

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 Energy: Light and reflection</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> compare sources of light and explain how the eye is protected from light. describe how light travels and how we see luminous and non-luminous objects. recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow. use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that was cast. recall what happens to light when it reaches a smooth mirror surface. identify the incoming and reflected rays and describe the relationship between their angles. use mirrors to make a working periscope and explain how a periscope works using ray diagrams. recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection. 	<p>Knowledge To describe the pathway of light.</p> <p>Working scientifically To use evidence to form conclusions.</p>	<p>Knowledge To describe how we see.</p> <p>Working scientifically To draw scientific diagrams.</p>	<p>Knowledge To explain how shadows change.</p> <p>Working scientifically To pose questions.</p>	<p>Knowledge To investigate what affects the angle of the reflected ray.</p> <p>Working scientifically To record results as a line graph.</p>	<p>Knowledge To explain how a periscope works.</p>	<p>Knowledge To explain how mirrors are helpful.</p> <p>Science in action To explore different jobs or inventions that depend on reflection.</p>	
<p>Computing 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 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 know how search engines work and the importance of evaluating the results.</p> <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 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 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 begin to understand how information online can persist and give away details of those who share or modify it.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p>	<p>To identify the purpose of writing a blog.</p> <p>To identify the features of successful blog writing.</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>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are 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> Classroom Jazz</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. play glockenspiels in time to a piece of music 	<p>To analyse jazz in detail, identifying swing, structure, improvisation, and comparing with earlier jazz learning.</p>	<p>To appraise and compare music across the jazz genre; to perform using notation on tuned percussion (glockenspiel).</p>	<p>To improvise in a jazz style using tuned percussion (glockenspiel).</p>	<p>To play and improvise in a jazz style using tuned percussion (glockenspiel).</p>	<p>To compose using notation on tuned percussion (glockenspiel).</p>	<p>To perform and evaluate a jazz composition on tuned percussion (glockenspiel)</p>	
<p>PSHE <i>Jigsaw Scheme</i> Celebrating Difference</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain how difference can be a source of conflict for people say and express how they feel about people experiencing conflict in their lives because they are different 	<p>To understand that there are difference perceptions of what normal means</p> <p>To empathise with people who are different.</p>	<p>To understand how being different could affect someone's life</p> <p>To be aware of my attitude towards people who are different.</p>	<p>To be able to explain some of the ways in which one person or a group can have power over another</p> <p>To know how it can feel to be excluded or treated badly by being different in some way.</p>	<p>To know some of the reasons why people use bullying behaviours</p> <p>To understand a range of strategies for managing their feelings in bullying situations and for problem solving.</p>	<p>To be able to give examples of people with disabilities who lead amazing lives</p> <p>To be able to appreciate people for who they are.</p>	<p>To be able to explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>To be able to show empathy with people in either situation.</p>	
<p>ART & Design <i>Plan Bee Scheme</i> Shelters</p> <p>By the end of this unit, children will be able to:</p>	<p>To investigate a range of shelters.</p>	<p>To explore how to join and combine materials and find out how to reinforce structures.</p>	<p>To find suitable textiles for the purpose of building a shelter.</p>	<p>To design a shelter for a particular purpose.</p>	<p>To build a shelter for a particular purpose.</p> <p>To evaluate my shelter</p>	<p>To create a piece of WW2 Blitz art</p>	

Term: Autumn 2

Great Kingshill CE Combined School
Long Term Planning

Year Group: 6

Topic: Conflict in WWI and WWII

<ul style="list-style-type: none"> explore, discuss and investigate a range of shelters, thinking about what they are made from and their purpose. carry out some experiments to find out how best to join materials together to form a structure and think about how to reinforce the structures to make them stronger test various fabrics to see if they would be suitable for making a shelter design, make and evaluate their own shelter 							
<p>History World War Two</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>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>To understand and explain how WWII began.</p>	<p>To understand what the Holocaust was and Adolf Hitler and the Nazi Party's role in bringing this about.</p>	<p>To know who Winston Churchill was and understand his role in WWII.</p>	<p>To know what the Blitz was and how it affected people.</p>	<p>To explain what happened during key events of WWII.</p>	<p>To explain the effects of the war on Life in Britain.</p>	
<p>MFL French <i>Language Angels</i></p> <p>Les vêtements (Clothes)</p> <p>By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French by colour. Pupils will be able to express what they are wearing in full sentences in different scenarios in French.</p>	<p>To recognise, recall and spell 10 different items of clothing with their indefinite articles/determiners in</p>	<p>To learn how to recognise, recall and spell a further 5 different items of clothing with their indefinite articles/determiners in French.</p>	<p>To learn how to describe what they are wearing by colour in French using 10 common colours and the structure 'I wear/I'm wearing' with the conjunction 'and'.</p>	<p>To learn more about the changes involved in adjectival agreement in French when describing items of clothing by colour.</p>	<p>To describe what they wear in 4 different scenarios in French: at school, at home, in summer and in winter.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	
<p>RE Christianity Jigsaw RE</p> <p>Key question: How significant is it that Mary was Jesus' mother?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> explain the qualities needed in different people because of the important jobs they are chosen to do make links between the Christian beliefs of the Virgin Birth and Incarnation start to consider my own response to the Christian belief in the Virgin Birth, showing respect for Christian views 	<p>To explain the qualities needed in different people because of the important jobs they are chosen to do</p>	<p>To discuss what the Bible says about why Mary was chosen to be Jesus' mother</p>	<p>To explain how Joseph reacted and was convinced to accept Mary's pregnancy</p>	<p>To explain the Christian concept of the incarnation</p>	<p>To explain the qualities needed in different people because of the important jobs they are chosen to do</p> <p>To make links between the Christian beliefs of the Virgin Birth and Incarnation</p> <p>To start to consider my own response to the Christian belief in the Virgin Birth, showing respect for Christian views</p>	<p>To explain the qualities needed in a person to carry out an important role</p>	
<p>Games PE Passport Dodgeball</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 not to turn my back on the other team</p> <p>To dodge to evade the ball.</p> <p>To catch balls to get teammates back in the game</p>	<p>To know that balls thrown low and hard are trickier to dodge or catch</p> <p>To throw with increasing power at a low trajectory.</p>	<p>To know when it is wise to attempt to catch the ball and when to dodge</p> <p>To catch balls thrown at me low down and at pace</p>	<p>To know what I need to do when my team is down to the last couple of players</p> <p>To play adapted games with special rules</p>	<p>To know the agreed rules of the game and can officiate if asked</p> <p>To work as a group to come up with some tactics</p>	<p>To know what my own strengths are and where I can improve</p> <p>To compete against others effectively</p>	
<p>PE PE Passport Dance – World War II</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 perform dances using a range of movement patterns 	<p>To know how to translate words/ideas into actions and combine together</p> <p>To develop a motif demonstrating some agility,</p>	<p>To know how to translate theme-related actions into creative travelling movements</p> <p>To show different levels, pathways</p>	<p>To know how to translate images into actions to communicate meaning</p> <p>To communicate effectively with a partner</p>	<p>To know how to use chance choreography to create a sequence</p> <p>To communicate effectively within a group</p>	<p>To communicate effectively within a group</p> <p>To improve our ideas</p>	<p>To know how to recognise good timing, execution and performance skills</p> <p>To evaluate the work of other's using simple</p>	

Term: Autumn 2

Great Kingshill CE Combined School
Long Term Planning

Year Group: 6

Topic: Conflict in WWI and WWII

compare their performances with previous ones and demonstrate improvement to achieve their personal best	balance, coordination and precision	and directions when I travel				technical language	
Forest School Autumn	By the end of this unit, children will be able to: <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						