

<p>Topic Name – A Child’s War</p> 	<p>Year Group - Year 6 Autumn 2 Topic Purpose Question: How did WW2 change the lives in Britain and beyond?</p>	<p>Curriculum Coverage: History Topic Purpose – To understand a significant turning point in British History by asking perceptive questions, thinking critically, weighing evidence, sift arguments and develop perspective and judgement. This will support the understanding of the complexity of people’s lives, the process of change and diversity of societies and relationships between different groups.</p>	<p>Class Novel: The Boy in the Striped Pyjamas. Purpose- Topic specific vocabulary as well as reading an international bestselling book based around an ethical/moral issue.</p>
<p>Links to previous topics. Year 2 - Explorers Year 4 – 1066 Year 5 – Off with your heads. Year 5 - Industry Links to future topics. Year 6 – Benin</p>	<p>History Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Activities: Timeline of significant events from the war beginning. Research the daily life looking at wartime food, Anderson Shelters. Explore the lives of the Jewish and German children – similarities and differences. Battles and bombers – taking an in depth look into The Blitz and war time leaders. Find out about children at war – what was it like to go to school during the war? Read first-hand account of letters from soldiers who were apart from their families.</p>		<p>Geography Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Activity: Evacuation locations and Blitz targets. Purpose Question: Why do you think evacuation locations were chosen?</p>
<p>Engage Stage/Memorable Experience Trip to the Royal Air Museum – Cosford.</p>	<p>Compare similarities and differences between wartime homes and homes now. War is over – study the effect of homing the homeless – many refugees who were homeless. Key vocabulary: Past, primary and secondary sources of evidence, analyse, justify, bias, chronology, continuity, change, significance, legacy, democracy, social, cultural, ethnic and religious diversity, economic, political, international, global, continuity and change. Purpose Question: How are the Jewish and German children similar and different from each other? What can we learn from the refugees of the WW2 and the refugees of today? How has WW2 helped shape Britain today?</p>		<p>Science Electricity Compare and give reasons of variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit diagram. Purpose Question Love to Investigate – How do plugs work? Key Vocabulary: cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators, amps, volts, cell</p>
<p>DT Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Activity: To design a toy for a child, who is a refugee, using CAMS design. Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Activity: To make a toy for a child, who is a refugee, using CAMS design. Technical Knowledge Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) Activity: To design and make a toy for a child, who is a refugee, using CAMS design. Key Vocabulary: cams, levers, linkages, drive belt, rotation, spindle, driver, follower, ratio, transmit, axle.</p>		<p>PE Develop flexibility, strength, technique, control and balance. Activities: Gymnastics Perform dances using a range of movement patterns. Activities: Dance MFL- Spanish Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Family and descriptions (Revision of family Yr4) Christmas theme</p>	
<p>Computing Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>PSHE Celebrating Differences. Am I Normal? Power Struggles Why Bully?</p>	<p>RE. Theme: Christmas Key Question:</p>	<p>Writing focus connected to topic Balanced argument (3 weeks) Informal letters (2 weeks) Poetry (2 weeks)</p>

<ul style="list-style-type: none"> • Activities: See Computing Planning. <p>Key Vocabulary: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>	<p>Celebrating Difference Anti-Bullying Week</p>	<p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p> <p>Disposition: Expressing joy</p>	<p>Extended/linked reading</p> 
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