

Great Kingshill CE Combined School
Long Term Planning

Year Group: 6

Topic: Conflict in WWI and WWII

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow</p> <p>Living things: Classifying big and small</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> define the term 'organism' and name the seven life processes of all living things. describe the work of Carl Linnaeus. define the term 'vertebrate' and name the vertebrate groups. describe the characteristics of fish, amphibians, reptiles, birds and mammals. compare the characteristics of the vertebrate groups. define the term 'invertebrate'. describe the characteristics of worms, snails, spiders and insects. compare the characteristics of the invertebrate groups. name the plant groups. describe the characteristics of flowering plants, ferns, mosses and conifers. define the term 'micro-organism' and name some examples. 	<p>Knowledge To explain how organisms are classified using the Linnaean system.</p>	<p>Knowledge To classify the cold-blooded vertebrate groups using their common characteristics.</p> <p>Working scientifically To use a classification key to classify frog species.</p>	<p>Knowledge To classify the warm-blooded vertebrate groups using their common characteristics.</p> <p>Working scientifically To use a classification key to classify vertebrates.</p>	<p>Knowledge To classify invertebrates using their characteristics.</p> <p>Working scientifically To use a classification key to classify invertebrates.</p>	<p>Knowledge To describe how the plant kingdom is organised (based on shared characteristics).</p> <p>To produce a working classification key.</p>	<p>Knowledge To describe and classify micro-organisms.</p> <p>Working scientifically To use a classification key to classify bacteria.</p>	
<p>Computing</p> <p>Digital Literacy & Information Technology</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use software to create a range of content that accomplish given goals, including presenting data and information 	<p>To know how search engines work and the importance of evaluating the results.</p>	<p>To use the internet to research a given topic.</p>	<p>To create an effective information poster.</p>	<p>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</p>	<p>To begin to understand how information online can persist and give away details of those who share or modify it.</p>	<p>To identify the purpose of writing a blog. To identify the features of successful blog writing.</p>	<p>To understand how to contribute to an existing blog. To understand how and why blog posts are</p>

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<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>To plan my WW1 & WW2 presentation using the key features of an information poster.</p> <p>To use the internet to research a given topic.</p>			<p>To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</p> <p>To identify the benefits and risks of giving personal information and device access to different software.</p>	<p>To identify the positive and negative influences of technology on health and the environment.</p>	<p>To understand how to write a blog.</p> <p>To consider the effect upon the audience of changing the visual properties of the blog.</p> <p>To understand the importance of regularly updating the content of a blog.</p>	<p>approved by the teacher</p> <p>To understand the importance of commenting on blogs.</p> <p>To peer-assess blogs against the agreed success criteria.</p>
<p>Music <i>Charanga Scheme</i> Happy by Pharrell Williams</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> describe the style indicators of the song/music. describe the structure of the song. identify the instruments/voices they can hear. talk about the musical dimensions used in the song. sing along and perform a song. play glockenspiels in time to music. 	<p>To listen to and appraise pop music and identify its key features.</p>	<p>To appraise and compare music within a genre; To sing confidently with accuracy, expression, and harmony, maintaining control of pitch and dynamics.</p>	<p>To play melodic parts accurately from notation on tuned percussion (glockenspiel).</p>	<p>To improvise melodic phrases using a scale, demonstrating control of rhythm, phrasing, and style.</p>	<p>To compose and note down melodic phrases within a given scale, maintaining pulse and musical structure.</p>	<p>To perform an original composition confidently and evaluate using appropriate vocabulary.</p>	
<p>PSHE <i>Jigsaw Scheme</i> Being Me in my World</p> <p>By the end of the unit pupils will be able to:</p>	<p>To identify goals for this year and understand my fears and worries about the future</p>	<p>To know that there are universal rights for all children but for many children</p>	<p>To understand that my actions affect other people locally and globally.</p>	<p>To make choices about my own behaviour.</p>	<p>To understand how individual behaviour can impact on the group.</p>	<p>To understand how democracy and having a voice benefits the school community</p>	

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<ul style="list-style-type: none"> explain how their choices can have an impact on people in their community. empathise with others in their community & globally & explain how this can influence choices they make. 	<p>and know how to express them.</p> <p>To feel welcome and valued and know how to make others feel the same.</p>	<p>these rights are not met.</p> <p>To understand my own wants and needs and compare these with children in different communities.</p>	<p>To understand my own wants and needs and compare these with children in different communities.</p>	<p>To understand how rewards and consequences feel and how these relate to my rights and responsibilities.</p> <p>To understand that my actions affect myself and others.</p>	<p>To contribute to the group and understand we can function best as a whole.</p>	<p>To understand why our school community benefits from a learning charter.</p>	
<p>ART & Design <i>Plan Bee Scheme</i> In Flanders Fields</p> <p>By the end of this unit, children will:</p> <ul style="list-style-type: none"> explore the work of the artists officially commissioned to record the war, with a focus on Paul Nash's paintings. discover how art was used as a propaganda tool in the form of posters, find out about camouflage which was invented and used during the war. create their own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'. 	<p>To explore and discuss the work of WW1 artists.</p>	<p>To create an artwork inspired by the poem 'In Flanders Fields'.</p>	<p>To understand the power and use of propaganda art.</p>	<p>To recreate artwork in the style of Paul Nash.</p>	<p>To recreate artwork in the style of Paul Nash.</p>	<p>To understand how dazzle camouflage was used in WW1.</p>	
<p>History World War One</p> <p>Enquiry: Why did World War I and World War II happen and how did they change people's lives?</p> <p>Concept: Cause and Consequence</p>	<p>To understand and explain how WWI began.</p>	<p>To understand how soldiers were recruited in WWI, and to explain what life was like in the trenches.</p>	<p>To understand how and why propaganda was used during WWI.</p>	<p>To explain the role of women during WWI.</p>	<p>To understand the role of women during WWI.</p>	<p>To understand and explain the roles of individuals from WWI.</p>	<p>To understand and explain how WWI ended.</p>

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<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • develop a chronologically secure knowledge and understanding of British, local and world history • establish clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources. 							
<p>MFL French <i>Language Angels</i></p> <p>Ma famille (My Family)</p> <p>By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both</p>	<p>To recognise, recall and spell different family members with the correct definite article/determiner in French.</p>	<p>To consolidate the nouns and definite articles/determiners for family members and also learn how to use the possessive adjective 'my' in French with increasing accuracy.</p>	<p>To learn how to ask and answer the question 'do you have any siblings?' in French.</p>	<p>To consolidate the language needed to introduce their own/fictitious family members in French. This will involve moving from 1st person singular 'my name is' to 3rd</p>	<p>To introduce to numbers 1-69 in French and will use this knowledge to be able to say how old their own/fictitious family members are.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	

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<p>spoken and written form in French. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.</p>				<p>person singular 'he/she is called'</p>			
<p>RE Islam Jigsaw RE</p> <p><i>Key question: What is the best way for a Muslim to show commitment to God?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> name a commitment that is important to me and say why it is important explain some of the ways that Muslims might show commitment to God say which I think is the best way for a Muslim to show commitment to God and say why 	<p>To discuss what I have been committed to and what I would like to commit to in the future</p>	<p>To explain why some reasons for prayer might be important to Muslims</p>	<p>To explain why helping the poor or needy might support a Muslim in showing commitment to God</p>	<p>To explain how fasting might show commitment to God for a Muslim</p>	<p>To name a commitment that is important to me and say why it is important</p> <p>To explain some of the ways that Muslims might show commitment to God</p> <p>To say which I think is the best way for a Muslim to show commitment to God and say why</p>	<p>To identify commitments I could improve upon and say how</p>	
<p>Games <i>PE Passport</i> Tag Rugby</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, and apply basic principles suitable for attacking and defending 	<p>To know how to grip a ball and the importance of carrying it in two hands</p> <p>To know when to pop pass and when to pocket pass</p>	<p>To know how to 'roll' my hands when changing position and making catches</p> <p>To know how to send and receive a ball on the run and under pressure</p>	<p>To close the space when defending and be wary of the dummy pass</p> <p>To dummy a pass</p> <p>To pass accurately</p>	<p>To know what offside is</p> <p>To take a tap penalty with a dummy half</p>	<p>To know that each team has a limited number of tackles before possession of the ball changes to the other team</p> <p>To organise my position so that I receive passes on the run</p>	<p>To know that when we get the ball in the centre of the pitch near our opponent's line, we stretch their defence</p> <p>To know when the referee might play advantage and when they won't</p>	

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	<p>To pop pass and pocket pass</p> <p>To tag someone safely</p> <p>To know what constitutes a try and what doesn't</p>					<p>To develop game understanding and compete in a game of Tag Rugby</p>	
<p>PE <i>PE Passport</i> Yoga</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>To know the relaxation pose and the rest position.</p> <p>To hold my poses for three slow breaths</p>	<p>To know what wider benefits doing regular yoga provides</p> <p>To put myself in the right state of mind to get the most of my yoga session</p>	<p>To know how to put myself in the right state of mind to get the most out of my yoga session</p> <p>To prepare my body for yoga</p>	<p>To know what benefits there are to me physically and mentally from the different poses</p> <p>To perform a relaxation sequence of meditation</p>	<p>To know how to 'mirror' in Yoga</p> <p>To make positive affirmations</p>	<p>To know how to make an affirmation circle and why this is a lovely activity</p> <p>To articulate what I have enjoyed about yoga</p>	
<p>Forest School Autumn</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes – Trees and plants in the local area, Weather use tools safely to create mallets – bow saw, bill hook, loppers, knives understand the risks and safety instructions of fire – make S'mores safely 						

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