

## Summaries



### Art and Design

- Pupils study the Bayeux Tapestry as an example of narrative artwork. They compare and contrast the techniques used to create it with those used in modern comic books and movie storyboards.
- They learn about the craft of the anonymous embroiderers who worked on the tapestry and think about who might have commissioned such a work of art and why.
- Learn the skills of mixing colours similar to those in the Tapestry.
- Strongly linked to their work in history, this detailed study of the Bayeux Tapestry provides a creative stimulus for their practical work. Pupils work together in pairs and small groups to create a 'Tapestry' of their own, showing scenes from their modern lives.

### French

- Pupils learn about the arrival and settlement of the Vikings in France and their evolution into the Normans (Norsemen) who invaded in 1066.
- With reference to the Bayeux Tapestry, pupils identify and learn the names of animals in French and the plural forms of these nouns.
- Pupils extend recognition of word classes and the use of definite and indefinite articles: le/la un/une.
- Pupils make links between spoken and written words including numbers 1-12 and through the development of French phonic knowledge - ch ou and on.
- Pupils write simple words and phrases in a description of animals on their Viking farm.



### English

- In English pupils will receive opportunities to read and discuss a variety of texts relating to myths and legends from the British Isles and Scandinavia.
- Through their work on Beowulf, pupils will learn about Old English and the way in which the English language has evolved over time.
- They will have the opportunity to write in a variety of genres, including biographical writing linked to the life and times of King Alfred and journalistic writing linked to their work on the Viking raids.
- Pupils will have opportunities to write for a variety of different audiences and purposes, including making a Top Trumps game for children based around their research into the gods and goddesses of Norse mythology.

### History

- Pupils learn about the invaders and settlers who came to the British Isles from Scandinavia and north western Europe in the centuries which followed the departure of the Romans, circa 450 to 1100 A.D.
- The Unit starts with an opportunity for pupils to learn about the archaeological treasures discovered in the Sutton Hoo burial mound and leads into discussion about how sophisticated the Anglo-Saxon world was.
- Subsequent work on the Vikings and Norse culture links strongly with work in English and music. Here pupils will explore the differences between history and mythology.
- There is also a link between history and art in which pupils make a detailed study of the Bayeux Tapestry, one of the most remarkable surviving records from the periods.

## Were the Dark Ages Dark?

### Geography

- Pupils learn about the physical and human geography of Iceland.
- They learn about the physical characteristics of a dramatic landscape formed by ice and fire: fjords, glaciers and exploding geysers are amongst the features that they will study.
- They also learn about Iceland's capital city, Reykjavik, and the people who live and work there.
- The relationship between physical and human geography is explored through tourism. Pupils will discover how hundreds of thousands of people visit the island nation of Iceland each year to witness its physical wonders and in so doing help to create employment and prosperity for Icelanders.

### Music

- Pupils make a study of the instruments that Anglo-Saxon and Viking musicians would have played.
- They learn about the minstrels who would have recited epic poems and sagas to the accompaniment of music.
- In terms of composition, pupils work together to compose and perform a piece of music inspired by the epic poem Beowulf. This links closely with work going on in English where Beowulf is studied in some detail.



### Applied Maths

- Using multiplication tables
- Symmetry
- Plotting coordinates