

Theme: Dig for Victory Year 6

Term: Spring 1 & 2 (11 weeks)

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'.

<p>Key knowledge and skills</p> <p>History <i>Big ideas: Chronology, innovation, impact</i></p> <p>Key Question: How did World War II change Britain? <i>(A study of events within living memory that were a turning point in British History)</i></p> <ul style="list-style-type: none"> Who was involved in World War II? Why was there a war? When was World War II? What was the impact of the war on society, particularly women? (impact, innovation) BRITISH VALUES Draw conclusions about the impact of WWII on British society then and now (impact) Discuss the impact of WWII on our thoughts and behaviours today <p>Chronology</p> <ul style="list-style-type: none"> Relate current studies to previous studies. Make detailed comparisons between different times in history. Link key features, names and dates to periods of time that have been studied. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. BRITISH VALUES 	<p>Science <i>Big ideas: Investigation, explanation, observation</i></p> <p>Enquiry: What is the circulatory system and how does it work?</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (observation, explanation, experimentation) Describe the ways in which nutrients and water are transported within animals, including humans. (observation, explanation) <p>Enquiry: How does the distance from a light source affect the size of the shadow?</p> <ul style="list-style-type: none"> Know that light travelling from a light source will always travel in a straight line. (observation, explanation) Know that light reflecting off an object reflects off it at the same angle it shines onto it. (observation, explanation) Know that we see when light is reflected off a surface and it enters our eyes. (observation, explanation) Know that objects can be seen because they reflect light into the eye. (observation, explanation) Understand how shadows are formed. (observation, explanation, investigation) Describe what happens to the shape of a shadow as distance from a light source changes. (observation, explanation, investigation) <p>SC1:</p> <ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision (observation/investigation)
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- Use evidence to support and illustrate their explanation.

Interpretations of history

- Link sources and work out how conclusions were arrived at.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- Be aware that different evidence will lead to different conclusions.
- Make confident use of the library etc. for research.

Historical enquiry

- Recognise primary and secondary sources.
- Use a range of sources to find out about an aspect of time past.
- Suggest omissions and the means of finding out.
- Bring knowledge gathering from several sources together in a fluent account.
- Use evidence to build up a picture of life in time studied.
- Select relevant sections of information.
- Select appropriate material and present it in a way that shows their understanding.

- Record results of increasing complexity using scientific diagrams and labels, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results (explanation)
- Identify scientific evidence that has been used to support or refute ideas or arguments

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Big ideas: Design, problem solving, skills & expertise

- Use thermometers to measure and monitor the changes of temperature of food before, during and after cooking. SCIENCE, MATHS (**skills and expertise**)
- Understand how food is processed into ingredients that can be eaten or used in cooking. SCIENCE (**skills and expertise**)
- Demonstrate how to use cutting, sewing and joining tools and equipment safely and accurately with growing confidence, showing caution to hazards and how to avoid them. (**problem solving, skills and expertise**)

Rationing Recipes:

- Understand that seasons may affect the food available
Understand how food is processed into ingredients that can be eaten or used in cooking.
- Build confidence when chopping, slicing, grating, mixing/rubbing, kneading, rolling and baking.

Make do and mend:

- Confidently select appropriate tools, materials, techniques and equipment.
- Construct products using permanent joining techniques.
- Use tools safely and accurately.
- Accurately apply a range of finishing techniques, including those from art and design.
- Use techniques to strengthen and improve the appearance of their product using a range of equipment.
- Demonstrate they can make modifications as they work.

Computing (see separate planning)

Big ideas: coding, design & online safety

	<p>Excel</p> <ul style="list-style-type: none"> • Understand and use basic formatting in Excel. • Develop skills in using basic functions in Excel. • Create and format charts in Excel. • Sort and filter data within a spreadsheet. • Understand and use advanced functions in Excel. • Combine Excel skills to create an effective spreadsheet for a given purpose. <p>Coding</p> <ul style="list-style-type: none"> • Understand ways to use cloning in 2Code. • Explore the use of hotspots in 2Code. • Understand the different options for generating and using user input in 2Code. • Use flowcharts to test and debug a simulation. • Use program design documentation to produce a program. • Understand how 2Code can be used to make a text-based adventure game. <p>Oracy Use relevant strategies to build their vocabulary Research period relevant vocabulary</p>
<p>Key vocabulary: Allies, Axis Powers, Evacuee, Evacuation, Rationing, Rations, The Blitz (Blitzkrieg) Nazis, Adolf Hitler, Neville Chamberlain, Winston Churchill, Anderson/Morrison shelter, Gas mask, Black Out</p>	<p>Circulation, circulatory system, vessels, blood, aorta, veins, lungs, oxygenated, deoxygenated, ventricles, atria, dissection, plasma, nutrients, white blood cells, red blood cells, nutrients, oxygen</p> <p>light, source, travel, reflect, angle, beam, mirror, shadow, test, predict, fair test, variables, control, record, graph, axis, conclusion</p> <p>Rationing, make, do, mend, sewing, seasons, processed, availability, ingredients, circuit, component, control, peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Formatting, Excel, charts, sort, filter, advanced functions, spreadsheet Flowcharts, debug, simulation, devices, controlled, generating, user input, hotspots, user input, adventure game</p>
<p>Previous linked learning to consolidate: 'Please Sir' Y6 Victorians What comes next? KS3 History: challenges for Britain, Europe and the wider world 1901 to the present day</p>	