

<p>Summer 1</p>	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 5</p>	<p>Week 4</p>	<p>Week 6 Bletchley Park trip</p>
<p>History</p>	<p>Introductory lesson – Combined with CAUSES of First World War</p> <p>P. of Study Breadth History Aims 2 Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Knowledge Year 6 Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p>Specific knowledge Year 6 Terms relating to warfare include, allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory.</p> <p>Skill Year 6 Use abstract terms to express historical ideas and information.</p>	<p>Causes of the First World War</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Specific knowledge Year 6 The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused rising tensions. The assassination of Archduke Franz Ferdinand of Austria-Hungary on 28th June 1914, by the Serbian Nationalist Gavrilo Princip, led Austria-Hungary to declare war on Serbia. Countries who had made alliances were then drawn into the war.</p> <p>Skill Year 6 Describe the causes and consequences of a significant event in history.</p> <p>Volunteering to fight</p> <p>P. of Study Breadth History Aims 11 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 6 Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and</p>	<p>Start of the First World War</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Specific knowledge Year 6 Germany used a strategy called the Schlieffen Plan at the beginning of the conflict. They aimed to invade France through Belgium and gain control quickly. However, Allied troops drove German forces back to north-west France where both sides dug trenches to avoid losing ground. This became known as the Western Front. Russia also put up more resistance than expected at the Eastern Front, so Germany had to fight on two fronts. Because there was a stalemate on the Western Front, the Allied Powers attacked the Ottoman Empire at the Gallipoli peninsula in the hope of taking the capital Constantinople. The invasion failed with the loss of 250,000 men.</p> <p>Skill Year 6 Describe the causes and consequences of a significant event in history.</p> <p>Life in the trenches</p> <p>P. of Study Breadth History Aims 11 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 6 Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report</p>	<p>SATS WEEK</p>	<p>First World War weaponry</p> <p>P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6 An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Specific knowledge Year 6 New weaponry technology developed at a rapid rate during the First World War. Aircraft were used for spying and bombing, tanks were used to provide protection from bullets and shells, submarines could sail underwater to places ships could not reach, poisonous gas was used in warfare for the first time and new machine guns and heavy artillery caused large numbers of casualties.</p> <p>Skill Year 6 Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Key events of the First World War</p> <p>P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6 Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Specific knowledge Year 6 Important events during the First World War include the First Battle of Ypres (October–November 1914), unofficial truce over Christmas (December 1914),</p>	<p>Impact of the First World War on British citizens</p> <p>P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Specific knowledge Year 6 War affected the lives of ordinary citizens in many ways. There were food shortages, women had to take on roles traditionally done by men, bombing raids caused damage and loss of life and people feared for their own safety as well as the safety of their male family members and friends who were fighting.</p> <p>Skill Year 6 Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>End of the First World War</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Specific knowledge Year 6 There were many events that led to the end of the First World War. Germany had tried to push through Allied lines on the Western Front during Operation Michael but the</p>

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		<p>knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Specific knowledge Year 6 Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure. By the end of the war, over 5 million men had volunteered, which included 2.5 million men from Commonwealth countries. Conscription was introduced in 1916, when the number of volunteers no longer matched the number of men being killed in battle.</p> <p>Skill Year 6 Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>	<p>into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Specific knowledge Year 6 There are a wide variety of sources of evidence about life in First World War trenches, including film footage, first-hand recounts, photographs and letters. However, it is important to critically evaluate these sources to decide if the evidence is useful, can be trusted and whether they include bias and an author's viewpoint.</p> <p>Skill Year 6 Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>		<p>German airships bomb Britain (January 1915), Ottoman Empire attacks Suez Canal (January–February 1915, Gallipoli Campaign (February 1915–January 1916), Second Battle of Ypres (April–May 1915), Italy joins Allied Powers (May 1915), Battle of Verdun (February–December 1916), Battle of Jutland (May–June 1916), Brusilov Offensive (June–September 1916), Battle of the Somme (July–November 1916), United States joins Allied Powers (April 1917), Battle for Jerusalem (November–December 1917), Russia leaves the war (March 1918), First World War ends (November 1918).</p> <p>Skill Year 6 Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>	<p>British and French armies pushed Germany back to central Europe. The German navy also went on strike as they knew the situation was hopeless. The United States entered the war in 1917 and sent 85,000 troops to fight against Germany. The armistice to end the war was signed at 11am on 11th November 1918. An agreement called the Treaty of Versailles said that Germany should take the blame for the war and pay 132 billion gold marks in reparations to repair the damage done by the war.</p> <p>Skill Year 6 Describe the causes and consequences of a significant event in history</p> <p>Parent Pit Stop WW1</p>
<p>SCIENCE</p> <p>Light:</p> <ul style="list-style-type: none"> How light travels (6.6) 	<p>Analyse and draw conclusions from results of microbial growth investigation. (6.7)</p>	<p>Demonstrating the light path of light. (6.6)</p>	<p>Ray diagrams and how we see. (6.6)</p>	<p>Investigating shadows. (6.6)</p>	<p>Investigating reflection. (6.6)</p>	<p>Making a periscope. (6.6)</p>
<p>MUSIC</p> <p>Summer 1 Race</p> <p>Film composing is an art form all of its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit we will use clips from the 1981 film <i>Chariots of Fire</i> as a basis for creating an accompaniment</p>	<p>Accompaniment.</p> <ul style="list-style-type: none"> Learn to clap a steady pulse. Fit two ostinatos together. Create an accompaniment. 	<p>Extended melody.</p> <ul style="list-style-type: none"> Create an extended melody and practise it. Create sound effects to fit with an accompaniment. 	<p>Full soundtrack.</p> <ul style="list-style-type: none"> Play a full extended melody and accompaniment. Learn about and experiment with harmony. Perform to a film. 	<p><i>Smalltown boy</i> – LGBTQ+ themes, exploring different vocal registers and voice change.</p> <ul style="list-style-type: none"> Listen to <i>Smalltown boy</i> and think about how the singer tells their story through lyrics and use of their voice. Explore the range of their own voices. Listen to examples of music with men singing in high registers and low registers. 	<p><i>Say my name</i> – #SayHerName movement, exploring internal rhymes in song lyrics.</p> <ul style="list-style-type: none"> Interpret the meaning of the song <i>Say my name</i> and learn about the wider context of the #SayHerName movement. Listen to songs with internal rhyme schemes and identify them. 	<p><i>Chosen family</i> – anthemic songs and collective identity.</p> <ul style="list-style-type: none"> Investigate features of anthemic songs and share examples of songs they already know that fall into this category. Listen to <i>Chosen family</i> and explore its lyrics. Think about people who choose to make their own families. Analyse <i>Chosen family</i>, using musical terms to describe aspects of song structure (e.g. intro, verse, chorus, hook, outro). Learn to sing <i>Chosen family</i>.

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<p>and extended melody, and exploring harmony to create a new soundtrack for the moving images.</p> <p>Exploring identity through song</p> <p>It is extremely common for songwriters to use the creative process to explore difficult and personal experiences and feelings, especially those that contribute to their sense of identity. This unit features two songs taken from the Model Music Curriculum listening list for Year 6, plus another contemporary pop song on a related theme, and uses them as a starting point for exploring themes around identity, as well as aspects of lyric writing and expressive singing to convey mood and emotion. It is worth noting that as a three-lesson unit, it is impossible to cover all aspects</p>						
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<p>of identity, so these three lessons represent a snapshot of an approach and are not exhaustive. The lessons work as a whole unit, or could be used as standalone lessons. The songs and topics could also be substituted for songs/lessons around other connected themes. The lessons could also provide a springboard for assemblies related to aspects of the RSE curriculum.</p>						
<p>PE (ML) SUMMER 1 Activities</p>	<ol style="list-style-type: none"> 1. Use power to improve the start of a short sprint 2. Refine running skills to improve times 3. Work with others to record accurate results 	<ol style="list-style-type: none"> 1. Develop the 3 phases of the triple jump 2. Use the correct technique to jump further 3. Take part in sustained physical activity to develop strength 	<ol style="list-style-type: none"> 1. Develop and implement the heave throw 2. To throw for distance using the heave throw 3. Evaluate their own and others' performance 	<ol style="list-style-type: none"> 1. Explain what a parlauf run is 2. Take part in partner and team running challenges 3. Collaborate effectively in both a pair and team to run the quickest time possible 	<ol style="list-style-type: none"> 1. Collaborate as a team 2. Develop fitness through a range of jumping skills 3. Perform the scissor jump consistently with good technique 	<ol style="list-style-type: none"> 1. To compete and recognise their own success 2. To select and apply techniques to improve performance 3. To be physically active for sustained periods
<p>PE (CT) SUMMER 1 Rounders</p>	<ol style="list-style-type: none"> 1. Demonstrate urgency in acquiring rounders in a specified innings length 2. Attempt both attacking and defensive play as a batter 3. Attempt attacking bowling 	<ol style="list-style-type: none"> 1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game 	<ol style="list-style-type: none"> 1. Bowling the faster ball 2. Using the faster ball to deceive batters 	<ol style="list-style-type: none"> 1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict rounders scored 	<ol style="list-style-type: none"> 1. Identify when a fellow batter is at risk of being overtaken 2. Apply simple tactics to ensure all batters make it round bases 3. Apply the rule which states once you leave a base as a batter you must run on 	<ol style="list-style-type: none"> 1. Use a range of defensive and attacking tactics in a game 2. Apply a range of simple rounders rules in a game 3. Play in on a full four base rounders game
<p>COMPUTING SUMMER 1 3D Modelling</p> <p>Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise</p>	<p>To recognise that you can work in three dimensions on a computer</p> <ul style="list-style-type: none"> • I can add 3D shapes to a project • I can view 3D shapes from different perspectives • I can move 3D shapes relative to one another 	<p>To identify that digital 3D objects can be modified</p> <ul style="list-style-type: none"> • I can resize an object in three dimensions • I can lift/lower 3D objects • I can recolour a 3D object 	<p>To recognise that objects can be combined in a 3D model</p> <ul style="list-style-type: none"> • I can rotate objects in three dimensions • I can duplicate 3D objects 	<p>To create a 3D model for a given purpose</p> <ul style="list-style-type: none"> • I can accurately size 3D objects • I can show that placeholders can create holes in 3D objects • I can combine a number of 3D objects 	<p>To plan my own 3D model</p> <ul style="list-style-type: none"> • I can analyse a 3D model • I can choose objects to use in a 3D model • I can combine objects in a design 	<p>To create my own digital 3D model</p> <ul style="list-style-type: none"> • I can construct a 3D model based on a design • I can explain how my

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<p>themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>			<ul style="list-style-type: none"> I can group 3D objects 			<p>3D model could be improved</p> <ul style="list-style-type: none"> I can modify my 3D model to improve it 	
PSHE							
Summer 2	Week 7 Wow Event – Sirens and Evacuation – Day one	Week 8 Holdenby House 14th June Immersive experience in WW2 dress	Week 9	Week 10	Week 11	Week 12	Week 13
History	<p>Causes of the Second World War</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6</p> <p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Specific knowledge Year 6</p> <p>There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace-keeping organisation, the League of Nations, and appeasement by Britain and France.</p> <p>Skill Year 6 Describe the causes and consequences of a significant event in history.</p>	<p>Beginning of the Second World War</p> <p>P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6</p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Specific knowledge Year 6</p> <p>Key events at the beginning of the Second World War include Adolf Hitler invading Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the invasion of Norway (April 1940), the invasion of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940).</p> <p>Skill Year 6 Articulate and present a clear, chronological world history</p>	<p>Battle of Britain</p> <p>P. of Study History 6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Knowledge Year 6</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Specific knowledge Year 6</p> <p>The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion</p>	<p>Decisions of leaders</p> <p>P. of Study Breadth History Aims 19 Year 6 Aims Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>2 Year 6 Aims Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Knowledge Year 6</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>Year 6</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating</p>	<p>Remembrance</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6</p> <p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.</p> <p>Specific knowledge Year 6</p> <p>Remembrance is the act of honouring people who have made sacrifices to protect Britain and the Commonwealth in times of conflict. The poppy is a universal symbol of remembrance. Memorials, monuments and ceremonies commemorate people who have died as a result of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.</p> <p>Skill Year 6 Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p>	<p>Year 6 Transition visits</p> <p>Year 6 Production Shakespeare</p>	

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	<p>Warring nations of the Second World War</p> <p>P. of Study Breadth Geography Aims 2 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Knowledge Year 6 Geographical interconnections are the ways in which people and things are connected.</p> <p>Specific knowledge Year 6 The Axis Powers were Germany (led by Adolf Hitler), Italy (led by Benito Mussolini) and Japan (led by Emperor Hirohito). The Allied Powers were Great Britain (led by Neville Chamberlain and then Winston Churchill), the Soviet Union (led by Joseph Stalin) and the United States (led by Franklin D Roosevelt and then Harry S Truman). Members of the British Commonwealth of Nations also fought for the Allied Powers.</p> <p>Skill Year 6 Explain interconnections between two or more areas of the world.</p>	<p>narrative within and across historical periods studied.</p> <p>Second World War weaponry and technology</p> <p>P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6 Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Specific knowledge Year 6 Key events at the beginning of the Second World War include Adolf Hitler invading Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the invasion of Norway (April 1940), the invasion of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940).</p> <p>Skill Year 6 Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>	<p>of Britain. The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany failed to invade and occupy Britain.</p> <p>Skill Year 6 Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Additional learning: ANNE FRANK – lessons taught in Reading</p> <p>Impact of the Second World War on British civilians</p> <p>P. of Study Breadth History 14 Year 6 Aims Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>11 Year 6 Aims Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 6</p>	<p>democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>Skill(s) Year 6 Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. View progression</p> <p>Year 6 Describe and explain the significance of a leader or monarch.</p> <p>End of the Second World War</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people.</p> <p>Specific knowledge Year 6 Over 150,000 troops and thousands of ships and vehicles from Britain, the United States, Canada and France landed on the north coast of France on 6th June 1944, known as D-Day. They attacked German forces and liberated Paris in August 1944. Allied troops pushed German troops back, but on 16th December 1944, the Germans launched a massive attack on the Allied forces in Belgium and Luxembourg. They were successful at first and pushed the allied troops back to create a bulge in the line of defences. The Allied forces pushed back and Germany surrendered on 7th May 1945. People in Britain celebrated VE day on 8th May. The war finally ended when Japan signed a surrender on 2nd September 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.</p>	<p>Includes Poetry – read in Reading lessons Flanders Fields</p> <p>Post-war Britain</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Specific knowledge Year 6 There were many consequences to the Second World War. These include: countries developing nuclear weapons; the creation of the United Nations to maintain international peace; British colonies gaining independence; nations creating welfare states; Britain creating the world's first National Health Service; and wartime technologies and innovations becoming common in everyday life.</p> <p>Skill Year 6 Describe the causes and consequences of a significant event in history.</p>	
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<p>SCIENCE</p> <p>Electricity:</p> <ul style="list-style-type: none"> Circuits (6.5) 	<p>Making working circuits. (6.5)</p>	<p>Representing circuits and the components in them using symbols. (6.5)</p>	<p>Investigating the relationship between cells, bulbs and brightness. (6.5)</p>	<p>Investigating the relationship between voltage and the functionality of components. (6.5)</p>	<p>Design a device to scare birds away. (6.5)</p>	

<p>MUSIC</p> <p>Summer 2</p> <p><i>Ame sau vala tara bal</i> <i>Ame sau vala tara bal</i> is a Gujarati devotional song with a melody based on the bhairavi raga. During this unit, in addition to singing the song, pupils will learn about a variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical – as well as composing their own rhythmic piece for percussion instruments. This unit also contains the final of</p>	<p>Develop knowledge and understanding of a variety of musical styles from India 1.</p> <ul style="list-style-type: none"> Sing the bhairavi raga that features in <i>Ame sau vala tara bal</i>. Listen to and learn about Indian musical instruments. Learn to sing the asthayi (chorus) of <i>Ame sau vala tara bal</i>. 	<p>Develop knowledge and understanding of a variety of musical styles from India 2.</p> <ul style="list-style-type: none"> Sing the first antara (Verse 1) and practise the asthayi (chorus) of <i>Ame sau vala tara bal</i>. Develop knowledge and understanding of a variety of musical styles from India. Be able to identify features of Indian music: the instruments, the character, and social context. 	<p>Progression snapshot 3. Make a video recording of children singing.</p> <ul style="list-style-type: none"> Recap the melody and harmony 1 of <i>Throw, catch</i>. Learn a second harmony part, singing the chorus in three-part harmony. Perform the whole song with dancing, unison verses, and choruses in three-parts. 	<p>Learn to dance to bhangra.</p> <ul style="list-style-type: none"> Learn to move in time with the music. Learn a variety of bhangra dance steps. Learn to play the bhangra 'chaal' rhythm using 'bols'. 	<p>Create a rhythmic piece for drums and percussion instruments.</p> <ul style="list-style-type: none"> Practise singing <i>Ame sau vala tara bal</i>, with solo lines. Learn to play the chaal rhythm with both hands. Identify rhythm patterns from a bhangra performance. Create a rhythmic piece in groups using percussion instruments. 	<p>Create a final performance.</p> <p>Create a final performance combining, singing, dancing, and rhythmic compositions.</p>
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<p>three progression snapshots developed to collect evidence of pupils' progress. In Term 1, children sang <i>Throw, catch</i> in unison with dancing. In Term 2, they learnt to sing the chorus of the song in two-part harmony while also dancing. In this unit, they will learn a further harmony, singing the chorus in three-part harmony. The activity should be videoed and passed to the Music Lead/Coordinator.</p>						
<p>PE (ML)</p> <p>SUMMER 2</p> <p>Tennis</p>	<ol style="list-style-type: none"> 1. Play doubles tennis to score points against opposition 2. Defend points against opposition using teamwork skills to return balls over the court 3. Select and apply skills learned in previous units 	<ol style="list-style-type: none"> 1. Recap principles of a backhand shot 2. Describe why and when to use a backhand shot 3. Use a backhand shot when necessary in a game situation 	<ol style="list-style-type: none"> 1. Introduce the lob shot 2. Demonstrate a lob shot in isolated situations 3. Perform a lob shot in gameplay 	<ol style="list-style-type: none"> 1. Play in a game against opposition in doubles and singles using full tennis scoring systems 2. Appropriately score a tennis game using full tennis rules 3. Umpire a game of doubles and singles 	<ol style="list-style-type: none"> 1. Recap rules and scoring systems for a full game 2. Play in doubles games (as per lesson 1) and recognise how as a pair you can improve 3. Implement basic positioning as a pair to score points 	<ol style="list-style-type: none"> 1. Use basic doubles positioning learnt in lesson 5 to explore attacking and defensive play 2. Work as a pair to develop tactics against other pairs 3. Compete and identify ways you can improve your game
<p>PE (CT)</p> <p>SUMMER 2</p> <p>OAA</p>	<ol style="list-style-type: none"> 1. Work as a pair to follow and orient a map 2. Select a correct travelling pace, e.g. running, jogging or brisk walking pace 3. Enjoy competing with each other 	<ol style="list-style-type: none"> 1. Run as fast as possible under control 2. Work as part of a pair to complete a scavenger hunt 3. Successfully identify objects by a written description 	<ol style="list-style-type: none"> 1. Balance safely and with control 2. Perform a pyramid balance as part of a small group 3. Suggest adaptations and variations to the balances 	<ol style="list-style-type: none"> 1. Work collaboratively to complete a range of paired and group activities 2. Work efficiently as part of a team to eliminate opposition 3. Use correct rules 	<ol style="list-style-type: none"> 1. Decide who should run and when in a team running challenge 2. Use speed and pace to run individually 3. Using their knowledge of games to design a fun, competitive game 	<ol style="list-style-type: none"> 1. Problem solve as part of a team 2. Refine and adapt ideas 3. Follow task instructions
<p>COMPUTING</p> <p>SUMMER 2</p> <p>Programming B – Sensing Movement</p> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.</p>	<p>To create a program to run on a controllable device</p> <ul style="list-style-type: none"> • I can apply my knowledge of programming to a new environment • I can test my program on an emulator • I can transfer my program to a controllable device 	<p>To explain that selection can control the flow of a program</p> <ul style="list-style-type: none"> • I can identify examples of conditions in the real world • I can use a variable in an if, then, else statement to select the flow of a program • I can determine the flow of a program using selection 	<p>To update a variable with a user input</p> <ul style="list-style-type: none"> • I can use a condition to change a variable • I can experiment with different physical inputs • I can explain that checking a variable doesn't change its value 	<p>To use an conditional statement to compare a variable to a value</p> <ul style="list-style-type: none"> • I can use an operand (e.g. <=>) in an if, then statement • I can explain the importance of the order of conditions in else, if statements • I can modify a program to achieve a different outcome 	<p>To design a project that uses inputs and outputs on a controllable device</p> <ul style="list-style-type: none"> • I can decide what variables to include in a project • I can design the algorithm for my project • I can design the program flow for my project 	<p>To develop a program to use inputs and outputs on a controllable device</p> <ul style="list-style-type: none"> • I can create a program based on my design • I can test my program against my design • I can use a range of approaches to find and fix bugs

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Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.						
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NOTE: The following DT project requires 9.5 hours. Use the 7th Week of Summer 2 to teach. Suggested to teach fully over two full days.

Year 6 Summer	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Companion unit Make do and mend</p> <p>This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.</p>	<p>Make do and mend campaign (2 hours)</p> <p>P. of Study Design and technology Evaluate 7 Investigate and analyse a range of existing products.</p> <p>Knowledge Year 6 People's lives have been improved in countless ways due to new inventions and designs. For example, the Morrison shelter, designed by John Baker in 1941, was an indoor air-raid shelter used in over half a million homes during the Second World War. It saved the lives of many people caught in bombing raids.</p> <p>Specific knowledge Year 6 In 1941, the British government introduced clothes rationing. This was to limit the amount of labour and materials used in clothes production, so that it could be used to support the greater war effort.</p> <p>Specific knowledge Year 6 Make Do and Mend was a campaign run by the Ministry of Information to encourage people to recycle and repurpose their old clothes rather than buy new.</p> <p>Skill Year 6 Analyse how an invention or product has significantly changed or improved people's lives.</p>	<p>Deconstruct</p> <p>P. of Study Design and technology Make 4 Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Knowledge Year 6 Precision is important in producing a polished, finished product. Correct selection of tools and careful measurement can ensure the parts fit together correctly.</p> <p>Specific knowledge Year 6 Deconstructing garments identifies how they were made, the materials used and their properties.</p> <p>Skill Year 6 Select appropriate tools for a task and use them safely and precisely.</p>	<p>Stitch</p> <p>P. of Study Design and technology Make 4 Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Knowledge Year 6 Precision is important in producing a polished, finished product. Correct selection of tools and careful measurement can ensure the parts fit together correctly.</p> <p>Specific knowledge Year 6 Hand stitches include running stitch, blanket stitch and whip stitch.</p> <p>Skill Year 6 Select appropriate tools for a task and use them safely and precisely.</p>	<p>Repair (2 hours)</p> <p>P. of Study Design and technology</p> <p>Year 6 Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Year 6 Make Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Knowledge Year 6 It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability.</p> <p>Year 6 Pinning with dressmaker pins and tacking with quick, temporary stitches holds fabric together in preparation for and during sewing.</p> <p>Skill(s)</p> <p>Year 6 Choose the best materials for a task, showing an understanding of their working characteristics. View progression</p> <p>Year 6 Pin and tack fabrics in preparation for sewing and more complex pattern work.</p>	<p>Sewing challenge (3 hours)</p> <p>P. of Study Design and technology</p> <p>Year 6 Make Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Year 6 Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Knowledge</p> <p>Year 6 Pinning with dressmaker pins and tacking with quick, temporary stitches holds fabric together in preparation for and during sewing.</p> <p>Year 6 Fastenings hold a piece of clothing together. Types of fastenings include zips, press studs, Velcro and buttons.</p> <p>Skill(s)</p>		

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					<p>Year 6 Pin and tack fabrics in preparation for sewing and more complex pattern work. View progression</p> <p>Year 6 Use different methods of fastening for function and decoration, including press studs, Velcro and buttons.</p> <p>Evaluate (30 mins)</p> <p>P. of Study Design and technology Evaluate 7 Investigate and analyse a range of existing products.</p> <p>Knowledge Year 6</p> <p>Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money.</p> <p>Skill Year 6 Create a detailed comparative report about two or more products or inventions.</p>
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