

Knightly Virtues Year 6

Virtues: Teamwork Respect Compassion Curiosity Reflection Determination Resilience Pride Dignity Volunteering

Learning Objective Lesson 1	Teaching	Activity	Plenary	Assessment notes
<p>L.I. To identify knightly virtues in heroes who inspire.</p>	<p>Explain we will be looking at Knightly virtues and how heroes from the past demonstrated these. In addition, we will look at how these are mirrored in the school virtues and applied in our everyday lives.</p> <p><i>Assess prior knowledge of Knights</i> What do you think of when you hear the word ‘Knight’? Display images of various Knights from the Jubilee Centre toolkit. Do you recognise any of these people? Who were they? Are they all men? What do you notice about how they are dressed? What does this tell you? (Elicit: soldiers, period in history, powerful, weapons etc) <i>Discuss the importance of Knights in history.</i> Explain that the word ‘Knight’ comes from the old English word for servant. They were more than soldiers, some of them were administrators for the King and religion played a huge part in their actions. They saw their role as protecting their kingdom. <i>We will be looking at the stories of: Don Quixote, Robin Hood, Merchant of Venice and Joan of Arc.</i> We will look at how these people displayed Knightly virtues and how we relate to these today. <i>KWL activity (each class has a different story to look at)</i> What do you already know about this person? What would you like to know about them? Explain we will assess what we have learnt as we gather knowledge.</p>	<p>In pairs children share ideas about what they can infer from the pictures. Children record ideas.</p> <p>Rally Robin activity. Children record ideas on post-it notes for class working wall – this will be added to as the learning progresses.</p>	<p>What is the most interesting fact you have learnt about the main character?</p>	

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Learning Intention Lesson 2	Teaching	Activity	Plenary	Assessment notes
<p>L.I. To accurately identify vocabulary which illustrates character virtues .</p>	<p>Assess prior knowledge. Explain that today will be focusing on one particular story from 'Heroes who Inspire' (Each class to look at a different story)</p> <p>Introduce children to the story. Has anyone read the story or heard of the main character? Children share prior knowledge.</p> <p>Explain we will be taking a closer look the story and e.g. the historical context in the coming days but today we will be reading the story with a particular emphasis on the vocabulary used and looking at how this vocabulary supports or refers to the character virtues.</p> <p>Shared reading of the story Who is the main person in the story? What virtues do they display? Children are encouraged to share their points using evidence from the story. Children summarise the main points of the story with their partner.</p> <p>How does the vocabulary illustrate the virtues? Go through one or two examples with the children. Explain the children will sort the vocabulary under the headings of the main virtues displayed by their character. (Each class has a different set of virtues to look at)</p>	<p>Children identify and highlight any unfamiliar vocabulary in booklet.</p> <p>Children in pairs attempt to find meaning of unfamiliar vocabulary from context and write down their own definitions.</p> <p>Children check their own definitions by comparing them with the glossary from the Jubilee Centre Pack</p> <p>Children sort the vocabulary under the relevant heading</p>	<p>Can you think of any words not mentioned that could apply to the virtues of this character?</p>	

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Learning Intention Lesson 3	Teaching	Activity	Plenary	Assessment notes
<p>L.I. To demonstrate sustained attention to an extended narrative and answer relevant questions accurately.</p>	<p>Recap prior learning. Round Robin sharing of the main points of the story. Class teacher to discuss the historical context of the story to create historical empathy (e.g Joan of Arc- Hundred Year War. How important was religion? How were women regarded? Why was Joan believed?)</p> <p>Take a deeper look at the virtues relating to your story e. g Joan of Arc- How did she demonstrate the virtues of courage and service?</p> <p>Explain today we will be taking a deeper look at text and answering questions based on the story and in particular looking at practising retrieval, inference and scanning skills to find key information.</p> <p>Model scanning a text to find key points that point to the answer to a question.</p> <p>Refer to Jubilee Centre activity for relevant story.</p>	<p>Children to answer questions based on activity provided by Jubilee Centre.</p>	<p>How does the historical context help you to realise the importance of the virtues looked at?</p>	

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Learning Intention Lesson 4	Teaching	Activity	Plenary	Assessment notes
<p>L. I. To create questions to ask the main character in the story</p>	<p>Hot seating</p> <p>Explain today we will be delving deeper into the thoughts and feelings and motivations of the main character in the story with their character virtues in mind.</p> <p>What would you like to ask the character if you could?</p> <p>Teacher to offer an example e.g for Joan of Arc:</p> <p>They say that you never killed anyone in battle, why was this?</p> <p>Given that women were supposed to be home keepers, why do you think the soldiers were so willing to follow you?</p> <p>Encourage the children to ask open ended questions.</p> <p>Once the children have a set of questions, explain they will be asking someone who will play the character in the hot seat.</p>	<p>Write round robin as a table creating questions.</p> <p>Class teacher to model answering in the hot-seat as the character.</p> <p>Children ask questions.</p> <p>Other children are given the opportunity to be in the hot seat.</p>	<p>How has the activity helped you to gain a fuller understanding of the character?</p>	

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Learning Intention Lesson 5	Teaching	Activity	Plenary	Assessment notes
<p>L.I. To identify how the knightly virtues apply in everyday life</p>	<p>Explain that we will be looking at how the character virtues of the hero we have looked at are applied in our everyday lives.</p> <p>What do you admire about the character we have looked at? Why?</p> <p>What are the main virtues they displayed?</p> <p>Can you think of any present day examples of people who have demonstrated these virtues?</p> <p>(e.g. Greta Thunberg could be compared with Joan of Arc)</p> <p>Can you think of examples of situations where you have shown these virtues?</p>	<p>Children to complete relevant activity to the character they studied as a class from the Jubilee Centre Toolkit.</p>	<p>How can you relate to the virtues of the main character? Why were they so important in the story? How would the story have been different had the virtues not been applied?</p>	

Other activities:

Children could go on to create a newspaper article based on an event in their story, a debate relating to an aspect of their story, a diary entry from a character's perspective or a letter from or to a character.

