


Science		History – World War II		Geography	
		Key Theme: Daily Life		(History Theme)	
Working scientifically	Knowledge	Concepts	Knowledge	Concepts	Knowledge
<p>Taps: Changing circuits</p> <p>Plan: A variety of circuits</p> <p>Do: Compare and give reasons for variations in how components function in circuits.</p> <p>Record: Use scientific language and diagrams to report and present findings</p> <p>Evaluate: Recognise why controlling variables is important and explain how and why.</p> <p>Taps: Investigating shadows</p> <p>Plan: Plan different kinds of fair experiments.</p> <p>Do: Take repeated measurements when appropriate</p> <p>Record: on a graph</p> <p>Evaluate: Draw conclusions from results and describe causal relationships.</p>	<p>Electricity</p> <p>How does the number and voltage of cells affect the brightness of a lamp or the volume of a buzzer?</p> <p>What reasons can you give for variations in how components function including brightness of bulb, loudness of buzzer, on/off position of switches?</p> <p>What are the recognised symbols to represent a simple circuit in a diagram?</p> <p>Light</p> <p>How do we see things? (light travels from light sources to our eyes or from light sources to objects then to our eyes)</p> <p>What direction does light travel?</p> <p>Why do shadows have the same shape as the object that cast them?</p>	Significant events and people	Who was Churchill and what was his role in WW2? What was evacuation?	Place	
		Context and chronology	Do I know who the Allies and Axis were and can I locate them?	Location	Can I locate the Allied and Axis countries of WW2 on a map/in an atlas? (Link history) Locate Commonwealth countries of World War II. Identify how some of these countries changed over the period.
		Similarity and difference	What was daily life in Britain like during the period? How did it change from before the war?		
		Continuity and Change	Did WW2 change Britain and/or the world? How did WW2 change the British Empire?	Geographical skills and field work	
<p>Vocabulary</p> <p>Light source</p> <p>Iris</p> <p>pupil</p>	<p>Voltage</p> <p>Components</p> <p>Ammeter</p> <p>Current</p> <p>Output</p>	Cause and consequence	Why do we celebrate Remembrance Day? (Lest we forget)	Environment	
		Historical enquiry	How might this period be viewed differently in the future? Why might people of this age want events to be seen a particular way (propaganda)? Visit to Bewdley Museum	Physical and human processes	
		Vocabulary	Propaganda, conscription, Anderson shelter, runes, spitfire, rationing, blackout, evacuation, gas mask, incendiary bomb ARP Warden, evacuee, dictator, president, prime minister, fuhrer dictatorship, alliances, Commonwealth, immigration, emigration, ancestry, home front diplomacy, nationalism, Adolf Hitler, Neville Chamberlain, Joseph Stalin, Winston Churchill Blitz, Garrett Morgan, allies, axis, oral history, evidence, bias, interpretation, archive	Vocabulary	Allied countries, axis countries
Art and Design		 <p>Year 6</p> <p>Theme 1</p>		Music (Charanga)	
Artist/s	Lichtenstein (1923-1997) Van Gough (1853-1890) Kehinde Wiley (1977-)			Charanga	Theme 1
Area of Study/activities	<p>Visual: Research famous portrait artists and their works. Comparing art from various periods. Discuss preferences and styles.</p> <p>Technical:</p> <p>Choose their preferred style/media to create a portrait of Winston Churchill.</p> <p>Either:</p> <p>Painting</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Or:</p> <p>Drawing</p> <p>Use different grades of pencils to show line, tone and texture.</p>			Title	Classroom Jazz 2
		Style	Bacharach and Blues		
			(See Charanga for lesson planning)		

Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Personal and conceptual: Adapt and refine their work to reflect their view of its purpose and meaning Analyse and comment on ideas, methods and approaches in their own and others work		What was the impact of World War II?								
Vocabulary				Portrait, shape, texture, pattern, light, shadow		Theme		Jazz, improvisation and composition		
Art form				Drawing/Painting		Performance		Carol service		
Design and Technology			Religious Education		MFL - French		PSHEC & Relationships		Computing	
Area	Mechanisms (Electrical Systems)		Dispositions	Content		Concepts	Knowledge	Skills		Knowledge
Brief	To design a simple battery operated lamp/torch to be used during a black out.		Living by rules	Links between 10 commandments and UK law		Rights and responsibilities	Living by rules and being fair and just.	To use different camera angles. To use pan, tilt and zoom. To identify features of a video recording device or application. To combine filming techniques for a given purpose. To determine what scenes will convey your idea. To decide what changes I will make when editing. To choose to reshoot a scene or improve later through editing. To use split, trim and crop to edit a video.		To explain the features of video as a visual media format. To recognise which devices can and can't record a video. To explain the purpose of a storyboard. To recognise that filming techniques can be used to create different effects. To recognise the need to regularly review and reflect on a video project. To explain the limitation of editing video on a recording device. To identify that videos can be edited on a recording device or on a computer. To identify videos can be improved through reshooting or editing. To recognise projects need to be exported to be shared.
Research	(link science) Research simple circuits and battery operated torches/lamps. (Link history) What could/could not be used during a black out?									
Design	Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-section and recognized symbols for the circuit. See below for example lesson plan.		Being fair and honest	Persecution The story of the woman at the well		Global issues Celebrations	Know what 'individual liberty' means and why it is important in modern Britain. (BV)	To identify the need to regularly review and reflect on a video project. To explain the limitation of editing video on a recording device. To identify that videos can be edited on a recording device or on a computer. To identify videos can be improved through reshooting or editing. To recognise projects need to be exported to be shared.		
Create	See: https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/2837-light_col-1848.pdf									
Evaluate	Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? Suggest improvements that could be made considering materials, methods, sustainability and cost. Take part in peer evaluation, giving and receiving feedback from fellow pupils.		Creating unity and harmony	Value of diversity and teaching about respect Friday prayers (See Birmingham Agreed Syllabus for lesson planning)		Power	Demonstrate their understanding of justice, rules and laws. (BV)	To know about the dangers of peer pressure. Make judgements and decisions and list ways of resisting negative peer pressure.		
Vocabulary	Switch, battery, torch, lamp, circuit									
Vocabulary						Vocabulary	Fair Just Society Individual liberty justice	Vocabulary Panning close up lens mid-range long shot moving subject angle (high, low, normal) static tilt split trim clip		Key Concepts Creating Tinkering Persevering Collaborating Decomposition Abstraction Evaluation

English – Reading and Writing

Maths

Theme 1

What Was the Impact of World War 2?

Key Text	Linked Texts	Writing Outcomes	Speaking and listening	Genre	Purpose/Audience
NA	NA	Baseline narrative	Review writing targets	Narrative	Assessment CT
Friend or Foe Michael Morpurgo	Model texts in English folder Online footage: Imperial War Museum, BBC, Youtube: Operation Pied Piper	Write an informal diary based around the events of the 1 st September 1939 from different view points	Hotseat: war officials, host families, evacuees, parents	Non-Fiction Recount (informal)	Writing to Inform Mr Hill
Blitzcat Robert Westall	Grammarsaurus and online newspapers	Write a newspaper article based on the events of the Coventry Blitz	Interviewing survivors	Non-fiction recount (formal)	Writing to inform Class library
The Piano Literacy Shed	Model Text in English folder The Woman in White Wilkie Collins	Write a portal/flashback story that links present day to WW2 focussing on characterisation in the present day and mystery to introduce the flashback	Short Burst Poetry of character	Fiction	Writing to Entertain Mrs Beesley
Spelling					
Grammar	Write using multi-clause compound and complex sentences using FANBOYS and ISAWAWUB Write using a variety of phrases: noun, adverbial, prepositional Use differing verb forms and tense Write using relative clauses				
Punctuation					

Number – Place Value
 Numbers to 1,000,000
 Numbers to 10,000,000
 Read and write numbers to 10,000,000
 Powers of 10
 Number line to 10,000,000
 Compare and order any integers
 Round any integer
 Negative numbers

Number – Decimals
 Place value within 1
 Place value – integers and decimals
 Round decimals
 Add and subtract decimals
 Multiply by 10, 100 and 1,000
 Divide by 10, 100 and 1,000
 Multiply decimals by integers
 Divide decimals by integers
 Multiply and divide decimals in context

Number – Addition, Subtraction, Multiplication and Division
 Add and subtract integers
 Common factors Step 3 Common multiples
 Rules of divisibility
 Primes to 100
 Square and cube numbers
 Multiply up to a 4-digit number by a 2-digit number
 Solve problems with multiplication
 Short division
 Division using factors
 Introduction to long division
 Long division with remainders
 Solve problems with division
 Solve multi-step problems
 Order of operations
 Mental calculations and estimation
 Reason from known facts

Number – Fractions
 Equivalent fractions and simplifying
 Equivalent fractions on a number line
 Compare and order (denominator)
 Compare and order (numerator)
 Add and subtract simple fractions
 Add and subtract any two fractions
 Add mixed numbers
 Subtract mixed numbers
 Multi-step problems