

Autumn Term 1

TOPIC	Woeful Wars		Driver subject(s)	History
Values (s)	Ambition			
Learning Links	<p>Past – How did the wars start? Comparing and contrasting the advancements in warfare.</p> <p>Present – What impact has the war in the Ukraine had on Britain? Have any alliances been made through this?</p> <p>Future – Is there likely to be another world war? How could we prevent it?</p>	Global Themes	Equality, diversity and Inclusion (EDI)	
		Aspiration	RE	
Opening Wow /Immersive classroom	Visit the trenches in the immersive classroom.		End of topic showcase (Sharing with parents)	Day in the life of an evacuee – dress up day and activities. VE Day celebration
Trips/Visitors	Possible: Duxford War Museum			
What do the children want to learn?	How many countries were involved in the wars? Who started and ended the war? How did it start? Where were the children evacuated to? Who won the wars? Why were animals used in the wars? What were concentration camps? What was D Day?		Evacuees Jobs for men and women Food and rationing.	
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing)	Science	RE/PSHE/RSE
<p>Narrative - War Horse: Losing Tale</p> <p>Characterisation: (empathy and emotions)</p> <p>Short burst: Monologue</p> <p>Speech</p> <p>Subordination</p> <p>Fronted adverbials</p> <p>NF:</p> <p>Non-Chronological report – Animals in the war</p>	<p>HISTORY</p> <p>Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately, considering the impact of each event on the next.</p> <p>Understand and describe in some detail the main changes and advancements in warfare from WW1 to WW2.</p> <p>Make appropriate use of historical terms in a variety of contexts about people, places and events in history – Both World Wars, Anne Frank, Hitler, Winston Churchill, Alan Turing</p> <p>Find and analyse a wide range of evidence about the World Wars that prove what happened.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations, and their accuracy, of events in history.</p> <p>Show an awareness of the concept of propaganda and the impact on recruitment.</p> <p>Begin to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Construct informed responses about multiple aspects of life or a key-events during WW1/2</p>	<p>ART – George Stubbs: Sketching</p> <p>I know how to use shading to create mood and feeling.</p> <p>I can explain how to use the following elements of art effectively when drawing: line, tone, pattern, texture, form, space, colour and shape.</p> <p>I understand the influence George Stubbs had during the 18th century.</p> <p>I can explain the style of my work and how it has been influenced by George Stubbs.</p> <p>I know how to use feedback to make amendments and improvement to my art.</p> <p>COMPUTING - Coding</p> <p>Coding unit on Purple Mash – Unit 6.1</p> <p>EXPLORING MUSIC</p> <p>War songs – We'll meet again</p> <p>Charanga: Happy</p> <p>To know a song from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles,</p> <p>The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p>	<p>Working Scientifically – Animals including humans</p> <p>Describe the functions of blood, including clotting</p> <p>Know that blood is pumped round the body by the heart that there are different groups of human blood</p> <p>Describe the basic structure of the circulatory system</p> <p>Explain the functions of the heart, arteries veins and capillaries</p> <p>Describe the structure of the heart</p> <p>Explain the basic function of the heart</p> <p>Describe the structure of the lungs and the basic functions of the lungs</p> <p>Describe how the heart and lungs work together to keep us alive</p> <p>Know that the heart rate can be determined by taking a pulse, and where pulse points are found</p> <p>Relate these changes to the need for more oxygen and energy in the muscles</p> <p>Know that alcohol, smoking and the use of some drugs can harm the body</p> <p>Describe some of the short term and long-term effects of alcohol, smoking and drugs</p>	<p>RE SACRE – What is the best way for a Muslim to show commitment to god?</p> <p>Understand some of the ways Muslims show their commitment to God</p> <p>Evaluate the different ways Muslims show their commitment to God and if there is a 'best' way</p> <p>Reflect on why there may be different ways of showing commitment</p> <p>Empathise with Muslims, making links between how Muslims choose to show different degrees of commitment to their religion</p> <p>Make comparisons between how Muslims show commitment to their religion and how we as individuals commit to aspects of our life.</p>



Year Group Topic Curriculum Map 2023-24 Year 6

	<p>through careful selection and organisation of relevant historical information.</p> <p>Recognise when they are using primary and secondary sources of information to investigate WW1/2</p> <p>Gather a wide range of evidence about WW1/2, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select relevant information to address questions and construct detailed, informed responses</p> <p>Investigate their own lines of enquiry by posing relevant questions to answer.</p> <p>Present, communicate and organise ideas about from the past using detailed discussions and debates.</p> <p>Present, communicate and organise ideas about from the past using a wide variety of different genres of writing such as accounts, diaries, letters, posters and news reports.</p>	<p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs. The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity. To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>		<p>PSHCE</p> <p>How does physical activity help me & what might be the risks of not engaging it?</p> <p>What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?</p> <p>What are the different aspects of a healthy lifestyle and how could I become healthier?</p> <p>What are the factors influencing me when I'm making lifestyle choices and how might these change over time?</p> <p>What might be the signs of physical illness and how might I respond?</p> <p>What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?</p> <p>Why are online apps and games age restricted?</p>
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