

SUBJECTS TAUGHT DISCRETELEY:

French, Science, Music, PSHE 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 World War 1.

Chronological report: Children will write a chronological report in the form of a newspaper article reporting the bombing of a local town.

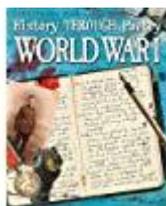
Fiction



Non-fiction



Poetry



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

Friend or foe? (Y6)

EDUCATIONAL VISITS:

HEUGH BATTERY MUSEUM

HISTORY

A study of an aspect of theme of British history since 1066 – Conflict Children will explore t British conflict since 1066. They will move on to look at the Suffrattes and then onto World War 1 and the World War 2. They will look at the impact of these events and how they have 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. The children will develop their knowledge within preparation also for the Remembrance Assembly with consideration to local impact.

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 and make comparisons with other areas.

DT

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

Art

Wassily Kadinsky – Art with the use of circles. Creating scenes of conflict using Kadinsky's style. Use of colouring to depict mood. WW1 trench / the war at sea.

RE

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

Compare and contrast the beliefs of 4 religions. Children to explore the differing religions in the community. What do we believe in our town? Children to learn about tolerance and respect.

To explore reasons for religious conflict in the British Empire. To explore the reasons for religious conflict in the reign of Henry Tudor and to contrast with a second tudor monarch. To understand religious conflict in WW2

COMPUTING

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

Children to create a blog in memory of local WW1 soldiers from the local area.

Friend or foe? (Y6)

VOCABULARY LIST

Conflict – a serious disagreement or argument about something important.

Treaty – written agreement between countries in which they agree to do a particular thing or to help each other.

Seize – taking control of a place quickly and suddenly with force.

Invasion – when a foreign army enters a country by force.

Fatality – a death caused by accident or violence.

Suffragettes – a woman seeking the right to vote through organized protest.

Trench – a long, narrow ditch

Dispute – a disagreement or argument

Remembrance – the action of remembering something

Militarism – the belief that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.

Alliance Scheme – the alliance system is when countries join forces or worked together to achieve a certain goal

Imperialism – a policy of extending a country's power and influence through colonization, use of military force, or other means

Nationalism – identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations

Religion – the belief in and worship of a superhuman controlling power, especially a personal God or gods. "ideas about the relationship between science and religion"

Catholic – the Catholic Church is the branch of the Christian Church that accepts the Pope as its leader and is based in the Vatican in Rome.

Protestant – a member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church

Tudor - relating to the English royal dynasty which held the throne from the accession of Henry VII in 1485 until the death of Elizabeth I in 1603

Friend or foe? (Y6)

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? (Y6)

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? (Y6)

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?
- ✓ Can they consider culture and society in their designs?

Working with tools, equipments and componenets

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

Evaluating processes and products

- ✓ Can they test and evaluate their final product?
- ✓ Can they make it fit for purpose?
- ✓ Can they improve it?
- ✓ Can they evaluate how different resources have improved their product?
- ✓ Can they evaluate if they need more or different information to make it even better?

Friend or foe? (Y6)

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?
- Can they understand the challenges of commitment to a community of faith or belief?
- Can 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?
- ✓ Can 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? (Y6)

COMPUTING

- ✓ Can they recognise and describe the services that are part of the internet
- ✓ Can they use email attachments, upload documents to shared space in order to understand protocols
- ✓ Can they share and collaborate using a range of online resources: forums, messaging, e-portfolios, apps
- ✓ Can they choose and evaluate appropriate tools
- ✓ Can they use search engines as part of effective research
- ✓ Can they describe how search results are selected and ranked
- ✓ Can they ensure they are responsible and respectful online
- ✓ Can they understand how to use social networking sites appropriately
- ✓ Can they understand how to protect oneself online
- ✓ Can they understand how information sharing carries a responsibility
- ✓ Can they recognise the risks and rewards when using the Internet
- ✓ Can they respect the privacy of themselves and others

Friend or foe? (Y6)

Art

- ✓ Can they explain why they have combined different tools to create drawings
- ✓ Can they explain why they have chosen specific drawing techniques
- ✓ Can they explain what their own style is
- ✓ Can they use a wide range of techniques in their work
- ✓ Can they explain why they have chosen specific painting techniques
- ✓ Can they make a record about the styles and qualities in their work
- ✓ Can they say what their work is influenced by
- ✓ Can they include technical aspects in their work, e.g. architectural design
- ✓ Does their sketch book contains detailed notes, and quotes explaining about items
- ✓ Can they compare their methods to those of others and keep notes in their sketch books
- ✓ Can they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch book.
- ✓ Can they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch book

Puis-je apprendre à parler français? (Y6)

French

- ✓ Can they listen attentively to spoken language and show understanding by joining in and responding
- ✓ Can they explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ✓ Can they engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ✓ Can they speak in sentences, using familiar vocabulary, phrases and basic language structures
- ✓ Can they develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ✓ Can they present ideas and information orally to a range of audiences*
- ✓ Can they read carefully and show understanding of words, phrases and simple writing
- ✓ Can they appreciate stories, songs, poems and rhymes in the language
- ✓ Can they broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ✓ Can they write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ✓ Can they describe people, places, things and actions orally* and in writing Languages – key stage 2 and 3
- ✓ Can they 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.

Bulb or buzzer? (Y6)

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?

But where did it all begin? (Y6)

PSHE

Sex and Relationship Education: Healthy relationships / How a baby is made.

Pupils learn:

- Do they understand that changes occur during puberty?
- Can they consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact?
- Can they identify which values are important to them in relationships and can they appreciate the importance of friendship in intimate relationships?
- Do they understand human reproduction in the context of the human lifecycle?
- Do they understand how a baby is made and grows (conception and pregnancy)?
- Do they understand the roles and responsibilities of carers and parents?
- Can they answer each others questions about sex and relationships with confidence and know where to find support and advice when they need it?

Additional SRE:

- Can they identify myths and conceptions about HIV, who it affects and how it is transmitted?
- Can they identify how the risk of HIV can be reduced?
- Do they understand that conception can be used to stop a baby from being conceived?

Does gym have to try? (Y6)

PE

Tag rugby:

- ✓ Can they show awareness of which skills relate to different parts of a game, or to different roles in a game
- ✓ Can they change speed in attack and know what to do to score points in the games
- ✓ Can they apply skills effectively in different types of games
- ✓ Can they defend effectively,
- ✓ Can they slow games down and making it hard to find space
- ✓ Can they evaluate performance and decide what they need to practise

Fitness:

- ✓ Can they recognise the activities and activities that need including in a warm up
- ✓ Can they identify the main types of fitness needed for these games and use them in warm up routines

Gymnastics:

- ✓ Can they display an ability to innovate
- ✓ Can they analyse skills & suggest ways to improve quality of performance showing sound knowledge & understanding

Pitch, Chord, Beat or Notation? (Y6)

Music

- ✓ Can they sing in two or three part harmony use echoes and perform a pop song with backing harmonies
- ✓ can they perform instrumentally a piece of music including using chords to accompany
- ✓ Can they successfully rehearse and complete an extended performance
- ✓ Can they describe how simple chords are created
- ✓ Can they understand the musical staff and notation
- ✓ Are they beginning to recognise more complex beats including syncopation
- ✓ Can they identify changes in pitch using movement and notation