

Areas of learning

As **Historians** we will be studying a past society involving The Normans. We will be looking at factual evidence of where the Normans came from, William The Conqueror (and how he came to power) and the continuation of the English throne, linking in with the conclusion of the Anglo-Saxons. We will be studying artefacts such as the Bayeux tapestry and examining how William The Conqueror came to power through brute force and organisation, involving the development of the castle from its Motte and Bailey form to the solid stone structures we have come to know and asking what we can find out about the past from these things.

As **Geographers** we will be studying where The Normans came from (and why they were given Normandy) the similarities and differences with England – landscape and culture. We will also be examining invasion techniques and distances travelled by all involved – including to North of England to fight Vikings.

As **people that are aware of different faiths** will be examining the growth and popularity of Christianity and the similarities and differences with Islam.

As **Designers** we will design and make a Motte and Bailey castle including design features for a 21st century dweller. We will also be considering materials to use and the development of castles in general. We hope to have visits from people who are trained crafts people of the period such as bread and cheese makers, wool spinners and wood-workers .

As **Artists** we will be studying the "Norman" style of drawing and the reasons behind the tapestry. We hope to be creating our own using card and wool.

Areas of learning not linked to The Normans

Science: Gases around us, Changing states

P.E. – Exercise on our bodies and Gym

Literacy and Numeracy available on school website

Enterprise

As enterprising people we will: consider and design a Motte and Bailey castle with 21st century conventions. We will present the similarities and differences between individual designs and we will try to vote proactively for three winning designs.

Enrichment

As part of our enriched curriculum we will : be examining the lives of different individuals in Norman society in how they spent their time, what they ate and songs and dances they enjoyed. We hope to have visitors in to demonstrate key craft skills and we hope to make a trip to a local area affected by The Normans.

World and Community

As members of our world and wider community we will: consider similarities and differences between France and England, landscape and culture. We will be examining the impact of French on our own language. We will also be considering the differences between English and French customs of ruling and the change to the United Kingdom that came about from a single Royal leader.

Spiritual and Moral

In our spiritual and moral development we will: Consider the role of Christianity in the coronation of WTC and in shaping the medieval ages with the conquests. We will be examining the role of the monarchy as the Divine ruler and considering various royal leaders and their beliefs. We will debate the rights and wrongs of the Christian faith in the name of Conquest missions.

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Stories
- Plays
- Instructions
- Recounts
- Persuasive writing
- Explanations
- Non-chronological reports

Using mathematics

Modelling

- Predict, plan and try out options
- Estimate

Calculating

- Measures
- Quantities, including fractions

Interpreting data

- Reading graphs, charts and tables

Justifying

- Using mathematical language to explain

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- E mail and messages

Personal development

Learning and thinking skills

- Children will ask their own questions
- They will judge the value of information they find out through research
- They will use their imagination to envisage possibilities
- During the process of planning children will try out alternatives
- Children will communicate through advertising and through broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

Personal and emotional skills

- As part of review children will identify where they contributed well and will identify areas for development

Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.