

Topic: The Impact of War – Did WW1 or WWII have the biggest impact on our locality?

Cycle Year: 1

Term: Summer



Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:

Relationships	Changing Me
<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Use the Respect Yourself RSE resource (including transition material) to consider changes:

- Puberty; menstruation; reproduction; pregnancy; birth
- How their body will, and emotions may, change as they approach and move through puberty
- About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

Religious Education:

Why do Christians believe Jesus was the Messiah?

Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

What does it mean to be a Muslim in Britain today?

Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections: • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Shropshire today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

Consider whether humans should terraform other planets in order to live on them. Consider different views: space scientists; businessmen; nature conservationists; philosophers; politicians; different faiths. We will then consider rules and guidelines for space exploration. (RQ6)

As linguists we will explore the French language through:

- Healthy Eating
- A French Café/Snack-bar -ordering food- conversation at the café
- Buying an ice cream
- Opinions and food
- Where we live including directions (recap prepositions)
- Exploring a French town - types of shops - La belle Paris
- Talking about going on holiday
- Bastille day
- Recapping the weather

Please see French progression map for further guidance

As historians we will consider the impact of WWI and WWII on our locality:

Children will research and compare the impact of the First and Second World Wars on their locality. The focus of sessions is on the Home Front and how the wars impacted on the community.

Knowledge, skills and concepts:

- develop a chronologically secure knowledge and understanding of British, local and world history
- address and devise historically valid questions about change, cause and significance
- understand how our knowledge of the past is constructed from a range of sources
- note connections, contrasts and trends
- construct informed responses that involve thoughtful selection and organisation of historical information
- develop the use of appropriate historical terms

As geographers we will explore: OUR WORLD IN THE FUTURE: How will our world look in the future?

Unit overview

As some of our children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.

Knowledge, skills and concepts

In this unit, the children will:

- describe and understand key aspects of: physical geography/ human geography
- learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK
- use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technology

Please see geography progression map for further guidance

D and T: as designers we will:

- Focus on structures by designing, making and evaluating free standing towers (STEM) (Children will start with newspaper and progress to straws - focusing on structure, rigidity, shape and joins),
- Investigate triangular foundations to help secure the structure,
- Consider how each of the frameworks could be reinforced and strengthened.

Please see DT progression map for further guidance.

As artists we will focus on:

- Explore a range of artists from World War 2 and particularly consider use of line, shading and tone.
- Use a range of drawing techniques (charcoal and pencil): cross hatching, stippling, shading and hatching, side strokes, use rubber to draw and highlight and shading to show texture.
- Develop a use of perspective and proportion in drawing a charcoal sketch of a WW2 building. This will be combined as a class skyline of London.
- Apply these skills to complete a charcoal and pencil sketch -portrait of Rose Blanche.

Please see Art progression map for further guidance

As musicians we will:

- Have fun considering the changing styles in music over the decades since the 1930's.
- Learn and accompany singing games and WWII songs that would have entertained people in the air raid shelters.
- Learn about the chromatic scale and use it to help compose siren music and soundscapes.
- We will look at the Big Band/Swing music and use the structure of this music to compose our own versions.

Please see music skills sheets for further guidance.

As experts in computing, we will develop our knowledge and understanding of:

- Being 3d modellers (2design and make 5.6)
- Concept maps (2connect 5.7) and use them for a visual presentation and written presentation.
- 5.5 Game Creator

PE: Striking and fielding: cricket and rounders

- Kidderminster Harriers: health kick programme based on football
- OAA
- Athletics
- Tennis
- Ultimate Frisbee
- Bikeability Yr6

Please see PE skills sheets for further guidance

As scientists we will:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels and tables

Evolution and inheritance:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago,
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents,
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird,
- Describe the life process of reproduction in some plants and animals.
- Pupils work scientifically by observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking questions and suggesting reasons for similarities and differences.
 - Look at the achievements of Naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

STEM investigation: (flower dissection)

Develop our English skills through the stimuli of:

- Our trip to RAF Cosford to write a recount.
- Talk for writing- The Gas Mask
- War Horse by Michael Morpurgo
- In Flanders Fields by John McCrae
- The Piano - narrative
- Letters from the Lighthouse by Emma Carroll

Please see skills and knowledge in year group assessment sheets for further information.

Develop our Maths skills through key foci of:

- Statistical Reasoning
- Roman Numerals, Time and Revision
- Proportional Reasoning
- Statistical Reasoning
- Measures and Describing Patterns
- Financial Maths and Enterprise
- Solving Problems involving the Four Operations Transition and High Value Learning

Yr6: Preparation for SATs

Design and make maths board games and design a project based on a real-life context (Rock Club)

Please see skills and knowledge in year group assessment sheets for further information.

