculum Enrichment:

Re-enact The Battle of Hastings

Outdoor learning: Can I Do It Outside?

Key Vocabulary: Conquer, Anglo-Saxon, witan, Norman, Viking, Feudal System, monarch, heir, Domesday Book, tapestry, Bayeux Tapestry

Skills/National Curriculum Links

Unit Focus: History

NC: Edward the Confessor and his death in 1066

Children should:

- Place events, people and changes into correct periods of time.
- Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied.
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade
- Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers.
- Recognise social, cultural, religious and ethnic diversity of societies.
- Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them.
- Select and combine information from different sources.
- Recall, select, organise and communicate historical information in a variety of ways.

Key Questions:

Who was most suited to the throne – William, Duke of Normandy, Harold Godwinson or Harald Hardrada?

What happened at the Battle of Stamford Bridge?

What happened at the Battle of Hastings?

Using inference skills, can children consider how each of the three men were feeling at these different points?

Can children give opinion and evidence as to who they think was best suited?

How did England change under the rule of William the Conqueror? Can children explain some of his problems and give opinions regarding his solutions?

What was the feudal system? Can children explain the advantages and disadvantages for each group of people in the feudal system?

Why is the Domesday book important to historians?

Sources of evidence:

Resources:

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-the-normans-animation/z4xjmfr>

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-domesday-book-animation/zm3nvk7>

Science	Geography
<p>Properties and Change of materials – dissolving, mixing, filtration</p> <ul style="list-style-type: none"> • 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. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • 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. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Properties & changes of materials (Y5) PLAN (planassessment.com) Year 5: Changes of state STEM Year 5 Materials - Grammarsaurus</p>	<p>NC: - name and locate (some of the relevant) counties and cities of the United Kingdom</p> <p>Locational knowledge Locate on a UK map where the Battle of Stamford Bridge and the Battle of Hastings took place. What counties are they in? Where did William the Conqueror travel from and to? Locate Normandy on a world map.</p>
DT	Art
	<p>Bayeux Tapestry</p> <p>Electronic art – Carnforth scenes</p>
Computing/ICT	PSHE
<p><u>Health, wellbeing and lifestyle (Online Safety Focus)</u></p>	<p><u>Friendship and Bullying – 8 lessons</u> <u>Value – Friendship</u></p>

The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Click on the following link for lesson objectives and plans for this unit: -

[Search and Access Resources](#) ▶ [Strand](#) ▶ [Health, Well-being and Lifestyle \(projectevolve.co.uk\)](#)

Data handling spreadsheets

N.C: -

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
 - Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.
 - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
 - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web.
- Appreciate how results are selected and ranked.

Pupils should be taught to: -

- Understand when and where it is appropriate to use a spreadsheet model or a simulation to support an investigation and explain their choices.
- Understand that spreadsheets can automate functions, making it easier to test variables, e.g. when planning a budget, you can change the number of items and see the changes to total cost.
- Understand that spreadsheets can be used to explore mathematical models.

Computing Link KS2 *Identify a range of ways to report concerns about content and contact.*

History Link KS2 *Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms; Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*

[Qualities of friendship](#) (Y5) Value Link

LO: Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.

[Stop, start, stereotypes](#) (Y5) Anti-Bullying week opportunity

LO: Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.

[We have more in common than not](#) (Y6) Anti-Bullying week opportunity

LO: Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied.

[It could happen to anyone \(OPTIONAL\)](#) (Y5) Zones of Regulation Link

LO: Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.

[Ella's diary dilemma](#) (Y5)

LO: Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.

[Dear Ash](#) (Y5)

LO: Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.

[Solve the friendship problem](#) (Y6) Value Link

LO: Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

- Understand the need for accuracy and frequent checking when entering formulae.
- Understand the possible consequences of using inaccurate data or formulae.

Useful resources/links: -

[Data and information - Introduction to Spreadsheets \(teachcomputing.org\)](https://www.teachcomputing.org/)

<https://www.twinkl.co.uk/resource/ks2-ages-7-11-computing-spreadsheets-video-lesson-1-t-i-168>

<https://www.twinkl.co.uk/resource/tp2-i-041-new-planit-computing-year-6-spreadsheets-unit-pack>

R.E.

Islam

Why is the Qur'an so important to Muslims?

Coverage:

- The Qur'an
- The Night of Power

Music

NC Pupils should be able to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

<https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-1066-norman-conquest-three-kings/zm9bbdm>

Learn the last song

Create a soundscape to bring the Bayeux tapestry to life. Use a picture of The Battle of Hastings. What can you see? What sounds would you hear?

	MFL
	Let's go shopping 🔗 French: Year 6 Planning Overviews (teacher made) (twinkl.co.uk)
English Focus 1	English Focus 2

Playscripts (2 weeks)

Reading: Read and explore the characteristics of play scripts. Discuss how actors both on screen and stage use a script to learn their lines which tells them not only what to say but how to say it.

Use sentences with different stage directions and have pupils act out (could be a secret and others have to guess what the stage direction is). In small groups, act out scenes from the play scripts read, following the stage directions.

Analyse the features of play scripts read and create a key features list.

Gathering Content: Using the chronology of the lead up to the Battle of Hastings, pupils work in small groups to retell the story as a play using the conventions / features learnt. Use drama to improvise between key characters as an aid to writing. Word bank of vocabulary, including prepositional phrases, adverbs, adjectives and expanded noun phrases.

Speaking and listening: Hot seating/thought tracking EG: William & Harold, other soldiers

Writing: Playscripts

Presentation: Use the play scripts written to perform to peers (possibly using ICT to record) and evaluate against set criteria.

Grammar & Punctuation: Adjectives, adverbs and prepositional & noun phrases to extend stage directions

How brackets and colons are used in playscripts

Guided Reading: Playscripts

Cross-curricular/independent writing:

Character description of the three contenders to the throne – similarities and differences.

Global Links:

Poetry on a theme (2 weeks) - Winter

Reading:

Possible texts: King of Seasons

Gathering Content:

Use similes and other linguistic devices to create a vivid picture.

Use pictures to rehearse writing similes and imagery. Gather ideas, create word or idea lists and develop a plan to support writing own poem. Emphasise the need for good use of descriptive language to create a vivid image for the reader.

Perform poems read using actions and sound effects; respond through dance, drama and art.

Winter: Personification poem – King of Seasons

Cross-curricular/independent writing:

What's the story? Retell the Battle of Hastings as a comic strip

Local links: