

Details With Same Value Exist



Year Group

Year 6



Term

Autumn



Project
Title/Theme

War and Conflict



Subject

Select Subject



Notes

Classroom environment: Anderson shelter, propaganda displayed, evacuee suitcases full of ration/evacuation props and memorabilia, non-fiction texts displayed, Spitfire hung from the ceiling, medals and ration tins. Superb starter: A study on rationing and cooking of war-time ration biscuits (ginger biscuits). Mix it up middle: Trip - Bletchley park. Enthralling ending: VE day celebration dress-up day with dancing. Class texts: Letters from the Lighthouse, Once and War Horse, as well as the Diary of Anne Frank and other related non-fiction texts. Our project will be themed around the events leading up to and after WWII. We will dive into history, exploring key figures during WWI, WWII and the Cold War (such as Neville Chamberlain, Winston Churchill, Anne Frank, Alan Turing and Adolf Hitler). In geography, we will begin to explore maps and grid referencing by learning how to read up to 6-figure grid references independently. In computing, we will explore music composition using technology - such as GarageBand and Chrome Music Lab - and then evaluate our compositions. In art, we will take part in an artist study of the incredible LS Lowry (and the naive art movement) - we will be inspired by his work, especially VE Day, and create our own interpretations. In music, we will begin to learn about musical notation, as well as understanding Elgar's music and some classic WWII songs (e.g. Vera Lynn). D&T will see us using technology to inform a creation - we will be building Anderson shelters, focusing specifically on how to join materials together successfully. Science lessons will consist of a study on light, such as how light travels and what shadows are, alongside electricity, where we will explore simple and more complex circuits in depth. Finally, our two RE subjects that we will delve into are Christianity - the Holy Trinity and Christian charity work - and Hinduism - reincarnation, meditation and Diwali. It promises to be an exciting term, full of challenging and engaging learning!

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Year 6	Autumn	War and Conflict	Art	<p>To know which pencil to use to draw, sketch, create shadow, tone and depth (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading, 2H – light sketching, 4B – darker shading, 6B- very dark areas) (colour)</p> <p>To know that LS Lowry was part of the Naïve art movement (Naïve art is simple, unaffected and unsophisticated – usually specifically refers to art made by artists who have had no formal training in an art school or academy)</p> <p>To know primary colours, secondary colours, tertiary colours and complementary colours (colour)</p> <p>To know how to create these colours by colour mixing using colour theory (colour)</p>	<p>To be able to apply knowledge of sketching pencils and the marks they make to create sketches and final art pieces</p> <p>To be able to apply knowledge of sketching pencils to create shadow, depth, shadows and tone in artwork</p> <p>To be able to use knowledge of perspective to create a piece of artwork inspired by LS Lowry</p> <p>To be able to discuss and comment art pieces by LS Lowry and other famous artists who were self-taught: Van Gogh, Rousseau, Kahlo</p> <p>To be able to confidently mix colours to make secondary and tertiary colours</p> <p>To be able to confidently change colour tones to match that of famous artwork</p> <p>To be able to confidently change the consistency of paint for specific purpose</p> <p>To be able to confidently match colours for mood</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>

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Year 6	Autumn	War and Conflict	Computing	<p>To know how to use a music making app, e.g. GarageBand or Chrome Music Lab.</p> <p>To know how to replicate sounds on a music making app.</p> <p>To know how to create and edit a simple piece of music on a music making app.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to experiment and become familiar with a music making site or app (such as GarageBand or Chrome Music Lab).</p> <p>To be able to create a short piece of music, with inspiration or without, on a music making app.</p> <p>To be able to edit a piece of music on an app, cutting and changing where needed.</p> <p>To be able to communicate the benefits and risks of technology.</p>	<p>Sequence, selection, experiment, repetition, variable, input, output, communication, create, edit, cut, replicate.</p>

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Year 6	Autumn	War and Conflict	DT and Cooking and Nutrition	<p>To know that ICT can be used to inform product design (designing)</p> <p>To know which tools and equipment to use to perform practical tasks [for example, cutting, shaping, joining and finishing), accurately (technical knowledge)</p> <p>To know how technology is used to shape the world of design technology (designing)</p> <p>To know how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (technical knowledge, designing, making and evaluating)</p> <p>To know how to strengthen, stiffen and reinforce more complex structures (technical knowledge)</p>	<p>To be able to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To be able to evaluate own and others ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To be able to produce a detailed step-by-step plan for their design method</p> <p>To be able to suggest alternative designs and compare the benefits and drawbacks to inform the design process and outcomes</p> <p>To be able to make up a prototype first</p>	<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control</p> <p>savoury, reared, caught, processed, Seasons, growing, planting, food miles</p>

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Year 6	Autumn	War and Conflict	Geography	<p>To know the counties of the United Kingdom and their importance.</p> <p>To know the key topographical features of the regions in the UK. (hills, mountains, coast and rivers and the land use patterns within these regions.)</p>	<p>To be able to use 6 figure grid references to locate a town or city within a region, including 'Northampton' in the region of Northamptonshire, 'Aberdeen' in the region of Aberdeenshire, 'Barmouth' in the region Gwynedd and 'Belfast' in the region County Antrim. (Link to prior learning).</p> <p>To be able to compare and contrasting the human and physical characteristics of two regions. (East Midlands and Snowdonia)</p>	Latitude, longitude, figure, topographical, 6 figure, compare, contrast

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Year 6	Autumn	War and Conflict	History	<p>To understand where major conflicts such as The Battle of Hastings, WW1, WW2 and Vietnam war fit on the timeline of history and when they occurred in relation to other key periods of history</p> <p>To know what caused the First World War to break out (Power and conflict)</p> <p>To know if the Treaty of Versailles was fair (Invasions and settlements)</p> <p>To know how Hitler rose to power (Monarchy and sig figures)</p> <p>To know what life was like in Nazi Germany for Jewish people (Invasions and settlements)</p> <p>To know if World War Two was inevitable (Power and conflict)</p> <p>To know how anti-Semitism rose in Germany in the 1930s (Power and conflict)</p> <p>To know what the Holocaust was</p>	<p>To be able to place this topic in relation to others studied</p> <p>To be able to use relevant dates and terms</p> <p>To be able to sequence ten events on a timeline</p> <p>To be able to find out about beliefs, behaviours and characteristics of people, recognising that not everybody shares the same views</p> <p>To be able to compare beliefs and behaviours with other topics studied</p> <p>To be able to write another explanation of a past event using evidence to support and illustrate the explanation</p> <p>To be able to recite key names and dates of the period studied</p> <p>To be able to link sources and work out how conclusions were arrived at</p> <p>To be able to consider the accuracy of interpretations, fact, fiction or opinion</p> <p>To be aware that different evidence will lead to different conclusions</p> <p>To be able to confidently use the library and other sources to research a topic</p> <p>To be able to recognise primary and secondary sources</p> <p>To be able to suggest possible omissions of facts in key events during the topic</p> <p>To be able to bring knowledge gathered from several sources together in a fluent account</p>	<p>Anachronism, chronological order ,era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, Celts, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians, World War I, World War II, nation, monarchy, execution, extent of change, extent of continuity, turning point, The Tudors, The Pope, The Break with Rome, Roman Catholic, Protestant, divorce, male heir, The Reformation, monasteries, Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, The Victorians, The Industrial Revolution, child labour, mills/factories, reformers, legislation, slums, epidemics, to weigh up both sides, on one hand, however, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that... this</p>

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				<p>(or Shoah) (Power and conflict)</p> <p>To know how Alan Turing helped bring an end to WW2 (Monarchy and sig figures)</p> <p>To know how the Second World War ended</p> <p>To know why the USA and the USSR entered a cold war</p> <p>To know why the USSR and communism collapsed in Eastern Europe</p> <p>To know the meanings of these substantive concepts, war, conflict (how this has changed weapons, reasons, length of battles - Yr3 Romans, Yr4 Vikings, Yr5 Greeks), ruler, army, military, civil war, border, navy, general.</p>		<p>source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that... Historian, archaeologist, archaeology</p>

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Year 6	Autumn	War and Conflict	Music	<p>To know about Edward Elgar and his music.</p> <p>To know how to write using music notation on a stave.</p> <p>To know the impact music and artists had during WW1 and WW2, e.g. Vera Lynn and Doris Day.</p>	<p>To be able to compare two pieces by Edward Elgar, identifying similarities, differences and overall message, using musical language accurately.</p> <p>To be able to write musical notation on a stave, identifying note names.</p> <p>To be able to sing a song from war times (Pack Up Your Troubles) and identify its purpose.</p>	<p>Compare, comparison, piece, composer, similarities, differences, meaning, message, musical adjectives, notation, notes, stave, bar, note names - A B C etc., lyrics.</p>

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Year 6	Autumn	War and Conflict	PE	<p>To know the different positions on a football pitch. (Football)</p> <p>To know the rules of a game of football.</p> <p>To know a range of tactics to use in a football game.</p> <p>To know how to referee a game of football.</p> <p>To know how to use a range of gymnastic equipment in a range of different ways. (Gymnastics)</p> <p>To know how to perform skills with precision and control.</p> <p>To know a range of gymnastic moves, shapes, balances, stretches and vaults.</p> <p>To know the different positions on a rugby pitch. (Rugby)</p> <p>To know the rules of a game of rugby.</p> <p>To know a range of tactics to use in a rugby game.</p> <p>To know how to referee a game of rugby.</p> <p>To know a range of dance moves and how to link these together with fluency. (Dance)</p>	<p>To be able to play in different positions on a football pitch.</p> <p>To be able take part in a game of football.</p> <p>To be able to referee a game of football.</p> <p>To be able to show some degree of tactics in a game of football.</p> <p>To be able to use a range of gymnastics equipment with confidence to create their own sequences.</p> <p>To be able to apply skills and techniques consistently, showing precision and control.</p> <p>To demonstrate a range of jumps, balances with control showing improving technique.</p> <p>To create a complex sequence, using a range of gymnastic moves, shapes, balances, stretches and vaults.</p> <p>To be able to play in different positions on a rugby pitch.</p> <p>To be able take part in a game of rugby.</p> <p>To be able to referee a game of rugby.</p> <p>To be able to show some degree of tactics in a game of rugby.</p> <p>To be able to create a dance with a range of moves either individually or in a group with a range of moves.</p> <p>To be able to perform a dance with confidence and making a good attempt to stay in time with the music.</p>	<p>Pitch, Tactics, Attacker, Defender, Goalkeeper, Referee</p> <p>Precision, Control, Technique, Jump, Balance, Shape, Stretch, Vault</p> <p>Rugby, Try, Teammate, Forward pass, Backwards pass, Possession, Tag, Agility, Movement, Space</p> <p>Compose, Movement, Shapes, Balance, Jump, Sequence, Strength, Technique, Flexibility, Theme</p>

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				<p>To know a range of transitions. To know a range of dance styles.</p>	<p>To be able to dance with fluency and control, linking all movements with transitions. To be able to move with appropriate style in relation to the theme or stimulus, while using a variety of levels, speeds and methods of movement.</p>	

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Year 6	Autumn	War and Conflict	RE	<p>To understand what the Holy Trinity is</p> <p>To understand the term eternal and know if anything is ever that</p> <p>To understand the good work Christians do around the world (Charities like Christian Aid) (Kindness)</p> <p>To understand when sweets are used in Hindu festivals (EYFS/Yr1 Diwali) (Festivals)</p> <p>To understand the similarities and differences between Hindu stories - inc Krishna (Yr 5) (Stories)</p> <p>To understand how Diwali is celebrated in different faiths (EYFS/Yr 1)</p> <p>To understand if believing in Karma, Samsara and Moksha helps Hindus have a good life. (Kindness)</p> <p>To understand that Hindus believe in doing good deeds for rewards in the afterlife - reincarnation and Rama (Yr 4) (Kindness)</p> <p>To know how to use Yoga and meditation to be more mindful - PE link</p>	<p>To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God</p> <p>To be able to refer to symbols, stories, religious teachings, places of worship, acts of worship and analyse and explain a variety of different interpretations of language, expression and symbolism</p> <p>To be able to describe and connect the different religions in terms of festivals, rituals etc in a variety of ways</p> <p>To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do.</p> <p>To be able to analyse the reasons why some religious people practise their way of life within a community of some believers practise their way of life alone</p> <p>To be able to analyse a religious teaching from scripture or a quote from a religious leader, founder or inspirational person. Consider how it can be inspirational to a person of any or no faith</p> <p>To be able to with confidence use the correct vocabulary to explain the significance of different forms of religious and moral expression for believers</p>	<p>Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship</p> <p>Brahma, Vishnu, Shiva, Avatars, Mandir, lotus, swastika, Murti, Yoga, meditation, Mantra, Rangoli, Mehndi, Upanishads, samskaras, ashramas, Rama, Raksha, Holi. Varanasi, rituals, customs, pilgrimages, River Ganges, Bhagavad, Gita, samskaras, ashramas, Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p>

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					<p>To be able to give an informed and well-argued account of your own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings</p> <p>To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and argue how far you personally agree with these religious and moral standpoints</p> <p>To be able to reflect and confidently use reasoning to express their views and ideas and those of others</p>	

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Year 6	Autumn	War and Conflict	Science	<p>To know light waves travel out from sources of light in straight lines (Known as rays or beams of light).</p> <p>To know light travels from light sources (Such as sunlight) to our eyes or from light sources to objects and then to our eyes.</p> <p>To know objects are seen because they give out or reflect light into the eye.</p> <p>To know shadows have the same shape as the objects that cast them (Opaque objects block the sunlight)</p> <p>To know shadows can be elongated or shortened, depending on the angle of the light source.</p> <p>To know the component of a circuit and their symbols.</p> <p>To know what will make a bulb brighter/dimmer or a buzzer louder/quieter (More/less batteries or a higher/lower voltage creates</p>	<p>To be able to design and make a periscope using the idea that light appears to travel in straight lines to explain how it works.</p> <p>To be able to investigate the relationship between light sources, objects and shadows by using shadow puppets.</p> <p>To be able to investigate a range of phenomena including rainbows, linked to the findings of Isaac Newton's (Transparent Prism), using soap bubbles and light sources.</p> <p>To be able to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>To be able to systematically identifying the effect of changing one component at a time in a circuit; designing and making a burglar alarm.</p>	<p>Newton, Reflection, visible spectrum, prism, shadow, transparent, translucent, opaque, light, light source, reflection, incident ray, reflected ray, the law of reflection, lamp/bulb (Indicator and lighting) wire, motor, buzzer, switch (Open and closed) battery, cell, circuit, symbol, current, amps, voltage, resistance, electrons.</p>

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				more/less power to flow through the circuit).		