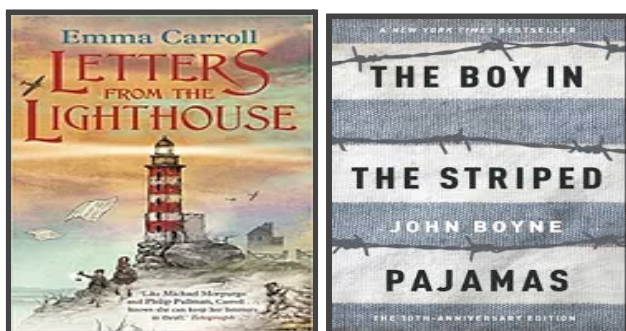


Year 6 Autumn 1 and 2

Bombs, Battles and Bravery



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 1 Autumn 2	Bombs, Battles and Bravery	Letters from the Lighthouse - Emma Carroll The Boy in the Striped Pyjamas - John Boyne	History To what extent did the events of World War Two change the world in which we live in? What was life like during WW2?	To prepare children into the right mindset for the year ahead Empathy and learning from the past (WW2 and holocaust)

History and Geography coverage

History

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
To what extent did the events of World War Two change the world in which we live in? What was life like during WW2?	<ul style="list-style-type: none"> - How did WW2 begin? - What was the evacuation and how did it affect British children? - What was the Battle of Britain and what was the outcome? - What was Hitler's intention during the Blitz? Did it work? - What roles did women take on during the war and how did it change society? - How were propaganda posters used and were they effective? - What was the holocaust and how is it remembered today? - How did the US get involved in WW2? - What was D Day and how did it mark the beginning of the end of the war? - What is VE day? 	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - To interpret historical information - To empathise with children affected by evacuation - To identify and explain historical events - To order historical events and analyze their impact. - To reach informed conclusions about how women influenced the outcome of the Second World War. - To critically analyse primary sources - To empathise with first person historical accounts. - To synthesise information from primary sources - To demonstrate an understanding of historical events - To make reasoned judgements about the challenges faced by Britain after VE Day

Geography

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
Where is Europe and what countries are part of it?	<ul style="list-style-type: none"> Which countries did WW2 affect? Why were specific places used in WW2? How were the coastlines and beaches important during WW2? How was life different for evacuees in the countryside compared to their lives in the city? 	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on the key physical and human characteristics	<ul style="list-style-type: none"> - To locate Europe's countries (WW2 allies and enemies) -- To consider how physical geography affects war- To study the human built defences used along the coastlines. - To compare and contrast key human and physical differences

		, countries, and major cities.	
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English coverage

Text types	Outcomes
Journalistic Recount	The year is 1939 and Britain declares war on Germany. Imagining themselves to be budding journalists, the children will write a front page newspaper sharing the news.
Non-chronological report	Did you know that over three million children were evacuated from their homes during WW2? The children will be learning what it was like being an evacuee and then present their findings in a non-chronological information report.
Narrative	The story of Rose Blanche follows a young girl as she moves from innocence to exploring the harsh realities of the world she is living in. Children will develop a deeper understanding of life in Germany during WW2, making comparisons with Letters from the Lighthouse and drawing on their prior history learning.
Poetry	After exploring different examples of poetry, the children will make comparisons with World War One poetry and write their own to mark Remembrance Day.
Biography	The children will research key people from WW2 - for example Winston Churchill - and write a biography detailing their involvement and impact on the war.
Narrative	Based on war, children write a narrative.

Science coverage

Key Question	Ancillary Questions and content focus	Science Objectives	Learning goals
<p><u>LIGHT</u> How are shadows formed?</p> <p><u>ELECTRICITY</u></p>	<p>How does light travel? How can you make light 'turn' round corners? How are shadows formed and why do they change size?</p> <p>What are the basic components for making electricity flow? How can you affect the brightness of a bulb? When you increase the amount of batteries / power, what effect does this have?</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - use test results to make predictions to set up further comparative and fair tests - report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identify scientific evidence that has been used to support or refute ideas or arguments 	<p><u>LIGHT</u></p> <ul style="list-style-type: none"> - To understand and explain that that light appears to travel in straight lines - To explore how light is reflected - To demonstrate how and why shadows are formed - To investigate how light enables us to see colours <p><u>ELECTRICITY</u></p> <ul style="list-style-type: none"> - To construct a simple series circuit and identify its parts - To use recognised symbols when representing a simple circuit - To be able to plan a fair test by recognising the controlled varies - To design and create a working circuit to meet a specific purpose - To record data and results using diagrams, labels and tables

PSHE coverage

Topic	Key Question	Objectives
Mental Health and emotional wellbeing	How can we learn from our own experiences and those of others?	<ul style="list-style-type: none"> -to understand the term mental health -to reach informed conclusions about my wellbeing -to understand who I can talk to and to know my own coping mechanisms
Human Rights	What are the rights of a child and how do they compare to rights of an adult?	<ul style="list-style-type: none"> - To empathise with the plight of refugees - To have a greater understanding of the rights of a child - To relate my values to the declaration of human rights -To explore and conclude what homelessness means

Other subject coverage

Subject	Objectives	Learning opportunities
Art	<ul style="list-style-type: none"> - To critique a range of artworks - To accurately use short strokes for sketching. - To use pastels, to blend and create tone, shades and texture - To create a silhouette of a city skyline. - To evaluate my artwork 	<p>This artwork links to our WW2 theme, 'Bombs, Battles and Bravery'. The learning will amalgamate all the skills the children have learned throughout their time at Manor Field, resulting in an image of The Blitz which will be mixed media, with a choice of chalk, watercolour paint, watercolour crayons, or pastels and which will also use screen printing and stencil techniques.</p>
DT	<ul style="list-style-type: none"> -To design a make-do and mend sewing project -To select the appropriate fabrics and materials -To use a range of sewing techniques -To evaluate the design 	<p>Connecting our theme learning to DT, children complete a 'make do and mend'. They design a Christmas stocking to give to a loved one, and make it out of old fabric.</p>
RE	<ul style="list-style-type: none"> - How special is the relationship Jews have with God? - To articulate what I already know - To consider the importance of what promises are and what they mean to us. - To become familiar with the ten commandments and their importance to Judaism - To identify and analyse artefacts of importance in Judaism - To understand the festival of Hanukkah - To recall facts about Judaism and explain similarities and differences to other religions - To express my own thoughts having reflected on the learning, and consider those of others 	<p>Closely linked to the learning of WW2, children will be investigating Judaism and what it means to be Jewish. There will be lots of thought-provoking discussions, with a strong link to morality with regards to the treatment of Jews during the war.</p>
Computing	<ul style="list-style-type: none"> - To understand how some key algorithms can be expressed as programs - To understand that some algorithms are more efficient than others for the same problem - To understand common algorithms for searching and sorting a list - To appreciate algorithmic approaches to problems in mathematics. 	<p>In this unit, the pupils participate in some hands-on unplugged activities that help them to develop an understanding of some important algorithms. They also investigate these when implemented as Scratch or Snap! programs.</p>
PE	<ul style="list-style-type: none"> - To apply basic defending tactics - To plan team strategies - To formulate simple game plan - To comment constructively and descriptively on their own and others' work including elements that can be improved - To adapt play to suit their own and others' strengths and weaknesses - To describe their use of tactics, explaining the factors to take into consideration - To demonstrate different passing techniques linked to the purpose of the game plan 	<p>The children will explore the skills for playing different invasion games, including making their own games and adapting games to suit and challenge their skills level. The two half term modules will consist of Rugby and Netball skills</p>
Music	<p>NC: Playing and performing; listening and recalling</p>	<p>Children will be learning to play music as an ensemble and also learning about and singing songs from World War eras.</p>