

| Topic Title – <b>Woeful World Wars</b>   |  |  |
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| <p>Science</p> <p><b>Focus - Electricity (Term 1)</b><br/>Understanding components of circuits and scientific terminology. Understanding and building circuits. Recognising types of circuits (series and parallel). Investigating circuits – how they function and how to repair broken circuits. Using circuits for a purpose – understanding control technology and every day uses of circuits. Safety awareness for electricity.</p> <p><b>Focus - Animals including humans (Term 2)</b><br/>Understanding the parts of the heart and how these function. Understanding the importance of the heart and how the circulatory system works. Measuring and investigating lung capacity and the respiration system. Planning and completing investigations on hearts and pulse rates. Understanding and exploring the different blood cells and their purpose. Exploring how to stay healthy and understanding the importance of exercise.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests</li> <li>- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>- Gathering, recording, classifying and presenting</li> </ul> | <p>Geography</p> <p><b>Focus - Human &amp; Physical Geography: Physical/human characteristics and environmental regions</b> - Comparing UK with Germany and other countries from WW1 and WW2:<br/><b>Focus - Skills &amp; Field Work: Orienteering/four grid references/ordnance surveys</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Follow a short route on an OS map</li> <li>- Describe features shown on an OS map</li> <li>- Locate places on a world map</li> <li>- Use atlases to find out about other features of places, e.g. mountain regions, weather patterns</li> <li>- Use a scale to measure distance</li> <li>- Draw/use maps and plans at a range of scales</li> <li>- Use OS maps</li> <li>- Confidently use an atlas and recognise a world map as a flattened globe</li> <li>- Use 8 compass points confidently and accurately and use them to plan, describe journeys and routes</li> <li>- Use keys and grid references</li> <li>- Begin to use 4 figure co-ordinates to locate features on a map</li> <li>- To be able to describe and discuss how and why people live in a area</li> </ul> | <p>History</p> <p><b>Overall focus:</b> Exploring the alliances formed between countries and how this led to involvement in both world wars. Make links between events and changes. Exploring influential people during the world wars. Researching, understanding and comparing a range of primary and secondary sources.</p> <p><b>Focus - World War 1 (Term 1)</b><br/>Understanding the events that led to the First World War. Using a range of historical sources to research and learn about conditions in the trenches, life as a soldier, the role of women on the frontline, people’s reactions to the announcement of war. Exploring the armistice and treaties agreed at the end of the First World War and the impact on the countries involved.</p> <p><b>Focus - World War 2 (Term 2)</b><br/>The outbreak of the Second World War and the events that caused this. Using a range of historical sources to research and learn about key events and their impact in Britain (<i>‘Battle of Britain’, ‘The Blitz’, ‘D-Day’, ‘VE Day’ plus the effects of evacuation, rationing and life on the home front.</i>)</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Understanding different types of causes of an event/s</li> <li>- Describe and make links between events/changes</li> <li>- Give detailed reasons for events and changes</li> </ul> |

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| <p>data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <li>- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>  |  | <ul style="list-style-type: none"> <li>- Use sources of information to support ideas</li> </ul>  |
| <p>Art and design<br/> <b>Focus – Impressionism Artists (Term 1)</b><br/>         Exploring the theme of impressionism and its features. Comparing a range of impressionism artwork with realism artwork. Exploring a range of impressionism landscapes and their artists (<i>Van Gogh, Monet, Signac, Matisse, Cezanne</i>). Developing skills and techniques with impressionism mark making using a range of media (<i>acrylic, watercolour, pastels, pen</i>). Exploring WW1 and WW2 impressionism artists (Paul Nash/Henry Moore). Creating own impressionism artwork based on the styles and artists explored.</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>- Explore and collect visual and written information</li> <li>- Make comments on ideas/methods/approaches used in own work and others work</li> <li>- Use different grades of pencil to show different tones</li> <li>- Use a range of mark making skills with different media</li> <li>- Use paint and pastel for contrasting textures/colours</li> <li>- Study other artists’ work and experiment with their style</li> </ul> | <p>Design Technology<br/> <b>Focus – Structures and Shelters (Term 2)</b><br/>         Understanding the difference between structures and shelters. Exploring structures and shelters on the school ground. Exploring durable materials used in man made structures. Exploring and researching how structures and shelters are built – considering joinery and frames. Linking to WW2 topic focus and exploring structures of Anderson Shelters and air raid shelters. Designing a structure/shelter to use during the Blitz in WW2.</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>- Collect ideas</li> <li>- Design products with a clear purpose</li> <li>- Communicate ideas through discussions, explanations and drawings</li> <li>- Explore and use suitable materials</li> <li>- Reflect on designs</li> <li>- Use measuring accurately</li> <li>- Shape and mould materials to match purpose/design</li> </ul> | <p>Computing<br/> <b>Focus – Data (Spreadsheets/Databases)</b><br/>         Understanding purpose of spreadsheets/databases and how these are used in every day life. Recognising and using key terminology. Independently collect and input data. Interpret data collected and present in a variety of ways. Understand tools to use effectively within spreadsheets/database software packages.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- To collect data in an efficient and accurate way.</li> <li>- To organise data by designing fields and records in a database.</li> <li>- To interpret data by using a range of searches and graphs.</li> <li>- To draw conclusions from data.</li> <li>- To identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them.</li> <li>- To identify formulae and enter them into a spreadsheet.</li> <li>- Copy formulae to create tables of results.</li> <li>- To use a spreadsheet to answer questions</li> <li>- To change the data and formulae in a spreadsheet to answer 'what if ...?' questions and check predictions.</li> </ul> |

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| <p>French</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>- Explore and collect visual and written information</li> <li>- Take part in short conversations</li> <li>- Ask and answer simple questions</li> <li>- Talk about interests</li> <li>- Use short phrases to respond</li> <li>- Develop a growing vocabulary</li> <li>- Write sentences using expressions learnt</li> <li>- Apply skills taught through oral conversations and extra-curricular events (<i>French Market days, Y6 French trip</i>)</li> </ul>  | <p>Religious Education</p> <p><b>Focus – Influential Religious Texts and People</b></p> <p><b>Christianity</b> – The Four Gospels, Holy Trinity</p> <p><b>Islam</b> – The Qu’ran, The Prophet Muhammad</p> <p><b>Sikhism</b> – Guru Nanak, Guru Granth Sahib</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Describe and understand religious sources, stories and beliefs</li> <li>- Suggest similarities and differences between beliefs and religions studied</li> <li>- Describe the importance of key figures in a religion and reasons why they were influential</li> <li>- Recognise Holy Books and their teachings</li> </ul> | <p>Music</p> <p><b>Focus – Rock</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Complete music appraisals sharing personal responses and detailed ideas</li> <li>- Understand and use musical terminology correctly</li> </ul>   |
| <p>Physical Education</p> <p><b>Focus – Rugby and Dance (Term 1)</b></p> <p><b>Basketball and Gymnastics (Term 2)</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Understand and use principles of warm up and good health</li> <li>- Control, catch and accurately pass whilst moving</li> <li>- Participate in games with understanding of tactics and rules</li> <li>- Move with the ball in opposed situations</li> <li>- Understand defence and attack tactics</li> <li>- Demonstrate precision, control and fluency in response to dance stimuli</li> <li>- Vary dynamics and develop actions with a partner or group</li> <li>- Understand and use rhythm and spatial awareness</li> </ul> | <p>Forest School</p> <p><b>Dig for Victory</b> – Children will have the opportunity to tend our very own Year 6 garden and grow vegetables in the style of the Land Girls and people of the Home Front during World War 2.</p> <p><b>Trench models/Anderson Shelters</b> – Children will have the opportunity to use natural resources to create miniature trenches and Anderson shelters.</p>  | <p>Stunning start: <b>Trench Experience Day</b> – Attention! It is 1914 and the children are soldiers who have been recruited into the British army and are being sent to the Front Line. On arrival they have to complete a recruitment test (filled with authentic questions from the originals!), select and choose items to keep in their kit bag and learn war time musical classics from the period. Afterwards, the children complete a sensory experience activity exploring the sights, sounds and smells of the Front Line Trenches before finishing with a rigorous assault course and fitness exam. All activities are completed under the watchful eye of the Year 6 Sergeant-Majors...have you got what it takes to be a soldier in the Polegate Regiment?</p> <p>Marvellous middle: <b>Britain at War!</b> – Travel forwards from 1914 to 1939 where Britain is at war...again! Our</p> |

- Understand, use and demonstrate dance terminology and technique
- Modify performances and look for ways to improve

very own General will train the children and teach them about the frightful Second World War. Children will learn about inspirational heroes, escaping as an evacuee and surviving the terrible Blitz.

Fabulous finish: **London Trip** – Children will have the exciting opportunity to visit the Imperial War Museum and Churchill's Cabinet War Room where they will have first hand experience of objects from both world wars, the chance to walk through a life size model of the trenches and learn more about the life of soldiers and people back home in Britain.