



Year 6 Autumn Conflict



Geography

Knowledge

Skills

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains), and land-use patterns; and understand how some of these aspects have changed over time.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

Study photographs, aerial photographs and maps of pre-war, post war and present day.
Compare maps and aerial photographs.
Make comparisons and reflect on the reasons for the differences.
Study population numbers throughout the course of WWII and **reflect on the reasons** for changes.
 Study pictures of land use during these three periods. **Draw conclusions and develop informed reasons for the changes.**
 Study one key building in the locality during the three periods (e.g. hospital) and **reflect on the changes.**

Look at maps on different scales and calculate scales on own maps.

Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village.

Hook/Celebration

Remembrance Day Parade
 Beaumanor Hall Trip
 Food as an Evacuee

Whole School Events

Black History Week
 Arts Day

Stand Alone Subjects

PSHE—Jigsaw

Music—Charanga

PE— Games (Rugby, Football, Dodgeball, Gymnastics).

RE—Is it better to show your religion through art and architecture or charity and generosity?

Science — Light & Electricity.

Computing—Digital Literacy and Online Safety.

French—Visit a French Town

Key Texts

Goodnight Mr Tom
 The Boy in Striped Pyjamas

Art & Design

Knowledge

Skills

To create sketch books to record their observation and use them to review and revisit ideas.

To improve their mastery of art.

To improve their design techniques, including drawing, painting and sculpture with a range of materials.

Sketch books used to **collet, annotate and compose** art creatively.
 Methods of recording – research and record – review and revisit.
 To develop design skills through experimentation by documenting and recording thinking and ideas.
 Hypothesizing through imagination and ideas for alternatives and improvements in their own work.

Drawing – Through memory, imagination and observation using a range of resources.

Painting - Inventing/constructed painting tools made from found and selected resources creating a visual vocab of new marks.

Drawing - Develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail. Develop their use of the effect of light on objects and people from different directions. Can convey tonal qualities well, showing good understanding of light and dark on form. Independently selects and effectively used relevant drawing materials and processes, using them successfully and sharing reasons for their choices. Increased accuracy in the use of scale, proportion and perspective. - Drawing of people and in particular faces, more accurate. Use number to manage concept of scale measuring height, length, size, weight, comparative sizing, angles and visual measuring of length when and before making. Using creative, critical and technical language when interacting with others to express understanding, intentions and ideas.

Painting – Inventing/constructed painting tools made from found and selected resources creating a visual vocab of new marks. Introduce the idea of tertiary colours (primary + secondary) and harmonious colours. Look at different tints and shades. Work in sustained and independent way to develop own style of painting. Purposely control the types of marks made and experiment with different effects and textures including blocking, washes and thickening paint to create textural effects. Mix colour, shade and tone with confidence building on previous knowledge, understanding which works well in their work and why. Take a real scene and interpret in an abstract style.

History

Knowledge

Skills

To describe when World War 1 and 2 took place on a timeline in relation to other civilisations and time periods studied.

To be able to explain, sequence and date key events of World War 1 or 2 and place them on a timeline.

To describe, explain, summarise and apply knowledge of the key dates, characters and events of World War 1 and 2.

To describe, speculate, empathise and develop a reasoned judgement about how the World Wars affected peoples' beliefs, behaviours and characteristics.

To describe and explain the events of the Battle of Britain and how this affected people and their behaviour.

To explain about a significant person Black History and be able to apply knowledge to give an informed conclusion and reasoned judgement as to why they are important.

To recognise and use a range of sources to study the Battle of Britain.

To understand and describe how to evaluate and critique sources for accuracy.

To describe and explain the difference between a primary and secondary source and draw an informed conclusion about how and why these contribute to our understanding of the past.

To use a range of different sources to describe the Battle of Britain.

Place current study on time line in relation to other studies.

Use relevant dates and terms.

Sequence up to ten events on a time line .

Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.

Compare beliefs and behaviour with another period studied.

Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

Link sources and work out how conclusions were arrived at.

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.

Be aware that different evidence will lead to different conclusions.

Confidently use the library and internet for research. Recognise primary and secondary sources.

Use a range of sources to find out about an aspect of time past.

Suggest omissions and the means of finding out.

Bring knowledge gathering from several sources together in a fluent account.

Select and organise information to produce structured work, making appropriate use of dates and terms.

Plan and carry out individual investigations.

Design & Technology

Knowledge

Skills

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.

Communicate their ideas through detailed labelled drawings.
 Develop a design specification.
 Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.
 Plan the order of their work. Choosing appropriate materials, tools and techniques.
 Record their evaluations using drawings with labels.
 Evaluate against their original criteria and suggest ways that their product could be improved.