

The World at War
Medium Term Topic Plan - Year 6

| Term | Autumn 1 (7 weeks). | Curriculum Strands | Death, Disaster & Conflict, Diversity, Society & Culture and Our Community |
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| Classroom Environment | Topic board to celebrate children’s learning from school and home Silhouettes of buildings to recreate the London skyline during the Blitz Age-appropriate historical vocabulary Range of topic books including different genres and text types | Super Starter (Hook) & Education Visit/Visitor | Evacuee Day including: <ul style="list-style-type: none"> - Dressing up and taking on a role - Historical walk through Pulborough (station, gun emplacement and war graves) - Interviewing evacuees (relatives of class members) - Cooking – wartime recipes and rations |
| Key Texts | Class read: Letters from the Lighthouse by Emma Carroll (AR Level: 4.9) Diary of Hans the Good German War Story Letters from and to evacuees Selection of Blitz poems | End Product <i>(Assembly/Exhibition/ Showcase)</i> | Class assembly |
| English | Spelling objectives: <ul style="list-style-type: none"> • Synonyms • Homophones (nouns/adjectives) • Hyphenated prefix words • Hyphenated compound adjectives Letters from the Lighthouse - reading focus and text exploration - 1 week <ul style="list-style-type: none"> • Expanded noun phrases – Sukie character description Diary entries from a soldier’s perspective - writing to inform - 3 weeks <ul style="list-style-type: none"> • Modal verbs to indicate likelihood/(un)certainity • Use of first person • Use of informal contractions to replicate a spoken tone • Pronouns to refer to other people to avoid repetition and create cohesion (they, she, he, her, him) • Emotions of the author explained using ‘show not tell’ Letters from Evacuees - writing to inform - 1 week <ul style="list-style-type: none"> • First person pronouns • Informal language to create a personal tone and address the reader Poetry based on The Blitz - writing to entertain - 2 weeks <ul style="list-style-type: none"> • Similes and metaphors • Personification • Figurative language • Expanded noun phrases • Synonyms – choosing language purposefully to create and intended effect | | |
| Science | <u>Electricity</u> N.C. Obj. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. N.C. Obj. 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. N.C. Obj. Use recognised symbols when representing a simple circuit in a diagram. <u>Working Scientifically</u> N.C. Obj. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | | |
| P.E. | <u>Swimming</u> N.C. Obj. Swim competently, confidently and proficiently over a distance of at least 25 metres. N.C. Obj. Use a range of strokes effectively. N.C. Obj. Perform safe self-rescue in different water-based situations. | | |

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| R.E. | <p><u>Creation: Creation and Science – Conflicting or Complementary?</u></p> <p>Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> |
| History | <p><u>Extended Chronological Study</u></p> <p>N.C. Obj. Pupils should be taught a study of an aspect or theme in British history.</p> <p>N.C. Obj. A significant turning point in British history - the Battle of Britain.</p> <p>Significant people: Winston Churchill, Franklin Roosevelt, Charles de Gaulle etc.</p> <p><u>Local History</u></p> <p>N.C. Obj. Pupils should be taught about an aspect of local history.</p> <p>N.C. Obj. A study over time tracing how the history of the World Wars are reflected in the locality.</p> |
| Geography | <p><u>Locational Knowledge - Allied and Axis Countries</u></p> <p>N.C. Obj. Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their:</p> <ul style="list-style-type: none"> - Environmental regions, - Key physical and human characteristics, - Countries, and major cities. <p><u>Place Knowledge - Allied and Axis Countries</u></p> <p>N.C. Obj. Understand geographical similarities and differences through the study of human and physical geography of a region of: the United Kingdom and a region in a European country.</p> |
| Art | <p><u>Focus:</u> Remembrance: soldier silhouettes and disc paintings.</p> <p><u>Medium:</u> watercolour and acrylic paints.</p> <p>N.C. Obj. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> |
| D&T | <p><u>Cookery: WW2 Rationing:</u></p> <p>N.C. Obj. Prepare and cook and variety of predominantly savoury dishes using a range of cooking techniques.</p> |
| Music | <p>War Stories:</p> <p>N.C. Obj. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>N.C. Obj. Listen with attention to detail and recall sounds with increasing aural memory.</p> |
| RHE | <p><u>Relationship and Sexual Health Education</u></p> <p>Obj. To learn about the changes that occur during puberty.</p> <p>Obj. To consider different attitudes and values around gender stereotyping.</p> <p>Obj. To understand sexuality and demonstrate positive attitudes.</p> <p>Obj. To learn what values are important in relationships and to appreciate the importance of friendship in intimate relationships.</p> <p>Obj. To learn about human reproduction in the context of the human lifecycle.</p> <p>Obj. To learn how a baby is made and grows (conception and pregnancy).</p> <p>Obj. To learn about roles and responsibilities of parents and carers.</p> <p>Obj. To summarise what we have learnt about sex and relationships, and know where to find support and advice.</p> |
| Computing | <p><u>Purple Mash – E-Safety</u></p> <p>Obj. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> |
| Spanish Obj. summarised | <p><u>Revision & Planets</u></p> <p>Listening: Listen attentively and link spelling, sound and meaning of words</p> <p>Speaking: Engage in conversations, speak in sentences and develop accurate pronunciation and intonation.</p> <p>Reading: Read words, phrases and simple writing. Appreciate stories, songs, poems and rhymes.</p> <p>Writing: Write phrases from memory and adapt these.</p> <p>Grammar: Understand basic grammar.</p> |