

Out of This World

6 weeks



Rationale

In this unit, the children will travel Out of This World and into the universe beyond. They will discover how the Earth, and other planets within our solar system, move and relate to our sun. Building upon knowledge and skills acquired in KS1, the children will develop their understanding of time and the effect that the Earth's rotation has to explain night and day, months and seasons.

The children will also be taken back in time to 800CE where they will be challenged to discover about the life and times of the Vikings, how and where they lived, dressed and worked. The children will work as part of a community to research and learn how the Vikings came to live in Britain. They will challenge the common perception of a Viking and have developed an understanding of why they deserved and needed to settle in Britain, with an understanding of the rule of law. With this knowledge, the children have been aspiring to create an educational guide to teach others the truth about the Vikings, their beliefs and their legacy on Britain to answer the question: Would the Vikings do anything for money?

This unit incorporates our school values of community, excellence and aspiration through discovering and using their scientific investigative skills. Throughout this project, our British Values of democracy and rule of law will be expressed through investigating how the Vikings worked together as part of a community and whether there were any rules as invaders.

Hook

The children will discover some ancient runs and will need to work out what they are and what they say. Will it unlock a clue to what they are about to learn?

Outcome

Parents will have an opportunity to see whether the children managed to debate and answer the question: Would the Vikings do anything for money?

English

Link text; Katherine Johnson (A Life Story) by Leila Rasheed

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Non-Narrative-Chronological Report;

Plan and write a non-chronological report about space travel. Inspiration will be taken from our link text about Katherine Johnson, a mathematician who has significantly contributed to the ability of space exploration and discovery.

Non-Narrative-diary entry;

Plan and write a Viking diary based on the attack at Lindisfarne.

Writing skills to cover

Tenses

First/third person

Paragraphing

Formal/informal Tone

Captions
Bullet points to structure

Punctuation and Grammar

Synonyms and antonyms
Modal verbs
Subordinating Conjunctions
Brackets

Fortnightly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Focus Subject: **Science**

Earth and Space:

- Children will look at models of the sun and Earth, enabling them to explain day and night.
- The children will learn that the sun is a star and is at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).

NC: To describe the movement of the Earth and other planets relative to the sun in the solar system.

- They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones).

NC: To describe the movement of the moon relative to the Earth.

NC: To describe the sun, Earth and moon as approximately spherical bodies.

- Children will work scientifically by comparing the time of day at different places on the Earth through internet links and direct communication. They will be creating simple shadow clocks and sundials.

NC: To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

- They will find out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

Focus Subject: **History**

Vikings:

- To define the terms:
 - Viking
 - Jarl
 - Thrall
 - Karl

- To recall that the Vikings originated from Norway, Sweden and Denmark.

NC: to discover the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory).

- To recall that the letters of the Viking alphabet were called runes.
- To understand that Vikings used sagas to record and preserve things they thought were important for future generations.

- To recall and sequence the key events:
 - Lindisfarne was raided by Vikings in 793 CE
 - The majority of England was under Viking Rule from 865 - 878 CE
 - The reign of Alfred the Great from 871 - 899 CE
 - The Battle of Hasting in 1066 saw the beginning of William the Conqueror's reign, and the end of Viking and Anglo-Saxon rule.

NC: to recall significant events from history. Including: This could include: Viking raids and invasion and Edward the Confessor and his death in 1066.

Visits and visitors - Mr Bunn Vikings

Cultural capital; Art

- Creating a sculpture of planets using wires.

PSHE -

- Rights and respect; facts or opinions.

Home Learning -

To **independently** consider a line of enquiry about the Vikings. Were the Vikings mad, bad or just misunderstood?