


<p>Topic Name – World Wars Disposition Developing Compassion: Being Regardful of Suffering</p> 	<p>Year Group - Year 6 Autumn 2 Topic Purpose Question: What impact does war have on the lives of children?</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 3 – The Romans Year 4 – Anglo-Saxons Year 4 - Vikings Year 5 - Industry</p>	<p>History Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Activities: 1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated and what was evacuation really like? 3. How did people manage to carry on normal life during the war and how do we know? 4. Why did Germany lose the Battle of Britain?</p> <p>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.</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.</p> <p>Purpose Question: Why do you think evacuation locations were chosen?</p>	
<p>Engage Stage/Memorable Experience Trip to the Royal Air Museum – RAF Cosford.</p>	<p>Science Electricity Building on their work in Year 4, children should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, blubs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Children are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.</p> <p>Children might work scientifically by: systematically identifying the effects of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuits.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit diagram. Purpose Question Love to Investigate – How do plugs work?</p> <p>Key Vocabulary: cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators, amps, volts, cell</p>		
<p>RE. Theme :Christmas</p> <p>Key Question: 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>DT Mechanical system – CAMS toy for a refugee – see planning</p> <p>Mechanical system Skills – CAMS toy for a particular child in an age range. To make the product by measuring, marking, cutting, shaping and joining skills using junior hacksaws. G-claps, bench hooks, square section wood, card triangles and hand drills to be used.</p> <p>Key Vocabulary: cam, snail cam, off-centre cam, peg cam, pear shaped cam follower, axle, shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion annotated sketches, exploded diagrams mechanical system, input movement, process, output movement design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief.</p>	<p>Oracy Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> Initially we could consider... I would like to start by saying... Let’s also think about... We haven’t yet discussed... Having considered the evidence, I would like to begin by saying... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> Adding onto what ___ said... Building on ___ point... Developing your point further... I agree with you and to elaborate on your point... In addition to ___ point... To further elaborate on _____ idea... I would like to elaborate on _____ idea... <p>Challenge – Give reason/s to disagree or present an alternative argument.</p> <ul style="list-style-type: none"> Respectfully, I disagree with because.... I hear what you’re saying but That’s an interesting point; however; On the other hand, You mentionedbut what about.... Have you considered 	<p>Music Rhythm, Notations and World Music</p> <ul style="list-style-type: none"> Rhythm Grids Body percussion African drumming Group composition 	
<p>PE Games Football – PPA (Sports Coach Led)</p> <ul style="list-style-type: none"> To set up a shooting opportunity for a team mate. To restrict an opponent’s space by defending with my partner. To perform a penalty kick with power and accuracy. To attack and shoot as a pair. To perform the role as cover defender to stop the oppositions attack. To use close control to keep possession of the ball under pressure. <p>Gymnastics (Teacher Led) Unit 1 covers:</p> <ul style="list-style-type: none"> To use controlled flight onto high apparatus. What a base and flyer are in particular balances and learning to perform both roles. To perform more advanced partner balances and evaluate others work. To incorporate equipment such as hoops and balls into a sequence. To incorporate musicality and timing into a group sequence. 		<p>Computing Taught during PPA by Junior Jam iProgram - iDevelop</p>	
		<p>MFL- Spanish See planning on Language Angels.</p> <p>Unit: The Date</p>	
		<p>PSHE Celebrating Differences. Am I Normal? Power Struggles Why Bully? Celebrating Difference Anti-Bullying Week Parliament Week – School Council Elections</p> 