

History:

To investigate and interpret the past:

- 1) Select suitable sources of evidence, giving reasons for choices.
- 2) Seek out and analyse a wide range of evidence in order to justify claims about the past.
- 3) Show an awareness of the concept of propaganda and how historians must understand the social concept of evidence studied.

To build an overview of world History:

- 4) To give a broad overview of life in Britain and some major events from the rest of the world.
- 5) Describe the characteristic features of the past including ideas, beliefs, attitudes and experience of men, women and children.

To understand chronology

- 6) Understand the concepts of continuity and change over time representing them along with evidence on a timeline
- 7) Use dates and terms accurately in describing events
- 8) Identify periods of rapid change in History and contrast them with times of relatively little change.

Science:

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
Use recognised symbols when representing a simple circuit in a diagram.

Applications of science

Teachers should use this unit to revisit each of the topics covered in the year and complete investigations to show how the concepts could be applied.

Assessments for mastery could be formalised here.

Computing:

We are App developers

Use App Inventor to create an App.
follow a plan.

Develop an App based on feedback.

We are marketers

Use Word to develop an attractive advert using different fonts, colours and images.

Record a video version of the advert.

Combine video, audio and stills to create a web advert.

Geography:

To investigate patterns

- 1) Describe and understand key aspects of:
Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.

To communicate geographically

- 2) Describe and understand key aspects of:
Physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- 3) Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

To investigate places

- 4) Use different types of fieldwork sampling (random or systematic) to observe, measure and record the human and physical features in the local area. Record the results in a variety of ways.
- 5) Analyse and give views on the effectiveness of different geographical representation of a location. (such as Ariel images compared with maps and topological maps- as in London tube map).

Programme of Study

Topic: War! What is it good for?

Year: 6

Term: Summer

Art and Design:

Study the work of Eric Ravilious

Record observations in sketch books (Drawing)

Develop drawing techniques (different media) using straight lines, cross hatching, shading.(Drawing)

Design and Technology:

Understand how key events in design technology have helped shape the world. (Anderson shelter)

Generate, develop and model their ideas through diagrams, prototypes and computer aided design.

Select from and use a wider range of materials according to their functional properties. (Construction)

Apply understanding of how to strengthen more complex structures(Construction)

Trips, Visitors and Outdoor Learning:

Alan Murphy - WW2 visitor

Duxford

Stubbers

France - PGL

RE

Judaism: Jewish Life

- 1) Recognise and express feelings about their own identities.
- 2) Relate these to religious beliefs or teachings
- 3) Explain how some teachings and beliefs are shared between religions
- 4) Express their own values and remain respectful of those with different values
- 5) Explain how religions shape the lives of individuals and communities
- 6) Explain how religions beliefs shape the lives of individuals and communities
- 7) Show an awareness of morals and right and wrong beyond rules (ie. Wanting to act in a certain way despite rules)
- 8) Explain their own ideas about the answers to ultimate questions.
- 9) Explain why their own answers to ultimate questions may differ from those of others.

Physical Education:

- 1) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- 2) Take part in outdoor and adventurous activity challenges both individually and within a team
- 3) Develop flexibility, strength, technique, control and balance

Music:

- 1) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- 2) Listen with attention to detail and recall sounds with increasing aural memory.
Use and understand staff and other musical notations.
- 3) Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- 4) Develop an understanding of the history of music.

Languages:

Present ideas and information orally to a range of audience.
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Read a wide range of words, phrases and sentences aloud.

Write some familiar words and phrases without help.

Identify similarities in traditional stories, building on relevant Literacy objectives.