

## Year 6 Curriculum Term 5

### Topic Title: Path to Peace

#### English

In Term 5, the children will continue to read Kensuke's Kingdom. In the text, we learn about the impact of palm oil production. Therefore, we will be researching what palm oil is; what it is used for and how its production is affecting our environment. Using the correct features and structure, we will then write non chronological reports, presenting what we have found out.

Later in the term, we will be introducing the children to a picture book titled 'Rose Blanche'. This is a powerful narrative from a little girl's perspective, who sees her small town transform due to war. We will use this to have empathetic discussions about our current climate and talk about how others may be feeling in warzones. From this, we will write diary entries from Rose Blanche using emotive language. By using our senses and through drama, children will be encouraged to consider what life is becoming for Rose Blanche. Although this is a picture book, we will spend time unpicking what can be seen – as well as what cannot be seen – in each picture and begin to question what may happen to Rose Blanche. After reading examples and talking about their impact, we will transform the diary entries into vivid poems, using imagery and figurative language to help describe.

The children will then move on to a new text – Letters from the lighthouse by Emma Carroll. Based in February 1941, this text follows months of bombing raids in London with twelve-year-old Olive Bradshaw and her little brother Cliff, who are evacuated to the Devon coast. The children will write for a range of purposes: a suspenseful narrative, debates and well-balanced arguments, persuasive and emotive writing, as well as recounts.

#### Maths

##### Four Operations

- To solve addition and subtraction calculations with numbers to 2 decimal places
- To multiply and divide multi digit numbers up to 4 digits by a two digit whole number
- To carry out problem solving involving the four operations
- To work systematically to solve a problem
- To solve multi step word problems
- To use ratio to compare two things
- To find equivalent ratios
- To compare three quantities using ratios
- To scale up/down simple recipes involving basic ratios

##### Fractions, decimals and percentages

- To simplify fractions
- To order and compare fractions
- To add and subtract fractions with denominators that are multiples of the same number
- To add and subtract fractions with different denominators and mixed numbers
- To multiply simple pairs of proper fractions (writing the answer in its simplest form)
- To divide proper fractions by whole numbers
- To calculate decimal fraction equivalents (by dividing using a simple fraction)
- To be able to convert between fractions, decimals and percentages
- To be able to find percentages of amounts

##### Statistics

- To interpret pie charts
- To construct pie charts
- To solve problems using pie charts
- To connect angles and pie charts
- To connect fractions and percentages with pie charts
- To find the mean of a set of data
- To choose the appropriate representations of data

##### Problem solving

	-To be able to solve problems, using strategies such as working backwards and reasoning and convincing
<b>R.E.</b> The children will be learning about Sikh worship and community. They will be learning: -What Sikhs believe and some of the features of Sikh worship -How Sikhs worship through prayer -How children are welcomed into the Sikh community -The Sikh tradition of the langar	<b>PSHE</b> Our PSHE project is ‘Be Here, Be You, Belong’ with the theme of acceptance. We will be learning about valuing ourselves and our own identities and exploring character strengths. We will then learn about safe relationships (in real-life and online) before moving on to consider empathy, compassion and safe relationships. There will be a whole school celebration of this learning on Friday 24th May on the field at 2:15 – our Be Here, Be You, Belong Parade that parents are warmly invited to attend.
<b>Art</b> At the beginning of the term, we will continue to refine our water colour painting skills. By looking at Japanese artists and their work, we will plan, experiment and create artwork linked to our class text: Kensuke’s Kingdom. At the end of the term, we will be beginning to look at the process of printing and collage to make art. Whilst gathering inspiration from other artists, we will experiment with new techniques and processes and become increasingly confident as an artist. We will be learning how to print using relief or etching to create different patterns showing fine detail. We will also experiment with using collage techniques and how this relates to mosaics.	<b>Music</b> Over this term we will be preparing for our Term 6 music evening. We will be playing djembe drums, xylophones and guitars, learning a wide variety of songs to perform. Children will learn different parts and combine them in an ensemble.
<b>French:</b> The children will be revising how to say they like (J’aime) or dislike (je n’aime pas) something and use this to discuss their favourite foods. The children will be learning to express opinions about foods and describe them using a range of adjectives such as crunchy (croquant) salty (salé) or bitter (amer).	<b>P.E.</b> Throughout Term 6, we will be looking at fielding and striking games. We will be learning how to throw and catch accurately, learn to bat effectively, develop fielding skills and further develop rounders skills.
<b>Thematic Curriculum</b>	
Topic Title:	Paths to Peace
Big Question:	Why are ports often targeted by countries fighting a war?
Blurb overview:	This term, we will continue with our theme Path to Peace, but with a geographical focus. We will begin by learning about the importance of industrial areas and ports both at the time of WWII and now and how their uses have changed over time. We will then consider how trade links were affected by war and how they were rebuilt, considering how these links can be influenced by natural resources. We will look at the relationship of European countries since the war and how the countries are interconnected and interdependent.
Celebration of Learning	The children will have a WW2 day where they can dress up and try some WW2 foods.
Text Links	Rose Blanche, Goodnight Mr Tom, Letters from the lighthouse

Oracy End Point:	Class Debate: Was it a good decision for the Japanese to target Pearl Harbour?	Physical: Consciously adapt, tone, pace and volume of voice Linguistic: Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Cognitive: Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate Social and Emotional: Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions
<b>History</b>		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> <li>• To know that the Allied powers, including the United States, Soviet Union, United Kingdom, and others, worked together to defeat the Axis powers and end World War II.</li> <li>• To know that the United Nations (UN) was established in 1945 as an international organization dedicated to maintaining peace and security, promoting human rights, and fostering cooperation among nations.</li> <li>• To know that the United Nations Charter, which serves as the foundation of international law, was created to prevent future conflicts and promote peaceful resolutions through diplomacy and negotiation.</li> <li>• To know that the Nuremberg Trials were held after World War II to hold Nazi leaders accountable for their war crimes and crimes against humanity, sending a message that such actions would not go unpunished.</li> </ul>		<p>To know how some changes affect life today.</p> <ul style="list-style-type: none"> <li>• To know significant changes have had a major impact on life today.</li> <li>• To know how to give own reasons why changes may have occurred, backed up with evidence.</li> <li>• To know how to use dates and historical period terms accurately e.g. social, religious, political, technological and cultural.</li> </ul> <p><b>To know that the chronology of significant events in history subsequently shaped different societies.</b></p> <p><b>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</b></p> <ul style="list-style-type: none"> <li>• To know the most appropriate source of evidence for particular tasks.</li> <li>• To know how to evaluate the usefulness and accurateness of different sources of evidence.</li> <li>• To know how to use a range of sources to form own opinion about historical events.</li> </ul> <p><b>To know that some sources of evidence are more useful than others.</b></p> <ul style="list-style-type: none"> <li>• To know that the past has been represented in different ways.</li> <li>• To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history.</li> </ul>
<b>Geography</b>		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> <li>• Know why industrial areas and ports are important</li> <li>• Know main human and physical differences between developed and developing nations</li> </ul>		<ul style="list-style-type: none"> <li>• To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time</li> <li>• To know how to explain how countries and geographical regions are interconnected and interdependent</li> </ul>

		<ul style="list-style-type: none"> <li>To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water</li> </ul>
Cultural Capital		
<ul style="list-style-type: none"> <li>Children will gain a deeper knowledge of trade links and how they work. They will begin to understand how countries in Europe and then across the world are interconnected and interdependent.</li> </ul>		
Weekly Overview		
Week 1	<p>Lesson 1: We will start our topic by considering why ports and industrial areas are often a target during wars. By studying the geography of their locations, we will think about how town planners have maximised the usage of ports and industrial areas and make links to our local area.</p> <p>To know why industrial areas and ports are important</p> <p>We will discuss why Japan decided to attack Pearl Harbour and decide whether it was a good idea, making connections to our historical substantive knowledge about the impact this attack had on the war. From a geographical perspective, we will determine why the Japanese decided on Pearl Harbour and, from a military point of view, why it was successful. We will use this as an oracy opportunity to have a class debate.</p> <p>To know why industrial areas and ports are important</p> <p>Oracy (see above)</p> <p>Lesson 2: We will then consider how ports and industrial areas have changed over time since WWII and how their main uses now differ. We will understand the purpose of ports today and how they have adapted to a change in demand. We will consider how trade links across Europe were impacted during World War II. We will study how countries suffered as a result of the war and analyse what happened to people and how their lives were affected. Making links to our historical learning, we will discuss what led to the British government rationing certain commodities and how those in the industry had to adapt to stay safe and in work.</p> <p>To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time</p> <p>To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water</p>	
Week 3	<p>Lesson 1: Leading on from this, we will learn how trade links were re-established in the years after the war. We will learn what new rules or sanctions were put in place and who provided support to reconnect countries with each other. We will use geographical and historical data from the time to investigate the work that was put into re-establishing trade links and what that looks like today.</p> <p>To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water</p> <p>Lesson 2: We will consider how natural resources can influence trade links. We will look at different geographical locations around the world and conclude on their advantage on the world stage. How have they developed over time?</p> <p>Continuing our learning of trade links, we will explore the connections that countries have with each other and learn how they are interdependent on each other. From this, we will discuss the economic impact that trade links have and how countries rely on each other for growth.</p> <p>To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water</p> <p>To know how to explain how countries and geographical regions are interconnected and interdependent</p>	
Week 4	<p>Lesson 1: We will relearn the definitions of developed and developing countries and, using a key, will label them on a map. We will then conclude what is being done to support each country and how this has an impact in the world. We will compare two European countries – one developed</p>	

	<p>and one developing – and consider the main differences. This will be a research opportunity for children to gather suitable information about each country presently and in the past, as well as looking towards the future.</p> <p>To know main human and physical differences between developed and developing nations</p> <p>To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time</p> <p>Lesson 2: We will conclude our findings by presenting to the class the main differences between the 2 compared European countries. We will attempt to make links to our maths learning to draw pie charts to best present our revised information.</p> <p>To know main human and physical differences between developed and developing nations</p>
Week 6	<p>Lesson 1: PSHE: We will read the text ‘The Island’ to help us understand the theme of acceptance and make links to our own lives. We will be learning about valuing ourselves and explore our own identity by understanding our character strengths. From this, we will create some artwork.</p> <p>Lesson 2: PSHE: We will then learn about safe relationships (in real-life and online) before moving on to consider empathy, compassion and safe relationships</p> <p>Lesson 3: RE: The children will find out what Sikhs believe and some of the features of Sikh worship. They will then explore where and how Sikhs worship through prayer</p> <p>Lesson 4: RE: How are children welcomed into the Sikh community? What rituals do Sikhs have to strengthen their sense of community? We will then explore the Sikh tradition of the langar</p>