Year 6 - Term 1 and 2

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| Topic Title – **Woeful World Wars** | | |
| Science  **Context – Electricity (Term 1)**  Key Skills/Objectives   * 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 technogology and every day uses of circuits. * Safety awareness for electricity. * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. * Compare and give reasons for variations in how components function including the brightness of bulbs, loudness of buzzers or the on/off position of switches. * Use recognised symbols when representing a single circuit in a diagram.   **Context – Light (Term 2)** Key Skills/Objectives   * Recognise that light appears to travel in straight lines. * Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.   Key Skills:   * Plan different types of enquiries to answer their own and others questions, including controlling different variables. * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * Gathering, recording, classifying and presenting 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 * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * Record data and results with increasing complexity, including repeated results when needed * Use test results to make further predictions and plan for further comparative and fair tests. * Identify scientific evidence to support or refute ideas. * Describe and evaluate their own work and others ideas * Use appropriate vocabulary and language from across the primary curriculum to explain and evaluate ideas/methods. | Geography  Enquiry questions:  **- How did maps and their uses change during the world wars and what impact has this had on the modern age? - How did landscape and land use change during the world wars (locally and globally)?**  **- Local links: Why was Eastbourne and the local area an important area for the defence of Great Britain during the world wars?**  **Context – Map reading. Comparison and change**  **Context - Skills & Field Work:** **Orienteering/six grid references/ordnance surveys**  **Overall context:** Explore the development of maps and how these changed as an impact of the world wars *(development of 6-figure grid references, aerial vs field sketches, etc).* Locating countries around the world which were involved in the world wars (making links to prior Year 5 knowledge on the British Empire). Comparing how land changed as a result of the world wars *(lost territories, changing borders, use of land and how the landscape changed).*  Using the local area, exploring modern and traditional locations through a wide range of sources and comparing these during the world wars era and current times. Exploring the role of the coast and defences, as well as use of land during the world wars.  Key Skills:   * Follow a route on an OS map * Describe features shown on an OS map * Locate places on a world map * Use a scale to measure distance * Draw/use maps and plans at a range of scales * Confidently use an atlas and recognise a world map as a flattened globe * Use 8 compass points confidently and accurately and use them to plan, describe journeys and routes * Use 6 figure grid references to locate features on a map * Collect and analyse statistics and other information in order to draw clear conclusions about locations * To be able to describe and discuss how and why people live in a area * Collect, analyse and communicate with a range of data gathered through experiences of fieldwork. * Use maps and atlases to locate different parts of the local area (Polegate and Eastbourne). * Communicate geographical information in a variety of ways, including through maps, numerical skills and writing in length * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time * Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location * Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area * Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) | History  Enquiry questions:   * **What was the impact of the world wars on Britain and the wider world?** * **How did the domino effect cause significant events and what were the results of these?** * **Local links: Why was Eastbourne and the local area an important area for the defence of Great Britain during the world wars?**   **Overall context:** 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 sources and interpetations. Describe a study of an aspect or theme in British history that extends chronological knowledge beyond 1066 - WW1 and WW2. Explore a local history study – the impact of the Blitz on our local area  **Context - World War 1 (Term 1)**  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.  **Context - World War 2 (Term 2)** 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 (*‘Battle of Britain’, ‘The Blitz’, ‘D-Day’, ‘VE Day’ plus the effects of evacuation, rationing and life on the home front).* Identify and compare changes across world war one and two.  Key Skills:   * Demonstrate chronological understanding of British History with the World Wars in context * Understand connections, contrasts and trends during this era and the impact on society today and reach informed conclusions * The influence of the British Empire and development of the Commonwealth * Demonstrate understanding different types of causes of an event/s * Describe, make and critique links between events/changes * Give detailed reasons for events and changes * Use sources of information to hypothesise and question bias. * Use sources of information to support ideas * Compare and contrast using specific evidence * Evaluate evidence and choose the most reliable forms to support explanations with reasoning for why they have been chosen * Order significant events on a timeline * Study impact of the world wars on the local area * Understand and empathise with significant turning points, events and historical figures * Understand effects of war on social reform, equality, democracy * Compare and contrast changes over time (within world wars historical context and the present day too) |
| Art and design **Context – Henry Moore (Term 1)**  **Skills: Drawing, charcoal and watercolour**  Exploring the work of Henry Moore. Exploring his style of drawing as well as sculpture and how he uses lines to influence the affect of the work. Developing skills and techniques with mark making using a range of media *(charcoal, acrylic, watercolour, pastels, pen)*  Creating own impressionism artwork based on the styles and artists explored.  Key skills:   * Study other artists’ work and experiment with their style * Identify artists who have worked in a similar way to their own work. * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Make comments on ideas/methods/approaches used in own work and others work * Use a variety of source material for their work * Demonstrate a wide variety of ways to make different marks with dry and wet media. * Use pencil, charcoal and watercolour for contrasting textures/colours * Work in a sustained and independent way from observation, experience and imagination. * Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape * Explore and collect visual and written information * Question and make thoughtful observations about starting points and select ideas and processes to use in their work. * Create shades and tints using black and white. * Choose appropriate paint, paper and implements to adapt and extend their work. * Carry out preliminary studies, test media and materials and mix appropriate colours. * Show an awareness of how paintings are created (composition). | Design Technology  **Context – Food and Nutrition (Term 2)**  **How did rationing affect how the nation ate?**  Understanding the impact of the war on food. The children will explore rationing and the reasons for this. Exploring the impact of rationing on nutrition and applying prior learning of seasonality to consider how this impacted on food in Britain at the time of the world wars. Children will research where food has come from today and how this was limited in the war.  Children to design their own meal based on the food readily available at the time.  **Linked to Enterprise – children to sell their prdoucts at the Winter Extravaganzer**  Key skills:   * Begin to consider needs/wants of individuals/groups when designing and ensure a product is fit for purpose * Produce a logical, realistic plan and explain it to others. * Make design decisions considering time and resources. * Explain how to be safe / hygienic and follow own guidelines * Present products well - interesting, attractive, fit for purpose * Develop understanding of seasonality of foods and research where food grows, understanding import and export * Understand a recipe * can be adapted by adding/substituting ingredients * Explain seasonality of foods * Learn about food processing methods * Describe some of the different substances in food and drink, and how they can affect health * Describe how recipes can be adapted to change appearance, taste, texture and aroma * Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source * Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. * Research in food shortages during world wars and how this affected availability of ingredients in Britain at the time * Evaluate ideas and their finished product against the specification, considering purpose and appearance. | Computing  **Context – Programming: Python (Term 1) Understanding techonology: computing systems and networks (Term 2) E-Safety: Self image and identity; online bullying; online relationships**  Key Skills:   * To understand what turtle graphics are and how to code lines and shapes using the turtle. * Learn how to use loops to draw shapes in Python. * Learn how to program the turtle to create a simple face using coordinates. * Develop the use of turtle graphics to affect background colour, line and width. * To identify how to use a search engine * To describe how search engines select results * To describe how search engines select results * To explain how search results are ranked * To recognise why the order of results is important, and to whom * To recognise how we communicate using technology * To evaluate different methods of online communication |
| French  **La Phonetique** - Identify the 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French:  ‘CH’ ‘OU’ ‘ON’ ‘OI’ ‘I’ ‘IN’ ‘IQUE’ ‘ILLE’ ‘É’ ‘E’ ‘È’ ‘EAU’ ‘EUX’ ‘QU’, ‘GNE’, ‘Ç’, ‘EN’ and ‘AN’  **La Seconde Guerre mondiale (The Second World War)**  • Group and order words to decode unknown language.  • Understand the key facts of history from WW2 when described in French.  • Say and write in French the key countries and languages involved in WW2 | Religion and World Views  **Christianity - U2.2 – Creation and Science: conflicting or complementary?**  - Identify what type of text some Christians say Genesis 1 is and its purpose.  - Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.  - Make clear connections between Genesis 1 and Christian belief about God as Creator.  - Show understanding of why many Christians find science and faith go together.  - Identify key ideas arising from their study of Genesis `1 and comment of how far these are helpful or inspiring, justifying their responses.  - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, giving good reasons for their views.  **U2.11 – Why do some people believe God and some people not?**  - Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs.  - Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.  - Give examples of reasons why people do or do not believe in God.  - Make clear connections between what people believe about God and the impact of this belief on how they live.  - Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences interpreting Genesis).  - Reflect on and articulate some ways in which believing in God is valuable in the lives of believers and ways in can be challenging.  - Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.  - Make connections between belief and behaviour in the own lives and in the light of their learning. | Music **Context – Exploring advanced rhythmic patterns to create a composition**  Key Skills:   * Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. * Identifying the way that features of a song can complement one another to create a coherent overall effect. * Use musical vocabulary correctly when describing and evaluating the features of a piece of music. * Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. * Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate * Improvising coherently and creatively within a given style, incorporating given features. * Recording own composition using appropriate forms of notation and/or technology. * Constructively critique their own and others’ work, using musical vocabulary. * Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. * Performing with accuracy and fluency from graphic and staff notation and from their own notation. * Performing by following a conductor’s cues and directions. * Notate rhythms accurately. * Know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’. * Understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. * Know that a quaver is worth half a beat. * Continue to create more complex rhythms and melodies and create own rhythmic patterns that lead to melodies. |
| Physical Education  **Context – Basketball and Swimming (Term 1)**  **Football and Dance (Term 2)**  Basketball:   * consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score * consolidate pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games. * use their prior learning of passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful shot. * refine knowledge and understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities.   Swimming: - Swim competently, confidently and proficiently over a distance of at least 25 metres   * Use a range of strokes effectively *(front crawl, backstroke and breaststroke)* * Perform safe self-rescue in different water-based situations   Dance:   * The focus of learning is to create group movements selecting and applying choreography into a routine. * use their bodies to perform technical movements with control and rhythm. * use their bodies to perform technical movements with control and rhythm. * using a stimulus, creating dances that use compositional principles. * continue to review, describe and evaluate our dance performances. * Pupils will continue to rehearse and perform their dance sequences with technical control and a good sense of rhythm.   Football:   * consolidate pupils' ability to use passing, dribbling and moving skills to keep possession and score. * apply their prior learning of passing, dribbling, turning and moving, to move the ball up the pitch, creating an attack that results in a successful shot. * refine their knowledge and understanding of defending and how different tactics can be applied during a game to prevent attacking opportunities. * learn how to manage their team, selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.   Key skills:   * Understand and use principles of warm up and good health   Participate in games with understanding of tactics and rules | PSHE  **Context – Being Me in My World (Term 1)**   * Re-establishment of school rules and expectations * Universal rights (United Nations Convention on the Rights of the Child) * Know about the lives of children in other parts of the world * Know that personal choices can affect others locally and globally discussing impact * Setting personal goals and targets reflecting independently and sharing these within the class. Actively involved in the target setting in books and what they are striving towards building upon prior learning and their end goal.   **Celebrating Difference (Term 2)**   * Know that people can hold power over others individually or in a group * Know that power can play a part in a bullying or conflict situation and learn strategies for how to deal with this and wider bullying issues. * Know that there are different perceptions of ‘being normal’ and where these might come from * Know that difference can be a source of celebration as well as conflict * Re-visit e-safety, kindness online and who to speak to if you are bullied or notice this in a friend.   **P4C and Debate** Key skills:  - Listen and respond appropriately to adults and their peers  - Ask relevant questions to extend understanding and knowledge - Articulate and justify answers, arguments and opinions  - Give well-structured explanations with reasoning  - Participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - Speak audibly and fluently with an increasing command of Standard English  - Speak confidently to interest the listener(s)  - Consider and evaluate different viewpoints, building on the contributions of others | Stunning start: **Trench Experience Day** – 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?  Marvellous middle: **Remembrance –** children will explore different activities linked to Remembrance Day and reflect about why Remembrance is so important. They will also explore Walter Tull and his achievements, considering how he should be remembered compared to how he was remembered at the time of the First World War. They will also explore the different types of poppies before designing and creating their own remembrance poppy for a theme of their choice.  Fabulous finish: **War Horse On Stage –** Classrooms transformed into the National Theatre, children will be able to join a live performance of War Horse on stage. |