



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	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) 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) To know primary colours, secondary colours, tertiary colours and complementary colours (colour) To know how to create these colours by colour mixing using colour theory (colour)	To be able to apply knowledge of sketching pencils and the marks they make to create sketches and final art pieces To be able to apply knowledge of sketching pencils to create shadow, depth, shadows and tone in artwork To be able to use knowledge of perspective to create a piece of artwork inspired by LS Lowry To be able to discuss and comment art pieces by LS Lowry and other famous artists who were self-taught: Van Gogh, Rousseau, Kahlo To be able to confidently mix colours to make secondary and tertiary colours To be able to confidently change colour tones to match that of famous artwork To be able to confidently change the consistency of paint for specific purpose To be able to confidently match colours for mood	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 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

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

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Year 6	Autumn	War and Conflict	DT and Cooking and Nutrition	To know that ICT can be used to inform product design (designing) To know which tools and equipment to use to perform practical tasks [for example, cutting, shaping, joining and finishing), accurately (technical knowledge) To know how technology is used to shape the world of design technology (designing) 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) To know how to strengthen, stiffen and reinforce more complex structures (technical knowledge)	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 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. To be able to produce a detailed step-by-step plan for their design method To be able to suggest alternative designs and compare the benefits and drawbacks to inform the design process and outcomes To be able to make up a prototype first	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 savoury, reared, caught, processed, Seasons, growing, planting, food miles

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Year 6	Autumn	War and Conflict	Geography	To know the counties of the United Kingdom and their importance. 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.)	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). To be able to compare and contrasting the human and physical characteristics of two regions. (East Midlands and Snowdonia)	Latitude, longitude, figure, topographical, 6 figure, compare, contrast

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Year 6	Autumn	War and Conflict	History	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 To understand how and why rationing was introduced To know what caused the First World War to break out (Power and conflict) To know if the Treaty of Versailles was fair (Invasions and settlements) To know how Hitler rose to power (Monarchy and sig figures) To know what life was like in Nazi Germany for Jewish people (Invasions and settlements) To know if World War Two was inevitable (Power and conflict) To know how anti-Semitism rose in Germany in the 1930s (Power and conflict) To know what the Holocaust was (or Shoah) (Power and conflict)	To be able to place this topic in relation to others studied To be able to use relevant dates and terms To be able to sequence ten events on a timeline To be able to find out about beliefs, behaviours and characteristics of people, recognising that not everybody shares the same views To be able to compare beliefs and behaviours with other topics studied To be able to write another explanation of a past event using evidence to support and illustrate the explanation To be able to recite key names and dates of the period studied To be able to link sources and work out how conclusions were arrived at To be able to consider the accuracy of interpretations, fact, fiction or opinion To be aware that different evidence will lead to different	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

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				To know how Alan Turing helped bring an end to WW2 (Monarchy and sig figures) To know how the Second World War ended To know why the USA and the USSR entered a cold war To know why the USSR and communism collapsed in Eastern Europe 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.	conclusions To be able to confidently use the library and other sources to research a topic To be able to recognise primary and secondary sources To be able to suggest possible omissions of facts in key events during the topic To be able to bring knowledge gathered from several sources together in a fluent account	suggests that... this 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

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

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Year 6	Autumn	War and Conflict	PE	To know the different positions on a football pitch. (Football) To know the rules of a game of football. To know a range of tactics to use in a football game. To know how to referee a game of football. To know how to use a range of gymnastic equipment in a range of different ways. (Gymnastics) To know how to perform skills with precision and control. To know a range of gymnastic moves, shapes, balances, stretches and vaults. To know the different positions on a rugby pitch. (Rugby) To know the rules of a game of rugby. To know a range of tactics to use in a rugby game. To know how to referee a game of rugby. To know a range of dance moves and how to link these together with fluency. (Dance) To know a range of transitions. To know a range of dance styles.	To be able to play in different positions on a football pitch. To be able take part in a game of football. To be able to referee a game of football. To be able to show some degree of tactics in a game of football. To be able to use a range of gymnastics equipment with confidence to create their own sequences. To be able to apply skills and techniques consistently, showing precision and control. To demonstrate a range of jumps, balances with control showing improving technique. To create a complex sequence, using a range of gymnastic moves, shapes, balances, stretches and vaults. To be able to play in different positions on a rugby pitch. To be able take part in a game of rugby.	Pitch, tactics, attacker, defender, goalkeeper, referee Precision, control, technique, jump, balance, shape, stretch, vault Rugby, try, teammate, forward pass, backwards pass, possession, tag, agility, movement, space Compose, movement, shapes, balance, jump, sequence, strength, technique, flexibility, theme

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					To be able to referee a game of rugby. To be able to show some degree of tactics in a game of rugby. To be able to create a dance with a range of moves either individually or in a group with a range of moves. To be able to perform a dance with confidence and making a good attempt to stay in time with the music. 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.	

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Year 6	Autumn	War and Conflict	RE	6.3 To know why Jerusalem is a sacred place to people who follow the Abrahamic religions. 6.5 To understand if we should be able to use the natural world as we wish.	To be able to explain why Jerusalem is a sacred place to many people. To be able to describe why a story of sacrifice in Jerusalem is significant to so many people. To be able to detail why Jerusalem is important to Jews and how does this impact them today. To be able to recall why Jerusalem is important to Christians and how does this impact them today. To be able to record why Jerusalem is important to Muslims and how does this impact them today. To be able to explain what we mean by ‘using the natural world.’ To be able to describe if all Christians agree on how people can use the natural world. To be able to detail what the concept of ‘tikkun olum’ mean to Jews. To be able to recall how Hindu beliefs about the natural world affect what they may choose to	Judaism, Christianity, Islam, sacrifice, exodus, prayer, worship, temple, invasion, prophet, Abraham/Ibrihim, Moses/Musa, Jesus/Easa, pilgrim/pilgrimage, ascension, Noble Sanctuary, Dome of the Rock, al-Quds, al-Aqsa Mosque, spiritual capital, Arabic, Hebrew, exile, Church of the Holy Sepulchre, Pilgrimage, Torah, Bible, Qur’an, Prophet Muhammed, Prophet Ibrahim, Ismail, Isaac, Nebuchadnezzar, King Solomon, King Herod, Pontius Pilate. Land, natural world, resources, exploitation, stewardship, dominion, Bible, Talmud/Torah, Genesis, sustainability, conservation, Tikkun olum, Brahman, ahimsa, dharma, vegetarianism, respect, responsibility.

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					eat. To be able to record what values and beliefs Humanist have about looking after the natural world. To be able to explain if we should be able to use the natural world as we wish.	

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Year 6	Autumn	War and Conflict	Science	To know light waves travel out from sources of light in straight lines (Known as rays or beams of light). To know light travels from light sources (Such as sunlight) to our eyes or from light sources to objects and then to our eyes. To know objects are seen because they give out or reflect light into the eye. To know shadows have the same shape as the objects that cast them (Opaque objects block the sunlight) To know shadows can be elongated or shortened, depending on the angle of the light source. To know the component of a circuit and their symbols. To know what will make a bulb brighter/dimmer or a buzzer louder/quieter (More/less batteries or a higher/lower voltage creates more/less power to flow through the circuit).	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. To be able to investigate the relationship between light sources, objects and shadows by using shadow puppets. 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. 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. To be able to systematically identifying the effect of changing one component at a time in a circuit;	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.

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					designing and making a burglar alarm.	