

Year 6 Term 3 – War and Peace

	Activities	National Curriculum objectives/skills
Main subjects	History	This topic explores conflict in the wider context and includes an in-depth study on WWII. Children will learn about the events leading up to the Second World War and understand the significance of events such as the Battle of Britain. This will help them to develop a coherent knowledge and understanding of Britain's past. They will also learn about The Holocaust. It should inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. History helps to understand the complexity of peoples' lives, the process of change, the diversities of societies and relationships between different groups, as well as their own.
Hook for Learning	Visit to The National Holocaust Centre	The National Holocaust Centre and Museum promotes an understanding of the roots of discrimination and prejudice, and the development of ethical values, leading to a greater understanding within society. The exhibition takes children on a journey through history, a journey exploring identity, and a journey discussing the moral and religious values of the world we share. The children will follow the story of Leo, a German-Jewish boy growing up in Berlin in the 1930s. They are given time to explore aspects of Leo's life, handle items and finally board the Kindertransport. Through exploring the experiences of German Jewish children who grew up under the Nazi regime and left on the Kindertransport pupils will develop their historical knowledge and understanding of the period from 1933 to 1938. There is also the unique opportunity for the children to listen to the testimony of a survivor and to ask them questions. Children will use what they have learnt about Leo's escape from Nazi Germany to help them understand the plight of so many children today who are forced to leave their homes to escape conflict and persecution.
Authentic outcome	Living Museum	Parents will be invited to come in and view a selection of topic related classwork and homework and also watch some drama scenes performed by the children.
Key texts/class reader	The Diary of Ann Frank The Boy in the Striped Pyjamas by John Boyne Fireweed by Jill Paton Walsh	Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views
Writing purpose	Diary Narrative (T4W)	Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency Use appropriate register/ style Use features to convey & clarify meaning Use full punctuation
Art	Work inspired by conflict – Memorial Sculptures.	Improve mastery of techniques such as drawing and sculpture with varied materials Learn about great artists, architects & designers
Music	Soundscape	Perform with control & expression solo & in ensembles Improvise & compose using dimensions of music Listen to detail and recall aurally Use & understand basics of staff notation Develop an understanding of the history of music, including great musicians & composers
PE and games	Football Boccia and curling Dance	Play competitive games, applying basic principles Develop flexibility & control in gym, dance & athletics
RE	Right and Wrong What can we learn from religions about deciding what is right and wrong?	Children will be taught to: - identify personal, family, school values/codes for living which influence their own behaviour - describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system - reflect on how having a code for living might help believers with difficult decisions - ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life - apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty - reflect on and explain the consequences of what they say and do for other people and respond sensitively to different needs and wants
Jigsaw PSHE	Dreams and goals	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place I can describe some ways in which I can work with other people to help make the world a better place I know what some people in my class like or admire about me and can accept their praise I can give praise and compliments to other people when I recognise their contributions and achievements
MFL	French	Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally