

WWI Year 6

ART:

Poppy Art (Printing)

4 stage printing along with other media to create different patterns/effects/details

Lino, block printing, press print, carving, texture, shape, repeat, roller, positive and negative, lino-cutting, lino-cutter

KEY QUESTIONS:

1. Who was Franz Ferdinand and what were the causes of WWI?
2. Which countries were involved and where were they located in the world?
3. What was the importance of the trenches in WWI?
4. What was life like in Britain during WWI?
5. What were the significant battles during WWI (Battle of the Somme) and what resources were used during these battles?
6. Why were animals used during WWI?
7. What were the consequences of WWI?

HISTORY:

- *How WWI began
- *Who was involved in WWI
- *Significant battles in WWI
- *Consequences of WWI
- *Modes of transport during WWI

Century, key historical event, empire, axis, allies, World War 1, treaty, chronological order, significance, historians, parliament, culture, society, sources, propaganda, transport, trenches, opposing sides

History Targets - A Year 6 Historian

I can place features of historical events and people from the past societies and periods in a chronological framework.
I can summarise the main events from a period of history, explaining the order of events and what happened.
I can summarise how Britain has had a major influence on the world.
I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
I can identify and explain differences, similarities and changes between different periods of history.
I can identify and explain propaganda.
I can describe a key event from Britain's past using a range of evidence from different sources.
I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

Geography Targets - A Year 6 Geographer

I can use Ordnance Survey symbols and 6 figure grid references.
I can answer questions by using a map.

DESIGN TECHNOLOGY:

Moving Ambulance
(Materials and mechanics)

VOCAB:

- designing: sequence, annotated diagram, sketch, decision, choice, prototype, model, communicate
- Making: shape, assemble, accurate, saw, mark out
- cam, mechanism, movement, linear motion, rotary motion, pivot, off-centre, axle, force, framework, follower, guide, offset, shaft

GEOGRAPHY:

Which countries were involved in WWI?
Can you locate them in the World? How was their position in the World significant to their role in WWI?

Country, Europe, economical, journey, continents, capital city, atlas, transport, oceans, region

Maths:

Algebra, problem solving, 4 operations to decode and create codes.

PSHE: JIGSAW

- My Year Ahead
- Being a Global Citizen
- The Learning Charter
- Our Learning Charter
- Owning Our Learning Charter

SMSC:

Moral ideas linked to our

topic: : Children will consider whether decisions made in the past can be judged as 'good' or 'bad'.

ENGLISH:

Text: War Horse

This term, we will focus on War Horse. We will use the book to expand pupil's use

I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.

I can describe how some places are similar and dissimilar in relation to their human and physical features.

I can name the largest desert in the world and locate desert regions in an atlas.

I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.

I can explain how time zones work and calculate time differences around the world.

- **ESSENTIAL KNOWLEDGE**

<p>ADDITIONAL LINKS</p> <p>ICT/Computing: -Research on battles during WWI</p>		<p>of higher level vocabulary. We will focus on a range of Year 6 grammar including: multi clause sentences and adverbials.</p>	
<p>Homework/Independent Learning:</p> <ol style="list-style-type: none"> 1. Recount of their visit to the National Arboretum: what did they learn? 2. Research the role of horses in WWI and design War Horse front cover 3. Study of weaponry used in WWI/creative project based on this. 	<p>Science: <i>Living things and their habitats</i> *Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals *Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Writing Opportunities: *Letter - from Joey to Albert based on his experiences since he left the farm *Diary Entry *Narrative</p>	
<p>Music: Taught stand alone</p> <p>PE: Basketball/gymnastics</p>	<p><i>Mammal reptile amphibians habitat</i></p>	<p>VISITS: National Memorial Arboretum 9 September - Year 5/6</p> <p>Wow Starter: <i>Visit to National Arboretum</i></p> <p>Children will be taught about different job roles during the War outside of the Armed Forces. They will be taught about different War memorials from WWI and their meanings.</p>	<p>Links to previous topics and skills:</p> <ul style="list-style-type: none"> • History- chronological order/war in Britain • Science - previously focused on 'Living things and their Habitats' in Y5. • Geography- location of European countries in the world

We will focus on particular key skills for each sport.

*micro-organism adapt
adaptation
characteristics
classify fungi
virus bacteria
movement
respiration
reproduction
growth nutrition
excretion
sensitivity
vertebrate
invertebrates
species kingdoms
mosses ferns
woody flowering plants
non-woody flowering
plants*

*9th September - Year
5/6*

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