

<p>Essential Question: Axis or allies – who were the real bad guys?</p>	<p>Year 6: Autumn Term</p>		<p>Visit: Eden camp Robinwood</p>
<p>Community Links: Harvest Festival – Local Church and a local charity to share food donations.</p>	<p>Enterprise Activity: (B: community) WW2 showcase event</p>		 <p>WW2</p>
<p>Key Outcomes</p>	<p>Key Outcomes</p>		<p>Key Outcomes</p>
<p><u>Science</u></p> <p>Light <i>How did Brits see in the Blackout?</i> 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</p> <p>Animals including humans <i>How does Wartime fear affect the heart?</i> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p><u>Computing</u></p> <p>Quizzing (Unit 6.7) C12 <i>Children will create a quiz using 2Quiz on light and sight.</i> In this unit children will have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area. They will create a picture-based quiz for young children, learn how to use the question types within 2Quiz and make a quiz that requires the player to search a database.Networks (Unit 6.6) C10 <i>Children will research and find out about TimBerners-Lee, know about their school network and consider some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.</i> The aim of this unit is to provide children with the opportunity to find out more about how networks work, understand computer networks including the internet, learn how they can provide multiple services, such as the World Wide Web, and explore the opportunities they offer for communication and collaboration.</p>		<p><u>History</u></p> <p>Events beyond 1066 WW2 – 1939-1945 <i>Children will present their work at a showcase event to parents.</i> Pupils will evaluate how the event impacted Britain and Europe in the short term and long-term. They will identify the short term and long-term causes of the war and justify which causes were most important. When pupils learn about WW2 they will focus on the political theme and investigate changes relating to the impact of the war on legal rights, power and governments. Pupils will understand the significance of Hitler and understand that people can be seen as significant even if they are for bad reasons (E.g. Hitler compared with Martin Luther King) Pupils will consider how deeply people’s lives have been affected, how many lives have been affected and for how long people’s lives been affected and why. Pupils must identify which sources are fact or opinion. They must be aware that different evidence will lead to different conclusions – some evidence may be persuading or giving a specific viewpoint.</p>
<p><u>Geography</u> <i>Children will located UK’s most bombed city and question why this was?</i></p> <p>Human and Physical geography Study photographs, aerial photographs and maps of Hull pre war, post war and present day. Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps. Research and present Britain’s export trade.</p>	<p>Key Texts for Topic <i>The Boy in the Striped Pyjamas - John Boyne</i> <i>Rose Blanche – Roberto Innocenti</i> <i>The Viewer – Gary Crew</i></p>		<p>Justice and Freedom (6:1) Consider the treatment of Jews during WW2 <i>Children will compare the world action against the treatment of the Jews in WW2, Martin Luther King. Teaching will look at forgiveness and the power of forgiveness and reconciliation on a community.</i> This Unit provides opportunities for pupils to explore and explain the concepts of justice and freedom; think about how people in the past have experienced injustice and what they have done to overcome this</p>
	<p>PE Dance Hockey Gymnastics Rugby</p>	<p>MFL - French <u>Unit 19 - À l'école (At school)</u> <u>Unit 20 - Chez moi (My house)</u></p>	

<p>Textiles: Design, make and evaluate stitched household craft products</p> <p><i>Children will create small products to sell such as coasters or Christmas tree decorations– typical of home-made, wartime products.</i></p> <p>Pupils will investigate and analyse a range of existing functional products. They will plan a sequence of work and different products using a storyboard. Pupils will create 3D Christmas decorations using simple pattern pieces and a seam allowance. They will join fabrics by pinning and tacking pieces together then stitch using a range of stitches including blanket stitch. Some textiles will need decorating before joining. Pupils will justify decisions about materials and methods of construction.</p>	<p>Drawing</p> <p>Children will create a Spitfire showing techniques of shadow, reflection and movement.</p> <p>The still life drawings are to include shadows and reflections. Pupils will ensure they use techniques to demonstrate movement.</p> <p>Textiles</p> <p><i>Children will create small products to sell such as coasters or Christmas tree decorations– typical of home-made, wartime products.</i></p> <p>They will explore the technique of cross-stitch and finger knitting.</p> <p>Link to wartime hobbies</p>	<p style="text-align: center;"><u>PSHE</u></p> <p><u>Being me in my world</u> - Children will learn about becoming a class team, being a school citizen, rights responsibilities and democracy, rewards and consequences, their learning charter and owning their learning charter.</p> <p><u>Celebrating Differences</u> - Children will learn about judging by appearances, understanding influences, understanding bullying, problem solving, special me and celebrating difference: 'how we look'.</p>
<p>Celebrating Music</p> <p><i>Children will perform their favourite WW2 songs during their showcase event.</i></p> <p>The year 6 children revisit their favourite WW2 songs and prepare to perform a selection during a concert to parents at the end of the term.</p>		