



<u>Year group: 6</u>	<u>Term: 1</u>		<u>Enquiry Question: How did WW2 impact the local area?</u>
	<b>Essential knowledge:</b>	<b>Essential vocabulary</b>	<b>Skills:</b>
Creative development	<p><b><u>Art</u></b></p> <p><u>Painting- Creating Blitz</u></p> <ul style="list-style-type: none"> <li>- To know how to review and evaluate their work in sketch books after recording ideas from observations and imagination.</li> <li>- Know how to improve mastery techniques when painting.</li> <li>- Know how to use different materials to create effective layers and textures within painting.</li> <li>- To know how to compose a painting using different materials.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Happy</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>- To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>- To choose a song and be able to talk</li> </ul>	<p>Mastery Evaluation Tint Dry and wet media Brush strokes Silhouette Tone Layers Textures Vibrant Shade</p> <p>Style indicators, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, groove, producer, Motown, hook, riff, solo, unison</p>	<p><b><u>Art</u></b></p> <p><u>Painting- Creating Blitz</u></p> <ul style="list-style-type: none"> <li>- Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>- Create shades and tints using black and white.</li> <li>- Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>- Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>- Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Happy</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing in unison and to sing backing vocals</li> <li>- To experience rapping and solo singing</li> <li>- To listen to each other and be aware of how you fit into the group</li> <li>- To sing with awareness of being 'in tune'.</li> </ul>



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	<p>about:</p> <ul style="list-style-type: none"> <li>○ It's main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To explain the importance of warming up your voice</li> </ul> <p><u>Music history / Listen and appraise</u></p> <p>To choose songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>- The historical context of the songs</li> <li>- What else was going on at this time, musically and historically</li> </ul> <p>To know and talk about that fact that we each have a musical identity</p>		<p><u>Music history / Listen and appraise</u></p> <ul style="list-style-type: none"> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- To listen carefully and respectfully to other people's thoughts about the music</li> <li>- To talk about the musical dimensions working together in the song</li> <li>- Talk about the music and how it makes you feel, using musical language to describe the music</li> </ul>
<p>Knowledge &amp; understanding of the world</p>	<p><b><u>History</u></b></p> <p><u>How did WW2 impact the local area?</u></p> <ul style="list-style-type: none"> <li>- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> <li>- Know how WW2 impacted the local area and the lives of people e.g. financially, lifestyle, jobs, housing, leisure.</li> <li>- Children understand the process of</li> </ul>	<p>Anti-Semitism Holocaust Raids Commemoration Air raid Blitz Allies Axis Dictator</p>	<p><b><u>History</u></b></p> <p><u>How did WW2 impact the local area?</u></p> <ul style="list-style-type: none"> <li>- Children have a good understanding of the causes of an event (e.g. rationing), can infer other factors that may have contributed (e.g. men going to fight in the war) and can give examples of consequences on a larger scale (e.g. people in Britain were the healthiest they have been).</li> <li>- Children consider questions around a piece of evidence, be capable of inferring what the piece is telling us and consider their reliability (e.g. have</li> </ul>



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	<p>evacuation and discuss this with an evacuee.</p> <ul style="list-style-type: none"><li>– How did the role of women change during WW2? How was this different to the role of women pre-war?</li><li>– Did everyone agree with the war? What was a conscientious objector?</li><li>– How did we adapt our homelives to meet the needs of the war effort? What is the meaning of ration? Was this restricted to food?</li><li>– How did the war impact housing in our local area? How did Hull change because of this? Why did Hull have it so bad?</li><li>– How did leisure change, stay the same or go backwards during the war?</li><li>– Whose lifestyle changed the most? The father, the mother, the son or the daughter? Which factors would influence this?</li><li>– Understand what life was like during WW2 – including being a Jew and evacuees.</li><li>– What is a Jew? What is anti-Semitism? How did life change for a</li></ul>		<p>analysed propaganda).</p> <ul style="list-style-type: none"><li>– Children ask meaningful, relevant and generally open questions and can hypothesise (show thought) to possible answers regarding WW2 and life back in Britain.</li><li>– Children understand that WW2 had a significant impact on their life and the modern world around them.</li><li>– Children consider aspects WW2 changed and consider culture, economy, politics and military.</li><li>– Can children see continuity and changes between time periods they have studied as well as the present day. Teachers to pick two and compare similarities and differences.</li></ul>
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	<p>Jewish person during the war? Why were the Jews targeted? What did this mean for the Jewish people? What evidence have we that this was happening? Primary sources – Anne Frank, Memorials, Auschwitz.</p> <ul style="list-style-type: none"><li>– Know how and why Britain entered WW2?</li><li>– What did Germany do to bring Britain into the war? What was appeasement?</li><li>– Why were there two teams: Allies and the Axis? Which countries belonged to either side?</li><li>– Understand why we remember and commemorate significant dates.</li></ul> <p><b><u>RE</u></b></p> <p><b><u>Key Question: Justice and Freedom Is it fair?</u></b></p> <ul style="list-style-type: none"><li>– Explore issues of justice and freedom</li><li>– Explore religious teachings of forgiveness and reconciliation.</li></ul>	<p>Freedom Injustice Justice Forgiveness Reconciliation Community Harmony</p>	<p><b><u>RE</u></b></p> <p><b><u>Key Question: Justice and Freedom Is it fair?</u></b></p> <ul style="list-style-type: none"><li>– To show understanding of what freedom means to people of faith</li><li>– To show an understanding of what injustice means.</li><li>– To show understand of the beliefs and feelings of faith members who have experienced injustice.</li><li>– Can identify a religious teaching like forgiveness might have on a believer's actions.</li><li>– Show an understanding of the benefit of reconciliation to community harmony</li></ul>
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	<p><b><u>French</u></b></p> <p><u>Let's Visit a French Town</u></p> <ul style="list-style-type: none"> <li>- Know how to use songs and rhymes to link spellings and meaning of French words.</li> <li>- Know how to hold a conversation to ask and answer questions adding opinions. Ask for help when asking questions.</li> <li>- Know how to use a broad vocabulary and develop this even further by using a dictionary to understand new words.</li> </ul>	<p>Habiter Tu Vous il elle Quand je serai grand(e)... Qu'est-ce que c'est? Comment s'érit ton nom?</p>	<p><b><u>French</u></b></p> <p><u>Let's Visit a French Town</u></p> <ul style="list-style-type: none"> <li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- Appreciate stories, songs, poems and rhymes in the language</li> <li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary.</li> </ul>
<p>SMSC</p>	<p><b><u>Being Me</u></b></p> <p>Children are taught to recognise their rights and responsibilities within society: a Global Citizen.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> <li>- To make choices about my own behaviour because I understand how rewards and consequences feel</li> <li>- How theses relate to my rights and responsibilities</li> <li>- That my actions affect myself and others</li> <li>- To care about other people's feelings and try to empathise with them</li> <li>- How democracy and having a voice benefits the school community</li> </ul>	<p>Empathy Responsibility Democracy Collaboration Goals Worries Fears Values Welcome Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education Wants</p>	<p><b><u>Being Me</u></b></p> <ul style="list-style-type: none"> <li>- I can plan for a goal which I hope to achieve by the end of year</li> <li>- I can review my own and the rights and responsibilities of others as a child I can empathise with those who are less fortunate</li> <li>- I can discuss the consequences of other people's actions both locally and globally</li> <li>- I can evaluate the effectiveness of collaboration when achieving a joint outcome and encourage group contribution</li> <li>- I can distinguish how and why our school is democratic and can explain why I should voice my values, opinions and ideas</li> <li>- I can explain ways in which difference can be a source of conflict or a cause for celebration</li> <li>- I can show empathy with people in another situation</li> <li>- I can tell you some ways that difference can be a</li> </ul>



		Needs Maslow Comparison Opportunities Learning charter Obstacles Participation Decision Proud	source of conflict in people's lives – I can express how I feel about this
Scientific & technological understanding	<p><b><u>Science</u></b></p> <p><u>Light</u></p> <ul style="list-style-type: none"> <li>– Recognise that light appears to travel in straight lines</li> <li>– 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</li> <li>– 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</li> <li>– Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Online Safety (Unit 6.2)</u></p> <ul style="list-style-type: none"> <li>– Identify benefits and risks of mobile devices, broadcasting location (app)</li> <li>– Identify secure sites</li> </ul>	<p>Reflection Shadow Refraction Opaque Translucent Transparent</p> <p><u>Online Safety (Unit 6.2)</u> Broadcasting location Secure sites</p>	<p><b><u>Science</u></b></p> <p><u>Light</u></p> <ul style="list-style-type: none"> <li>– Make systematic and careful observations</li> <li>– Take accurate measurements</li> <li>– Use test results to make predictions and set up further comparative and fair tests.</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Online Safety (Unit 6.2)</u></p> <ul style="list-style-type: none"> <li>– Revise the features of online safety</li> <li>– Take more informed ownership of the way they choose</li> </ul>



	<ul style="list-style-type: none"> <li>- Know the benefits and risks of giving personal information</li> <li>- Understand the importance of balancing game and screen time</li> </ul> <p><b><u>Blogging (Unit 6.4)</u></b></p> <ul style="list-style-type: none"> <li>- Identify the features of successful blog writing</li> <li>- Consider the effects on an audience (visual properties)</li> <li>- Understand the importance of updating contents</li> </ul> <p><b><u>Networks (Unit 6.6)</u></b></p> <ul style="list-style-type: none"> <li>- Find out what LAN and WAN are</li> <li>- Research and find out about the age of the internet</li> </ul> <p><b><u>Design Technology</u></b></p> <p><b><u>Making a belt for garden tools (Dig for Victory)</u></b></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> </ul>	<p>Risk and benefit Screen time Informed ownership</p> <p><b><u>Blogging (Unit 6.4)</u></b> Audience Visual property Blog Purpose</p> <p><b><u>Networks (Unit 6.6)</u></b> WWW LAN WAN Internet</p> <p>Mock up Pattern/ Template Seam allowance Specification Tacking Working drawing</p>	<p>to spend their free time</p> <p><b><u>Blogging (Unit 6.4)</u></b></p> <ul style="list-style-type: none"> <li>- Work collaboratively to plan, design, create and write a blog</li> <li>- Create a blog for a specific purpose</li> <li>- Consider audience</li> <li>- Peer assess by commenting on and responding to other blogs</li> </ul> <p><b><u>Networks (Unit 6.6)</u></b></p> <ul style="list-style-type: none"> <li>- Predict what you think the future might hold for the internet</li> <li>- Know the difference between the WWW and the internet</li> </ul> <p><b><u>Design Technology</u></b></p> <p><b><u>Making a belt for garden tools (Dig for Victory)</u></b></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Develop, model and communicate ideas through talking, templates, drawing, mockups and prototypes.</li> <li>- Design a purposeful, functional and appealing product for the intended user that is fit for purpose based on a simple design specification.</li> </ul>
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	<p>Make:</p> <ul style="list-style-type: none"> <li>- Fabrics can be strengthened, stiffened and reinforced when appropriate</li> <li>- Know how to use the equipment safely</li> <li>- Explore a range of fabrics</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Know the intended user</li> <li>- Know how to compare the product to the original design specification</li> <li>- Similar textile products</li> </ul>		<p>Make:</p> <ul style="list-style-type: none"> <li>- Produce a detailed list of equipment and fabrics appropriate for the given task.</li> <li>- Formulate a step by step plan</li> <li>- Select the appropriate tools and equipment to make a product that is accurately assembled and well finish</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Test the products with intended user and critically evaluate the</li> <li>- Compare the final product to the original design specification</li> <li>- Investigate and analyse textile products linked to the products</li> </ul>
<p>Physical development</p>	<p><b><u>Physical Development</u></b></p> <p><u>Invaders- Tag Rugby (Unit 6.1)</u></p> <ul style="list-style-type: none"> <li>- Understand the basic rules of tag rugby</li> <li>- To know how to tag</li> <li>- Know how to play as a team</li> </ul>	<p><u>Invaders- Tag Rugby (Unit 6.1)</u></p> <p>Tag Hop Skip Forfeit Dodging Handover Tag Rules Competition Tournament</p>	<p><b><u>Physical Development</u></b></p> <p><u>Invaders- Tag Rugby (Unit 6.1)</u></p> <ul style="list-style-type: none"> <li>- Practise ball-handling skills</li> <li>- Work as a team, using ball handling skills</li> <li>- Practise moving into a space</li> <li>- Pass and carry a ball using balance and co-ordination</li> <li>- Improve ball-handling skills</li> <li>- Place a ball down as if scoring a try</li> <li>- Apply rules and skills learned to play a game of tag rugby</li> <li>- To practise footwork and dodging skills while carrying the ball</li> <li>- Re-inforce catching and tagging skills to apply them in</li> </ul>





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	<p><u>Boot Camp (Unit 6.1)</u></p> <ul style="list-style-type: none"><li>- Understand how to prepare the body for exercise</li><li>- To understand what fitness means</li><li>- To know what happens to heart rate during exercise</li><li>- Learn new circuit moves</li></ul>	<p><u>Boot Camp (Unit 6.1)</u></p> <p>Direction Catcher Personal fitness Heart rate Circuit Aerobic fitness Burpee Spotty dogs Plank</p>	<p>a game</p> <ul style="list-style-type: none"><li>- Play in a mini tag rugby competition</li></ul> <p><u>Boot Camp (Unit 6.1)</u></p> <ul style="list-style-type: none"><li>- To complete a range of circuit-based activities and understand the reason for doing them</li><li>- Perform circuit moves with good technique and balance</li><li>- Develop agility and co-ordination</li><li>- Perform more complex patterns of movement</li><li>- Complete a circuit involving the activities practised</li></ul>
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<b><u>Guided Reading and other linked books</u></b>	<b><u>Previous Learning Links</u></b>	<b><u>Adaptations for SEND</u></b>	<b><u>Key questions:</u></b>
Good Night Mr Tom	Stone Age, Ancient Egypt, Anglo Saxons, Vikings, Tudors and Victorians. Continuing the sequence of the key historic events.	Social stories right and wrong. Actions affect others Watching clips – breaking down timeline into chunks that are relevant and linked. Exploring different viewpoints Series of light experiments – structured experiment reports.	Why did the war start? Why was it called a world war? Why did some countries become allies and some the axis?