



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Living together in London during WWII</u>			Year group: 6 Term: Autumn 1
Hook	Explore	Excite	Celebrate
Over Autumn 1 and 2 Create a bomb shelter	Visit areas of London that were bombed in the Blitz	Imperial war museum	End of the war tea party

Core subjects: Theme Content

By the end of this unit the children will be able to...

Science

Light

- understand that light appears to travel in straight lines
 - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
 - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
 - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes
- Tell you about how light appears to travel.
- Tell you about how objects need to reflect light to be visible.
- Explain how we are able to see things because of light travelling.
- Explain why shadows are the same shape as the objects that cast them.
- Plan different kinds of fair experiments.
- Recognise why controlling variables is important and explain how I do this in my experiments.
- Take accurate measurements using scientific equipment.
- Take repeated measurements when appropriate.
- Record data using:
- Labelled scientific diagrams.

	<p>Classification keys.</p> <p>Tables.</p> <p>Bar charts.</p> <p>Line charts.</p> <p>Draw conclusions from my results and describe causal relationships in results.</p> <p>Present my findings in a written report with an introduction, conclusion and results.</p> <p>Present my findings in an oral presentation.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
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Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p>Values – I can name the school values and the behaviours I should show</p> <p>Friendship and transition</p> <p>Class charter and agreement</p> <p><u>Collaboration</u></p> <p>Teamwork</p> <p>Understand that there are many situations in which collaboration is necessary</p> <p>To understand the need to develop team work skills</p> <p>Shared Goals</p> <p>To recognise that there are many roles within a community</p> <p>To understand the need to collaborate in a group situation</p> <p>Community Spirit</p> <p>To recognise that there are many roles within a community</p> <p>To understand the need to collaborate in a group situation</p>
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Humanities	<p><u>Autumn 1 and 2</u></p> <p><u>What was life like here during WW2? (local side) A study of an aspect or theme in British history extends chronological knowledge beyond 1066, World War II, London</u></p> <p><u>Fieldwork, mapping, compasses, locate countries around the world,</u></p> <p>What was this place like?</p> <p>What do expect it was like?</p> <p>What was it actually like?</p> <p>What made this place as it was?</p> <p>Who lived here and why?</p> <p>Why did people visit this place?</p> <p>What jobs did people have in this place?</p>
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What services were there in this place?
How was this place connected to other places?
What issues affected people who lived there?
What was special about this place?
What are the main geographical similarities between how it was and how it is? (general WW2)
How did life change throughout this period?
Which object is older? How do you know?
What do songs/stories/toys tell us about this period?
Why were the Allies successful?
Why do people still argue about this time?
What was it like for poorer people/women during this time?
Why was the Battle of Britain so important?
What's the story behind rationing?

I can apply my knowledge of chronology in a secure way

I can make a time line of events or developments

I can describe how things have changed over time

I can use the correct historical vocabulary in my writing and discussions about the past

I can use words to describe how time passes and how events are recorded

I can describe similarities and differences between time periods, by comparing and contrasting

I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.

I can describe the beliefs and ideas people held.

I can describe connections between developments in different time periods

I can describe why an event, people or individual are significant

I can talk about the causes and effects of events in the past

I can explain when an important event or development happened, why it happened and what happened next

I can ask and answer more complex questions about the past

I can select appropriate information from different sources to find out about the past, such as

*novels and play scripts

*information books

*pictures or photographs

*documents and diaries

*DVDs or videos

*the internet

*artefacts

*museum displays

*old buildings and heritage sites

	<p>I can organise my understanding of history in different ways to make sure it makes sense such as</p> <ul style="list-style-type: none"> *writing *drawing *painting and collage *drama *making models * making a museum display *performing a play *giving a spoken representation *making a presentation using the computer or a short film <p>I can write as if I were living in the past, perhaps in the style of an autobiography or diary.</p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics.</p> <p>I can describe how locations are changing and explain some of the reasons for the change.</p> <p>I can name and locate the countries of Europe, North America and identify their main human and physical characteristics</p> <p>I can describe links between different countries, such as trade links, exports and imports</p> <p>I can describe how natural resources, such as water, energy, food and minerals are distributed</p> <p>I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.</p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions</p> <p>I can use a range of resources to give a detailed description and opinion of the characteristic features of a location.</p> <p>I can describe patterns of change in the local area</p> <p>I can use different types of fieldwork sampling to observe, measure and record the human and physical features of the local area.</p> <p>I can record the results of fieldwork in a range of ways including sketch maps, plans and graphs utilising digital technologies.</p> <p>I can place symbols and keys on maps and plans that I may draw</p>
RE	<p>What do Jews believe are their responsibilities to G-d?</p> <p>I can make connections between Judaism and other religions in relation to teachings about loving God and a responsibility to care for others, which motivate individuals, communities and Jewish aid agencies</p> <p>.I can make connections between the belief in a Creator God and the role assigned to humans in taking responsibility for others and the environment</p> <p>I can use specialist vocabulary in communicating my knowledge and understanding of Jewish beliefs, teachings, practices and symbols</p> <p>I can use and interpret a range of sources including the Tenakh, artefacts, and ICT/ the internet to gain knowledge and understanding of Jewish beliefs, teachings and practices</p>
Arts– Drop Down	
PE	<p>Invasion Games</p> <p>Basketball</p>

	<p>Gymnastics Counter Balance and Counter Tension I can make up longer sequences and perform them with fluency and clarity of movement. I know how to improve their own health and fitness and how gymnastic activity helps contribute to this I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</p> <p>Gymnastics Synchronisation and Cannon (Music) I can perform fluently and with control, even when performing difficult combinations. I can work with a small teams of judges to evaluate and improve the performances of others.</p>
Computing	<p>Learn about staying safe online, the possible dangers and appropriate online behaviour Resource: SMART videos, W2tw.uk website – Section 3</p> <p>Understanding Technology What does the internet allow us to do? What devices can we use to access the internet? What are the 2 ways we can get online? – 4G and Cabled/WI-Fi</p> <p>Programming How does the internet work? Video of how the internet works: https://www.youtube.com/watch?v=uvOJY3uYjYQ</p> <p>Digital Literacy What makes a good internet search? What is a search engine? What are the main search engines we use?</p> <p>Online Safety What must we do if we see something that upsets us? How can we report inappropriate behaviour online? What are the SMART rules?</p>
MFL	<p>I can talk about time with time phrases and past tense. I can name the places in a school and use directions. I can name school subjects and out them within a diary for the week.</p>

