



## YEAR 6

### CURRICULUM LEAFLET

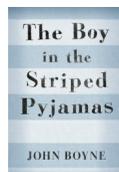
DISCOVER—AUTUMN 2

## Twentieth Century Conflicts



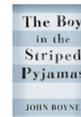
## READING

Children will begin to read *The Boy in the Striped Pyjamas* by John Boyne in Destination Reader. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



## WRITING

Using *The Boy in the Striped Pyjamas* by John Boyne, children will learn and revise many of the key grammar requirements of Y6 and have opportunities to apply them by writing a diary entry, letters and war poetry. Using the *The Wind in the Wall*, children will build toward writing an extended spooky narrative within the Gothic horror tradition. Children will learn about some of the famous titles in this genre and explore their features. They will then practise these features in turn, writing setting/character descriptions, letters and dialogue using a wide range of skills.



## MATHS

### Review Prior Learning:

- Add and subtract fractions with different denominators.
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- To investigate angles within a shape.

### New Learning:

- Calculation problems/ Fractions/ Missing angles and length

## PSHE/ SATs

### PSHE: Family and relationships

Learning to resolve conflict, through negotiation and compromise. Exploring respect, understanding that everyone deserves to be respected. Learning about the process of grief and the associated emotions relating to grief.

### SATs Booster

In preparation for the SATs, pupils will receive various boosters and interventions, such as:

- Maths Tutoring
- SLT 1:1 Maths tutorials
- Morning Y6 Maths Booster
- Weekly Reading and Grammar Boosters

## PE/ SPANISH

### Physical Education :

In Year 6, will have two weekly PE lessons.

Teachers: Indoors: Dance

First Kicks: Outdoors: Rugby



### Spanish: Spain, geographical features

Pupils will learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country

## COMPUTING/ MUSIC

### Computing systems and networks: Bletchley Park

Bletchley Park is considered the home of modern computing. In this unit, pupils can discover the history of Bletchley and learn about code breaking and password hacking. They will have the opportunity to demonstrate some of their digital literacy skills by creating presentations about historical figures.



### Music: Jazz 2

Year 6: students will continue their work on learning notes of the stave and the glockenspiel.

## ART/ DT

### Art: Make my voice heard

Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer.

### DT: Mechanical systems: Automata toys

Using woodworking materials and skills, pupils construct a window display using an automata mechanism; measuring and cutting their materials, assembling the frame, choosing cams, designing the characters that sit on the followers and also finishing with a foreground and back-



YEAR 6

HISTORY

AUTUMN 2

# Twentieth Century Conflicts

## PRIOR KNOWLEDGE

### Previously in Year 5:

- **Benin Kingdom**—Why did the British colonise Benin and what impact did this have?
- **Middle East** —What events led to the Arab-Israeli War in 1948?

### Previously in Year 6:

- **Industrial Revolution** —That population grew massively through

## SKILLS YOU ALREADY HAVE

- Evaluate knowledge of the past and how it is constructed using a range of sources.
- Devise historically valid questions about change, cause, similarity and difference, and significance.
- Begin to develop an understanding of chronology.

## Vocabulary

Blockade	Blocking the ports of a country with ships to stop them getting supplies.
Bolsheviks	A group of communists who overthrew the Russian monarchy in 1918.
Mobilisation	When a country prepares for war.
Schlieffen Plan	A German strategy to quickly invade France then attack Russia.
Trench Warfare	Form of fighting where two sides dig trenches opposite each other.
Propaganda	Information designed to persuade people of something, often biased or untrue.
Rationing	Limiting the amount of food or other goods people receive.
Western Front	The long line of trenches stretching from the English channel to Switzerland.
Reparations	Money to be paid by the losers after a war.



## NEW HISTORY KNOWLEDGE

Lesson Question	You will learn
<b>What caused the First World War to break out?</b>	<ul style="list-style-type: none"> <li>• About the unification of Germany.</li> <li>• The international treaties that existed between different countries.</li> <li>• The assassination of Archduke Franz Ferdinand.</li> </ul>
<b>Why were so many lives lost on the Western Front?</b>	<ul style="list-style-type: none"> <li>• The new weaponry of the first world war.</li> <li>• Trench warfare and the conditions in the trenches.</li> <li>• The major battles of WWI.</li> </ul>
<b>Was the Treaty of Versailles fair?</b>	<ul style="list-style-type: none"> <li>• The aims of the Treaty of Versailles.</li> <li>• The leaders who wrote the terms of the treaty.</li> <li>• The main terms of the treaty.</li> <li>• The objections of Germany.</li> </ul>
<b>How did Hitler rise to power in the 1930s?</b>	<ul style="list-style-type: none"> <li>• The success of Hitler's book 'Mein Kampf'.</li> <li>• The global economic disaster in 1929.</li> <li>• Hitler's talents as an orator.</li> </ul>
<b>What was life like in Nazi Germany?</b>	<ul style="list-style-type: none"> <li>• The control of school and domestic life.</li> <li>• The role of boys, girls, men and women.</li> <li>• The establishment of youth groups.</li> </ul>
<b>Was the Second World War inevitable?</b>	<ul style="list-style-type: none"> <li>• Hitler's foreign policy and actions.</li> <li>• Britain and France's policy of appeasement.</li> <li>• Hitler's annexation of Czechoslovakia and Austria-Hungary.</li> <li>• Germany's invasion of Poland.</li> </ul>



### Prior Knowledge

#### Previously in Year 3:

- **Raw and synthetic materials** —What does it mean to live sustainably?

#### Previously in Year 5:

- **Separating Mixtures**— know how to separate mixtures through boiling

### Prior science skills

- To set up simple practical enquiries, comparative and fair tests
- To record findings using simple scientific language, drawings and labelled diagrams
- To make systematic and careful observations and take accurate measurements using standard units, and a range of equipment.

### Sustainability

#### Sustainability:

meeting the needs of the present without sacrificing the ability of future generations to meet their needs

#### The 'three Rs' of sustainability:

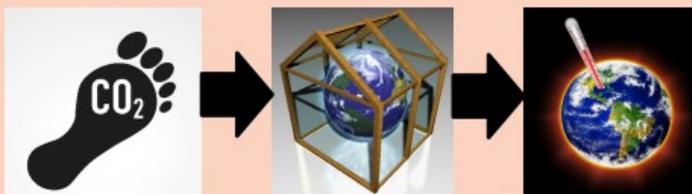
1. Reduce the amount of waste we are producing
2. Reuse goods before throwing them away
3. Recycle goods that are no longer used

### Global Warming and Climate Change

More and more CO<sub>2</sub> is produced

Creating a greenhouse effect

The Earth is warming up



This leads to:

Ocean acidification	Extreme weather events	Melting ice caps	Rising sea levels

### New Science Knowledge

Lesson Question	You will learn
What are everyday materials made from?	<ul style="list-style-type: none"> <li>• Describe the properties of glass, ceramics and plastics</li> <li>• Explain the uses of glass, ceramics and plastics based on their properties.</li> <li>• Explain what happens to glass, ceramics and plastics in landfill sites</li> </ul>
Why is recycling important?	<ul style="list-style-type: none"> <li>• Know the definition of recycling</li> <li>• Describe how to identify plastics that can and can't be recycled</li> <li>• Explain why recycling plastic is important for sustainability</li> </ul>
What is a life cycle assessment?	<ul style="list-style-type: none"> <li>• Give the definition of a life cycle assessment</li> <li>• Know how to use data to make a life cycle assessment</li> <li>• Compare reusable and one use coffee cups over their lifetime</li> </ul>
What happens when fuels are burnt?	<ul style="list-style-type: none"> <li>• Define what is meant by a fuel and combustion</li> <li>• Represent combustion reaction using word equations</li> <li>• Describe the impact of burning fuels on the environment</li> </ul>
What is global warming?	<ul style="list-style-type: none"> <li>• Describe what global warming is</li> <li>• Describe the evidence for global warming</li> <li>• Describe what scientists think are the causes of global warming</li> </ul>
What is climate change?	<ul style="list-style-type: none"> <li>• Describe what climate change is</li> <li>• Describe the effects of climate change</li> <li>• Suggest how humans can reduce their impact on climate change</li> </ul>