



## Key Learning

(Underlined content - National Curriculum objectives)

1	Placing key WW1 dates into chronological order.	<u>Children will continue to develop their chronological knowledge.</u> Complete timeline which includes when the war started, key events during and the end of the war.
2	To identify countries involved.	<u>Locate world's countries, using maps to focus on Europe.</u> Children to use atlases and computers to locate and label the countries involved in WW1.
3	To know key leaders involved in WW1.	<u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</u> Children to know the key leaders.
4	To explore how men signed up for WW1.	Children to use the book 'War Game' to explore how men signed up, the equipment used, the training involved and the propaganda used to recruit.
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## Key People/Places/Facts

1	David Lloyd George	Prime minister of Great Britain during WW1.
2	Archduke Franz Ferdinand	Archduke of Austria-Hungary, sparked the beginning of the war.
3	Kaiser Wilhelm II	Emperor of Germany during WW1.
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6	Sarajevo	Where Franz Ferdinand was assassinated alongside his wife Sophie.
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8	Declaration of War	28 <sup>th</sup> July 1914, Austria-Hungary declared war on Serbia, Russia mobilised army.
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## Big Questions

1	Is war a good way to solve problems? Why do wars happen?	Big write discussion - debate outlining pros and cons for war. Discussion surrounding wealth, land ownership and greed.
2	Should animals be used in war?	Discussion surrounding the book 'War Horse'. Should we make that choice for them?
3	What are the rights of children today? Do all children receive the same?	Links to British Values (PSHE) and Human Rights of children and adults. (Refugee rights)
4	What groups, religious, cultural, racial or gender are treated differently and why?	Links to PSHE, tolerance of different faiths, and religious persecution.
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## Vocabulary

Tier 2		Tier 1	
Artillery	Suffering	Battalion	
Arsenal	Conquer		Triple Alliance
Imprisonment		Triple Entente	Western Front
Execution	Truce	Frontline	Duckboard
Annihilation	Objector	Cenotaph	Genocide
Mobilise		Sarajevo	Serbian
Remembrance		Battle of the Somme	Trench Warfare
Refugee			
	Assassination	Imperialism	Armistice
Hostility	Reign	Archduke	Nationalist

## ENGLISH

### Reading:

- Newspaper articles from the time.
- Eyewitness accounts and diary entries.
- War poetry.
- Novel - 'War Horse' by Michael Morpurgo.
- Book - 'You wouldn't want to be in the trenches in WW1'.
- Book - 'War game' by Michael Foreman.
- A series of non-fiction books. (available in class).
- Bug Club - Oliver Twist.

### Writing:

- Write a biography about 'Michael Morpurgo' our novel author.
- Write a summary of a story. 'St Patrick and the snakes'.
- Short write - Why did WW1 start?
- Short Write - How were men recruited for the army in Britain during WW1? Q&A.
- Science - Investigation Write up for 'Does exercise affect our heart rates?' - method and analysis.

### Book/Author:

- Novel - 'War Horse' by Michael Morpurgo.
- A series of non-fiction books in our class library.

## MATHS - Term 1

- Number and place value of numbers up to 1,000,000.
- Addition, subtraction, multiplication and division methods and use of methods to problem solve.
- Fractions including addition and subtraction, multiplication and multiplication by a whole number, division by a whole number, equivalent fractions and fractions of amounts.
- Solving problems using BODMAS.
- Weekly assertive mentoring skills tests.
- Weekly times tables test - links to TT Rockstars.
- Weekly arithmetic practice.

## ENRICHMENT

- Pumpkin carving.
- #HELLOYELLOW mental health awareness day.

Year: 6

Term: Autumn 1

Theme: War and Peace.

### ART & DESIGN

Year 6 will focus on:

- Impressionism - To research and adopt a style of a famous painter.
- To know and recognise impressionist paintings.
- To be able to create colours using just primary colours.
- To observe the techniques and colours used by impressionist painters.
- To recreate the painting 'Japanese Foot bridge' by Claude Monet using the skills and techniques learned throughout the term.

### MUSIC -

### PE

- West Lancs Sports Partnership - Orienteering and Ball games.

### COMPUTING

- Research topic in ICT suite.
- Purple mash - Catch up Coding module.
  - Introduction to 2Code - bubble programme.
  - Repetition Commands - To create a program with an object that repeats actions indefinitely. To use a timer to make characters

## SCIENCE

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

### Scientific Vocabulary

Circulate	Atrium	Ventricle
Artery	Vein	Pressure
Pump	Vessels	Pulmonary
Chambers	Vena Cava	Capillaries
Blood	Heart Rate	Oxygen
Carbon Dioxide	Cells	Platelets
Plasma	Pulse	Activity
Resting	Organs	Transport
Nutrients	Waste	Muscle
Inflate	Deflate	Materials
Waste Products	Muscle	Disease
		Nutrients
Hydrogen	Carbon	

**JIGSAW**- Identifying goals for the year, global citizenship, children's universal rights, feeling welcome and valued, Choices, consequences and rewards, group dynamics, democracy, having a voice anti-social behavior and role-modelling.

**RE**- Understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.

**LANGUAGES** - French - Revision of numbers and Days of the week in French.