

Dear Parents/ Carers,

I hope this letter finds you all safe and well.

This half term, Year 6 will have a History focus, our topic is titled 'Viking Invasions,' we will be investigating the question- Why do the Vikings have a violent reputation, and do they deserve it? Our class text is *How to Train Your Dragon* by Cressida Cowell, are set in a fictional Viking world and focus on the experiences of the main character, Hiccup, as he overcomes great obstacles on his journey of becoming a hero.

Attached to this letter are your child's Knowledge Organisers which contain key facts, vocabulary and information about your child's learning in class.

Our learning:

- In Writing, we will be looking at a range of biographies, we will be writing a biography for a person who has led a significant life, linked to our previous learning in geography or science.
- For our second writing task we will analyse how and why personification is used in poetry before exploring the personification of abstract concepts, (such as war or love) or physical objects. We will then use our ideas to write a personification poem of our own.
- In Maths, we are looking at measurement: converting metric and imperial units of measurement; perimeter, areas and volume. Ratio and proportion, including scale factors, and statistics, looking at line graphs and pie charts.
- In Science, our focus this half term will be Biology. We will learn about how living things, including plants, animals & micro-organisms, can be classified based on their physical features. We will look at creating our own classification keys and identifying some of the strengths and limitations of them. We will also be celebrating Science Week this half term. We will link our learning on classification to the book 'Beetle Boy,' whilst exploring the theme 'innovating for the future'.
- In History, we will be studying Viking Invasions. We will use our previous learning from our Anglo-Saxon topic, and knowledge of archaeology to see if the Vikings deserve their violent reputation.
- In P.E, we will focus on weekly fitness challenges and fundamental movements and balances.
- In Art, we will be designing a magazine cover using digital art. We will consider the use of font, line, colour, images and layout, and create our own magazine front covers.
- In R.E, we will be exploring the question 'Is it better to express your beliefs in arts and architecture or charities and generosity?' We research a range of Christian and Islamic charities, buildings and art pieces and explore why they are important to Muslims and Christians.

Please support your child at home in ensuring they know their times tables fluently. That they are reading each day independently, and to you, and that they have opportunities to be read to by an adult.

We understand the challenges of remote learning, and we have all been so impressed with yours and your child's efforts so far. We hope that all children will be able to return to school at some point this half term, and therefore it is vital that they complete their work every day so that they are fully prepared for the return to school.

Thank you for your continued support.

Yours sincerely,

The Year 6 Team

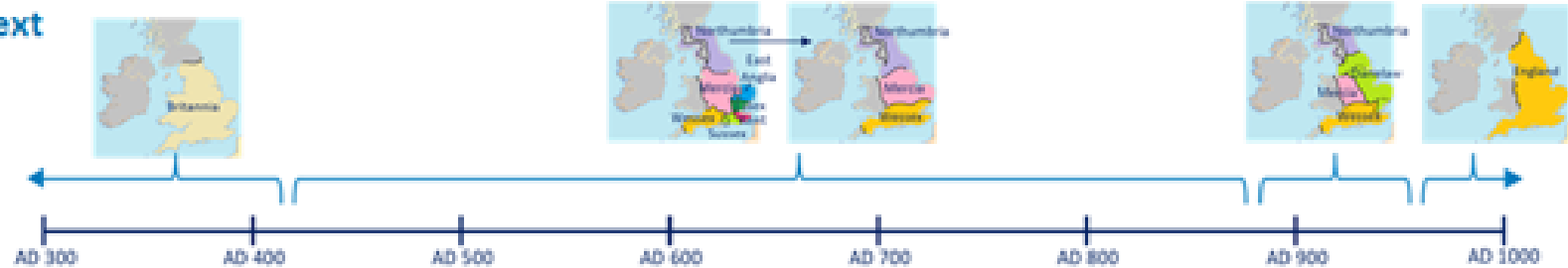
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Viking Invasions- Why do the Vikings have a violent reputation, and do they deserve it?

Chronological context



Core Vocabulary

- **Excavation:** the extracting of material from the ground by digging
- **Genetic:** relating to the study of genes, or the characteristics that we inherit from ancestors
- **Interpret:** to understand that a piece of writing, performance or behaviour as having a particular meaning
- **Literate:** able to read and write
- **Raid:** a surprise attack by an enemy, often to steal
- **Settling:** making a permanent home somewhere
- **Scandinavia:** a group of countries in northern Europe that includes Denmark, Norway and Sweden
- **Anglo-Saxon Chronicle:** a collection of writings from the Anglo-Saxon period, first created during the reign of Alfred the Great
- **Archaeology:** the study of human history through the excavation of sites and analysis of physical remains
- **Danelaw:** the part of England that was controlled by the Vikings, from 878 to 954
- **Longships:** Viking ships that were not only long, but slender and so easy to turn. They had sails and oars
- **Thing:** a Viking assembly that was the system of administration and justice

Vikings in Britain:



Vikings first raided England in AD 793

Eventually the Anglo-Saxons agreed to let Vikings have some lands in England. This area was called **Danelaw**.

The Anglo-Saxons killed the last Viking leader in England in AD 954

Geographical context

The Vikings came from Scandinavia (modern-day Norway, Sweden and Denmark) but traded and settled in places across Europe and beyond.





Why do the Vikings have a violent reputation, and do they deserve it?

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The Vikings have a violent reputation partly because of some of the actions they took in the **short term**, but also because of the way that writers and artists have chosen to portray them in the **longer term**. For example, Anglo-Saxons presented the Vikings as much more violent than they were because it made the Anglo-Saxons' victories against them even more powerful.

Some of the evidence of the Vikings that we have agrees with this violent reputation; some of it does not.

Archaeological evidence tells us that:

- The Viking armies were not as large as the Anglo-Saxon Chronicle suggested.
- Men as well as women could be celebrated Viking warriors.
- The Anglo-Saxons could be equally violent, as a mass grave contains the bodies of Vikings who had been tied up and executed.
- The Vikings were actually skilled craftsmen and could make jewellery and other items out of metals and animal bones.
- The Vikings traded peacefully with many of the places they travelled to, and made coins that were similar to those being used in the area.
- The Vikings participated in the trade of people, particularly women.
- The Vikings could be democratic, with local, regional and even national things taking place so that different groups could come together and agree important decisions.

Other evidence tells us that:

- The Vikings settled in places in Britain and contributed to the culture (e.g. place names from Old Norse words)
- The Vikings settled in England mixed with the Anglo-Saxons (the UK population today is up to 6% Viking).

These facts can be placed on a spectrum to help you decide whether the Vikings deserved their violent reputation!

The Vikings were not violent at all

The Vikings were extremely violent, as some written sources suggest



Living things and their habitats.

Classification is the process by which living things are organised into groups according to their features. All living things can be classified in a variety of ways, using keys, tables and charts to organise. Living things survive in various habitats, and we will investigate the Polar Regions in greater depth this half term.

Key facts

- There are no land-dwelling mammals in the Antarctic although the Arctic has many land-dwelling mammals include musk ox, reindeer, caribou, fox, hare, wolf, lemming and bears.
- The seas of the Antarctic and the Arctic both have marine mammals.
- Above the Arctic Circle, there is all-day sunshine in the summer for at least one day a year (and there's a full 24 hours of darkness on at least one day too!)
- Climate change is the polar bears' biggest threat. Every year, global warming means sea ice melts earlier and reforms later giving polar bears reduced hunting time.
- The classification of lifeforms is called taxonomy. Linnaeus classified living things by looking for similarities.

Key Vocabulary

Fungi	plants that have no flowers, leaves, or green colouring, such as a mushroom or a toadstool. Other types of fungus such as mould are extremely small and look like a fine powder.
Mushroom	fungi that you can eat
Toadstool	a fungus that you cannot eat because it is poisonous
Fermentation	a chemical change that happens in vegetable and animal substances.
Microbe	a very small living thing, which you can only see if you use a microscope.
Bacteria	very small organisms. Some bacteria can cause disease.
Species	a class of plants or animals whose members have the same main characteristics and are able to breed with each other.
Organism	an animal or plant, especially one that is so small that you cannot see it without using a microscope.
Flora	You can refer to plants as flora, especially the plants growing in a particular area.
Fauna	Animals, especially the animals in a particular area, can be referred to as fauna.
Vertebrate	a creature which has a spine. Mammals, birds, reptiles, and fish are vertebrates.
Invertebrate	a creature that does not have a spine, for example an insect, a worm, or an octopus.
Mammal	animals such as humans, dogs, lions, and whales. In general, female mammals give birth to babies rather than laying eggs, and feed their young with milk.
Bird	a creature with feathers and wings. Female birds lay eggs.
Amphibian	animals such as frogs and toads that can live both on land and in water.
Reptile	a group of cold-blooded animals which have skins covered with small hard plates called scales and lay eggs. Snakes, lizards, and crocodiles are reptiles.
Fish	a creature that lives in water and has a tail and fins.

Carl Linnaeus

Carl Linnaeus is famous for his work in Taxonomy, the science of identifying, naming, and classifying organisms (plants, animals, bacteria, fungi and microorganisms.) In addition to creating this system, he named 7,700 plants and 4,400 animals.

He used Latin and Greek in this system because those languages were taught around the world, and are still used today.





Prior Learning

Year 2:

- make decisions, giving reasons, about whether things are alive, dead, or have never been alive
- describe the survival needs of animals, including humans
- recognise that animals and plants usually live in habitats that are suited to them
- describe how animals and plants depend on each other (links to food chains and feeding relationships)
- identify and name through first-hand experience, a variety of plants and animals in their habitats, including micro-habitats e.g. under log, on stony path, under bushes
- describe how animals get their food from other animals and/or from plants
- identify and name different sources of food (link to carnivores, herbivores and omnivores Y1)
- use simple food chains to describe feeding relationships, i.e. who eats who

Year 4:

- Group living things in different ways
- Use classification keys to group, identify and name living things.
- Create classification keys to group, identify and name living things.
- Explain how environments can change and that this can sometimes pose dangers to living things.

Year 5:

- Describe and compare different life cycles, in some specific types of animals and plants, e.g. bat or hedgehog, newt, bumblebee, peregrine falcon
- Describe the differences between different life cycles.
- Describe the main changes as humans grow into adults and develop to old age, i.e. baby, child, adolescent, adult, old person
- Describe and compare different reproductive processes in some animals and plants, including asexual (e.g. taking cuttings) and sexual reproduction in plants and sexual reproduction in humans and other animals.

Following on:

KS3

Structure and function of living organisms

Cells and organisation

- cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope
- the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
- the similarities and differences between plant and animal cells
- the role of diffusion in the movement of materials in and between cells
- the structural adaptations of some unicellular organisms
- the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms

The skeletal and muscular systems

- the structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles
- the function of muscles and examples of antagonistic muscles

Nutrition and digestion

- the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- calculations of energy requirements in a healthy daily diet
- the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- the importance of bacteria in the human digestive system
- plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots

Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Using test results to make predictions to set up further comparative and fair tests.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Identifying scientific evidence that has been used to support or refute ideas or arguments.



Is it better to express your beliefs in arts and architecture or in charity and generosity?

In this topic, we will be exploring the question 'Is it better to express your beliefs in arts and architecture or charities and generosity?' We will research a range of Christian and Islamic charities, buildings and art pieces and explore why they are important to Muslims and Christians. As well as this, we will study parables and religious scriptures to try to understand why Muslims and Christians believe in charity. We will also reflect upon our own beliefs when it comes to giving and sharing.

Key facts

- In Islamic art and architecture, there are no images of Allah and for many Muslims no image of humans because they believe they mislead rather than enlighten us. Instead, geometric and natural pattern is used to create beauty.
- Cathedrals have been created, often over many hundreds of years, to make space for people to worship God and to express in architecture a Christian sense of the grandeur of God and the value of spiritual life. They are places for wonderful music, weddings and funerals, everyday prayer, community life and most importantly worship.
- Over the last 125 years, more and more mosques have opened in the UK: there are about 1750.
- There are about 50 000 church buildings in the UK.
- There are many Christian & Muslim charities which help those in poverty around the world.

Jesus Christ

Christians believe that Jesus Christ was the greatest teacher who ever lived. He often used parables, or stories, to teach important lessons that they believe they can still learn from today.

Prophet Muhammad (PBUH)

Muslims believe that God had chosen Muhammad (PBUH) as his messenger. The prophet preached to people what Allah had revealed to him. Muslims follow His teachings.

Key Vocabulary

Architecture	the art or practice of designing and constructing buildings.
Chapel	A chapel is a part of a church which has its own altar and which is used for private prayer.
Cathedral	A cathedral is a very large and important church which has a bishop in charge of it.
Charitable organisation	an organization set up to provide help and raise money for those in need.
Charity	The voluntary giving of help, typically in the form of money, to those in need.
Church	A church is a building in which Christians worship.
Gospels	The teaching or revelation of Christ
Hajj	Muslim pilgrimage to Mecca
Injustice	Injustice is a lack of fairness in a situation.
Mosque	A mosque is a building where Muslims go to worship.
Parable	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels
Poverty	Poverty is the state of being extremely poor.
Sacred	Something that is sacred is believed to be holy and to have a special connection with God.
Secular	You use secular to describe things that have no connection with religion.
Scripture	The sacred writings of Christianity contained in the Bible.
Ummah	Worldwide community of Muslims
Zakat	This is a payment made annually under Islamic law on certain kinds of property and used for charitable and religious purposes, one of the Five Pillars of Islam.