

YEAR 6 CURRICULUM AUTUMN TERM

‘CONFLICT’





Longhill Primary School Year 6 Autumn Curriculum

Theme – Conflict

Driving the Theme:

History

As Historians we will study the development of conflict throughout British History and study conflict in some ancient civilisations.

Programmes of Study

Pupils should be taught

- Changes in Britain from the Stone Age to the Iron age including development of weapons.
- The Roman Empire and its impact on Britain, including Julius Caesar's attempted invasion in 55-54 BC
- British resistance, for example, Boudica.
- The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including Viking raids and invasion.
- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world, discuss weaponry and armour chronologically.

We will begin by looking at some of the major conflicts the world has seen, e.g. WW1, WW2. We will also explore our present day forces – The Army, the Royal Navy, the Royal Air Force.

We will then go on to look at conflict throughout history.

E.g. stone age and the development of swords, Iron age warriors, Roman weapons, armour and tactics and compare them with those used by people like Boudica who fought against Roman occupation of Britain.

We will explore the forts and defences, e.g. Hadrian's Wall.

We will also focus on the conflict between the Anglo-Saxons and Vikings and their struggle to conquer the kingdom of England.

We will look at some major conflicts after 1066 in Britain. We will look at some of the castles and fortifications that remain from past conflicts.

We will explore some of the weapons and conflicts of some ancient societies focusing on some of the violent customs of the Mayans and the Spanish Conquistadors who colonised Mexico.

We will take the opportunity to look at some of the reasons for conflict and research in depth some of the tragic events of the WW1.

Writing	Reading	SPaG
<p>Non-chronological report</p> <p>Narrative</p>	<p>One Spies session followed by two Mini Missions a week.</p> <p><u>Domains for SPIES</u></p> <p>S- Share the mission: objective for the lesson</p> <p>P- Prove the text - 2a: Give and explain the meaning of words in context.</p> <p>I- Investigate Further- 2b: Retrieving and recording answers from text.</p> <p>E- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text.</p> <p>S- Looking at other domains: Eg</p> <p>2c- summarise main ideas</p> <p>2e- Predict what might happen from detail and implied</p> <p>2f- Identify and explain how information/narrative content is related and contributes to meaning as whole.</p> <p>2h- Make comparisons within the text</p> <p>2g- Identify/ explain how meaning is enhanced through choice of words/phrases.</p> <p><u>Mini Mission</u></p> <p>Both mini missions will focus on the <u>same domain selected from the last S section of SPIES</u>.</p> <p>One of the mini missions will be completed during a reading session and the other one will be done during continue provision.</p>	<p>The difference between vocab and structure typical of informal speech and that appropriate for formal speech and writing or the use of subjunctive forms.</p> <p>How words are related by meaning as synonyms and antonyms.</p> <p>Use of the passive to affect the presentation of information in a sentence.</p> <p>Use of the semi colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use semi colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hypens can be used to avoid ambiguity.</p> <p>Recognise the subject and object of a sentence.</p>

	<u>Big Read Texts</u> Goodnight Mr Tom	
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Science

Working Scientifically

During years 5 and 6 pupils should be

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scattergraphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying evidence that has been used to support or refute ideas or arguments.

Autumn 1

Light

- To recognise that light travels in straight lines.
- To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and the to our eyes.
- To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Autumn 2

Electricity

- To know that the number of cells and voltage in the circuit and how it is associated with the brightness of a lamp/bulb or the volume of a buzzer.
- To know how the use of switches affects a circuit.
- To know the symbols in an electrical circuit diagram.

Art

Awesome Art – John Singer Sargent, An American Gassed.

Autumn 1

Drawing

Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation

Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose

Can express their ideas and observations responding to advice from others to rework and improve design ideas

Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail

Can convey tonal qualities well, showing good understanding of light and dark on form.

Autumn 2

Painting

Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques

Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context

Can investigate mark-making using thick brushes, sponge brushes for particular effects

Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood

Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season.

Music

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Charanga

I'll be there

Classroom Jazz 2

Continuous Provision

Focus on a particular style of music to listen to over time.

Display posters that use musical terminology.

Provide apps and devices with music composing functions.

Pupils suggest songs to listen to and experience a wide variety of styles.

Longitudinal Learning

Composer Challenge

In this ongoing challenge pupils choose a significant classical composer to research.

	Pupils describe the style of music using music terminology and give an overview of the life and style of the composer.
Modern Foreign Languages	
<ol style="list-style-type: none"> 1. J'ai trente – deux paquets – Number 61-100 2. Luc et Sophie font les devoirs – School subjects and opinions 	

<p>PE</p> <p><u>The PE HUB</u></p> <p><u>Autumn 1</u></p> <p><u>Football</u></p> <ul style="list-style-type: none"> Choose and implement a range of strategies to attack and defend To perform a wider range of more complex skills Recognise and describe good individual and team performances Suggest, plan and lead simple drills for given skills <p><u>Dance 1</u></p> <ul style="list-style-type: none"> Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self-composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using appropriate language & terminology <p><u>Autumn 2</u></p> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> To choose and implement a range of strategies and tactics to attack and defend To combine and perform more complex skills at speed 	<p>RE</p> <p>Discover RE</p> <p><u>Autumn 1</u></p> <p><u>Theme</u> Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p> <p><u>Autumn 2</u></p> <p><u>Theme</u> Christmas Concept: Incarnation Key Question: How significant is it that Mary is Jesus' mother? Religion: Christianity</p>	<p>PSHCE - Jigsaw</p> <p><u>Being Me in My World</u></p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal. I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people locally and globally. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.</p> <p><u>Celebrating Differences</u></p> <p>I understand there are different perceptions about what normal means. I understand how having a disability could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours.</p>
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<ul style="list-style-type: none"> • To observe, analyse and recognise good individual and team performances • To suggest, plan and lead a warm-up as a small group 		<p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which differences can be a source of conflict and a cause for celebration.</p>
<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Lead group warm-up showing understanding of the need for strength and flexibility • Demonstrate accuracy, consistency, and clarity of movement • Work independently and in small groups to make up own sequences • Arrange own apparatus to enhance work and vary compositional ideas • Experience flight on and off of high apparatus 		

Computer Science

Mr Andrews Online curriculum: Bring It to Life (Again!) (<https://mrandrewsonline.co.uk/bring-it-to-life-2/>)

Create an animation to do with war.

Information Technology

- Plan a multi-scene animation including characters, scenes, camera angles and effects.
- Edit a stop-go animation to improve the quality of the animation using onion skinning feature.
- Edit/refine a movie to add special effects, text, sound effects, graphics and backing track.

Digital Literacy

- Evaluate digital content and explain how to make choices from search results.
- Explain how search engines work and how results are selected and ranked.

Try New Things

Continuous Provision

Pilot an Aeroplane