

SUBJECTS TAUGHT DISCRETLEY:

French, SCIENCE and PE

ENGLISH

Flashback: Children will learn about a suspense flashback in English lessons through talk for writing. Children will apply this to topic lessons where they will write a flashback text relating to an area of conflict studied.

Poetry: Free verse poetry linked to themes of conflict

Non chronological report: Children will write newspaper reports about a fairy tale and apply what they have learned to topic lessons, where they will write a newspaper report about an area of conflict studied.



COMPUTING

Using technology- Children to create an online wiki for an aspect that they are studying which includes links

Understanding technology- Children to learn how to use google effectively to research conflict.

MATHS

Grid references when exploring atlases and maps of conflict areas

Graphs relating to impact of conflict, graphs which help the children to explore impact and change because of conflict

History

A study of an aspect of theme of British history since 1066 – Conflict

Children will explore themes of conflict since 1066. They will study different types of conflict including wars and rebellions. How have they shaped the UK?

A study of local history:

Children will explore conflict in the local area. They will look at how Loftus was used during conflicts and study the people who were involved.

GEOGRAPHY

Children will locate and learn about the human geography of places where conflict has occurred. They will use maps and atlases as well as google earth to find out more about the human geography of each place. Children will look in detail at places that have been targeted during wars and why their locations have influenced this. They will make maps of their locality focussing on how conflict is evident in the area.

Friend or foe? (Y6)

EDUCATIONAL VISITS:

Explore the locality, looking for signs of conflict in the area of Loftus and areas surrounding this location. Link this work to geography. Create maps of the area using keys to map places where there are signs of conflict.

Possible trip to National Memorial Arboretum

DT

Children to plan, design a catapult to sink a ship, ensuring that they meet the requirements of a given specification.

RE

Am I always right? Is faith the cause of conflict?

Explore rules and following them and relate to religious rules of different religions. Look at differences within religions and explore how this has had led to conflict in the past e.g. church of England and Catholics in Tudor times, persecution of Jews in WW2.

What do we believe in our town?

Children to explore the differing religions in the community. Children to learn about tolerance and respect

Friend or foe?

History

- ✓ Can they say where a period of history fits on a timeline?
- ✓ Can they place a specific event on a timeline by decade?
- ✓ Can they place features of historical events and people from past societies and periods in a chronological framework?
- ✓ Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
- ✓ Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
- ✓ Can they describe features of historical events and people from past societies and periods they have studied?
- ✓ Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
- ✓ Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
- ✓ Can they identify and explain their understanding of propaganda?
- ✓ Can they describe a key event from Britain's past using a range of evidence from different sources?
- ✓ Can they suggest relationships between causes in history?
- ✓ Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?
- ✓ Can they suggest why there may be different interpretations of events?
- ✓ Can they suggest why certain events, people and changes might be seen as more significant than others?
- ✓ Can they pose and answer their own historical questions?

Friend or foe?

GEOGRAPHY

Geographical Enquiry

- ✓ Can they confidently explain scale and use maps with a range of scales?
- ✓ Can they choose the best way to collect information needed and decide the most appropriate units of measure?
- ✓ Can they make careful measurements and use the data?
- ✓ Can they use OS maps to answer questions?
- ✓ Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?
- ✓

Human geography

- ✓ Can they give an extended description of the human features of different places around the world?
- ✓ Can they describe how some places are similar and others are different in relation to their physical features?
- ✓

Friend or foe?

DT

Developing planning and communicating ideas:

- ✓ Can they use a range of information to inform their design?
- ✓ Can they use market research to inform plans?
- ✓ Can they work within constraints?
- ✓ Can they follow and refine their plan if necessary?
- ✓ Can they justify their plan to someone else?
- ✓ Do they consider culture and society in their designs?

Working with tools, equipments and componenets

- ✓ Can they use tools and materials precisely?
- ✓ Do they change the way they are working if needed?

Evaluating processes and products

- ✓ How well do they test and evaluate their final product?
- ✓ Is it fit for purpose?
- ✓ What would improve it?
- ✓ Would different resources have improved their product?
- ✓ Would they need more or different information to make it even better?

Friend or foe?

RE

Am I always right? Does religion cause conflict?

- Can they describe different features of religions and worldviews?
- Can they observe and understand varied examples of religions and worldviews?
- Can they explain, with reasons, their meanings and significance to individuals and communities?
- Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth?
- Can they represent other's views on the same?
- Can they apply their own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry?
- Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?
- Do they understand the challenges of commitment to a community of faith or belief?
- Do they respond thoughtfully to ideas about community, values and respect?
- Can they observe and consider different dimensions of religion?
- Can they explore and show understanding of similarities and differences between different religions and worldviews?
- Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?
- Can they express their own ideas clearly in response?

What do we believe in our town?

- ✓ Can they make connections between different religions and world views?
- ✓ Can they suggest why belonging to a community may be valuable in the diverse communities being studied?
- ✓ Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all?
- ✓ Do they respond thoughtfully to ideas about community, values and respect?
- ✓ Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?
- ✓ Can they express their own ideas clearly in response?

Friend or foe?

COMPUTING

- ✓ Recognise and describe the services that are part of the internet
- ✓ Use email attachments, upload documents to shared space in order to understand protocols
- ✓ Share and collaborate using a range of online resources: forums, messaging, e-portfolios, apps
- ✓ Choose and evaluate appropriate tools
- ✓ Use search engines as part of effective research
- ✓ Describe how search results are selected and ranked
- ✓ Behave responsibly and respectfully online
- ✓ Understand how to use social networking sites appropriately
- ✓ Know how to protect oneself online
- ✓ Understand how information sharing carries a responsibility
- ✓ Recognise the risks and rewards when using the Internet
- ✓ Respect the privacy of themselves and others

Discrete subject

French

- ✓ listen attentively to spoken language and show understanding by joining in and responding
- ✓ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ✓ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ✓ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ✓ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ✓ present ideas and information orally to a range of audiences*
- ✓ read carefully and show understanding of words, phrases and simple writing
- ✓ appreciate stories, songs, poems and rhymes in the language
- ✓ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ✓ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ✓ describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- ✓ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Discrete subject

SCIENCE

Light:

- ✓ Can they explain how light travels?
- ✓ Can they explain how the human eye sees objects?
- ✓ Can they explain how different colours of light can be created?
- ✓ Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)
- ✓ Can they explain changes linked to light (and sound)?

Scientific enquiry:

- ✓ Can they explore different ways to test an idea and choose the best way, and give reasons?
- ✓ Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?
- ✓ Can they plan and carry out an investigation by controlling variables fairly and accurately?
- ✓ Can they make a prediction with reasons?
- ✓ Can they use information to help make a prediction?
- ✓ Can they use test results to make further predictions and set up further comparative tests?
- ✓ Can they explain (in simple terms) a scientific idea and what evidence supports it?
- ✓ Can they present a report of their findings through writing, display and presentation?

- ✓ Can they explain why they have chosen specific equipment? (incl ICT based equipment)
- ✓ Can they decide which units of measurement they need to use?
- ✓ Can they explain why a measurement needs to be repeated?
- ✓ Can they record their measurements in different ways? (incl bar charts, tables and line graphs)
- ✓ Can they take measurements using a range of scientific equipment with increasing accuracy and precision?
- ✓ Can they find a pattern from their data and explain what it shows?
- ✓ Can they use a graph to answer scientific questions?
- ✓ Can they link what they have found out to other science?
- ✓ Can they suggest how to improve their work and say why they think this?
- ✓ Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?

Electricity:

- ✓ Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)
- ✓ Can they compare and give reasons for variation in how components function, including bulb brightness, buzzer volume and on/off position of switches? Can they explain how to make changes in a circuit?
- ✓ Can they explain the impact of changes in a circuit?
- ✓ Can they explain the effect of changing the voltage of a battery?

Discrete subject

PE

Tag rugby:

- ✓ Show awareness of which skills relate to different parts of a game, or to different roles in a game
- ✓ Change speed in attack and know what to do to score points in the games
- ✓ Apply skills effectively in different types of game
- ✓ Defend effectively,
- ✓ slowing games down and making it hard to find space
- ✓ Evaluate performance and decide what they need to practise

Fitness:

- ✓ Recognise the activities and activities that need including in a warm up
- ✓ Identify the main types of fitness needed for these games and use them in warm up routines

Gymnastics:

- ✓ To show an ability to innovate
- ✓ To analyse skills & suggest ways to
- ✓ Improve quality of
- ✓ performance showing sound knowledge &
- ✓ understanding