

Year 6 Curriculum Term 5

Topic Title: Path to Peace

English

This term the children will be continuing to read the text Kensuke's Kingdom by Michael Morpurgo. They will write a character description of Kensuke as well as writing on role as Kensuke giving his opinion about Michael arriving on 'his island'. The children will be showing their understanding of what they have read by creating pieces of artwork linked to the text: looking at Japanese cherry blossom trees and painting on shells as Kensuke does. The children will then write narrative weaving action, dialogue and description linking the text to our thematic subject and the bombing of Nagasaki.

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.

R.E.

Sikh worship and community

The children will return to learning about Sikh worship, what traditions are maintained and what Sikhism looks like in our communities. The children will learn:

- What Sikhs believe and some of the features of their worship find out how Sikhs worship through prayer
- How children are welcomed into the Sikh community
- Explore the Sikh tradition of Langar.

Maths

Ratio and proportion

To use ratio to compare two things
 To find equivalent ratios
 To compare three quantities using ratios
 To follow simple recipes involving basic proportions
 To read a simple scale on a map e.g. 1cm = 100cm , 250:1 means 1cm = 2.5m.

Fractions, percentages and decimals

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 convert between fractions and decimals

Fractions, percentages and decimals

To extend place value to decimals
 To identify the value of each digit in numbers given to three decimal places
 To identify decimal numbers on a number line
 To convert between fractions, decimals and percentages
 To find percentages of amounts
 To solve problems relating to fractions, percentages and decimals

Maths problem solving

Trial and improvement
 Looking for patterns and conjecturing

PSHE

Be here, be you, belong – Acceptance

This term we will focus on:

I am I, You are You, We are We. During this week, Year 6 will focus their learning on accepting others and themselves. The children will spend two weeks looking at the poem 'I Sill Soar' by Annette R. Hershey.

I am Valued, You are Valued, We are Valued. The children will generate their own poem based on their previous learning.

I am Safe, You are Safe, We are Safe. The children will focus on safe relationships IRL and online. Behaviours that will make someone feel safe and

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| | unsafe. They will look at online behaviour and the dos and don'ts – what's ok and not ok to message in WhatsApp groups or online gaming chat rooms etc. Term 5 will end with a PSHE parade on the school field that will celebrate differences and how we come together as a community. | |
| Art The children will be able to explain that sculptures can be made out of a variety of materials. By studying the sculpting art of Henry Moore and Jeff Koons, they will begin to comment on and appreciate a range of styles. From this, they will review the different ways to sculpt and will explore shape, form and joins using differing materials. | Music 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. | |
| French: 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). | P.E. Throughout term 5, we will be learning about multicultural and disability sports. We will be looking at sports such as, boccia, American football, sitting volleyball and Tchoukball. We will be concentrating on how and why adaptations are made through these different sports. | |
| Thematic Curriculum | | |
| Topic Title: | Paths to Peace | |
| Golden thread | Culture and Communities | |
| Big Question: | Why are ports often targeted by countries fighting a war? | |
| Prior learning: | In term two, the children learnt about the Vikings. They learnt about how the Vikings invaded and took rule over England, studying and comparing their key leaders and considering what life was like in a Viking village. They also learnt about the lasting impact Viking rule had on our country. During term two, children also learnt about the difference between developed and developing nations and developed their fieldwork skills through local map work. | |
| 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 be visiting Ramsgate Tunnels and having a VR experience related to WW2. | |
| Text Links | Rose Blanche, 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 |

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| | | <p>Cognitive: Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</p> <p>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</p> |
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History

| Substantive Knowledge | Disciplinary Knowledge |
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| <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. | <p>To know how some changes affect life today.</p> <ul style="list-style-type: none"> • To know significant changes have had a major impact on life today. • To know how to give own reasons why changes may have occurred, backed up with evidence. • To know how to use dates and historical period terms accurately e.g. social, religious, political, technological and cultural. <p>To know that the chronology of significant events in history subsequently shaped different societies.</p> <p>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p> <ul style="list-style-type: none"> • To know the most appropriate source of evidence for particular tasks. • To know how to evaluate the usefulness and accurateness of different sources of evidence. • To know how to use a range of sources to form own opinion about historical events. <p>To know that some sources of evidence are more useful than others.</p> <ul style="list-style-type: none"> • To know that the past has been represented in different ways. • To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. |

Geography

| Substantive Knowledge | Disciplinary Knowledge |
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| <ul style="list-style-type: none"> • Know why industrial areas and ports are important • Know main human and physical differences between developed and developing nations | <ul style="list-style-type: none"> • 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 • To know how to explain how countries and geographical regions are interconnected and interdependent • To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water |

Cultural Capital

- **Cultural Knowledge:** 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.
- **Cultural experience:** The children will be visiting London. They can link this to their learning on the importance of ports and trade, as well as looking at human and physical features of developed countries.

Weekly Overview

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| Week 1 | <p>Lesson 1: PSHE I am I, You are You, We are We. During this week, Year 6 will focus their learning on accepting others and themselves. The children will spend two weeks looking at the poem ‘I Sill Soar’ by Annette R. Hershey.</p> <p>In History, the children will focus on the impact of World War II, focussing specifically on what happened in the years following the war.</p> <p>Lesson 2: The children will learn how people of Britain were affected by war. The children will learn that rationing continued well into the 1950s as a result of the war and that women had an important part to play for the rebuilding of the country. Children will consider the causes of issues that were created from the war.</p> <p>Lesson 3: As a result of collapsed European economies, the United Nations was set up to help maintain global peace. The children will find out about the UN and present their findings.</p> |
| Week 2 | <p>Lesson 1: PSHE I am Valued, You are Valued, We are Valued. The children will generate their own poem based on their previous learning.</p> <p>In History, children will continue to learn about the impact of World War II. This week, they will learn about the Holocaust and how millions of people died under the Nazi regime.</p> <p>Lesson 2: Children will learn about how senior Nazi leaders were put on trial in Nuremberg immediately after the war. They will work together to research and learn about the Nazis who were on trial and then, through oracy activities, will share with others.</p> <p>Lesson 3: The children will learn why Pearl Harbour was attacked by the Japanese and how this had a knock-on effect that brought the United States of America into the war and, ultimately, was the beginning of the end of the Axis Powers.</p> <p>Lesson 4: Art: The children will look at the works by Henry Moore and Jeff Koons, commenting on their art and giving their opinions. They will begin to explore the materials that can be used to create a sculpture and use their sketchbooks to make plans for a human figure.</p> |
| Week 3 | <p>Lesson 1: PSHE - I am Safe, You are Safe, We are Safe. The children will focus on safe relationships IRL and online. Behaviours that will make someone feel safe and unsafe. They will look at online behaviour and the dos and don'ts – what's ok and not ok to message in WhatsApp groups or online gaming chat rooms etc.</p> <p>In Geography, children will learn about how ports are used to create trade links across the world, starting off with how these were impacted as a result of the war and how they were re-established after the war. Children will also learn how natural resources can influence trade links.</p> <p>Lesson 2: Children will learn how industrial ports have changed overtime and will focus on Ramsgate Harbour, particularly its crucial role during World War II.</p> <p>Lesson 3: Ending our learning of Paths to Peace, children will make connections between the importance of trade links for Ramsgate by studying the ports of European cities. By studying the routes that are taken to access countries around the world, children will have the opportunity to see how countries trade with each other.</p> <p>Lesson 4: Art - The children will review the materials that can be used to create a sculpture. By using natural materials, the children will experiment with a variety of techniques to form, shape, model and join to create a simple figure.</p> |
| Week 4 | <p>KS2 SATS all week Thematic quiz</p> |

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| | <p>Thursday 15th May: Art - The children will look back at their drawings from the previous week and will break the figures down into blocks of shape to help them understand form. They will then review the range of materials they could use to create 3D models of their drawn figure, exploring recycled materials as their media.</p> <p>Friday 16th May – Year 6 London Eye and River Cruise trip</p> |
| Week 5 | <p>Monday 19th May – Wednesday 21st May – Year 6 activities</p> <p>Lesson 1: What Sikhs believe and some of the features of their worship and find out how Sikhs worship through prayer</p> <p>Lesson 2: How children are welcomed into the Sikh community and explore the Sikh tradition of Langar</p> <p>Lesson 3 :Thematic recap – Top Up Teaching</p> <p>Lesson 4: Art - The children will continue to review the range of materials they could use to create 3D models, finally exploring clay as their media. By evaluating how their sculptures looked in the previous week, they will adapt their designs and describe how they can be improved further. Again, the children will break the figure down into blocks of shape to help them create form.</p> <p>Lesson 5: PSHE – Be here, be you, belong parade</p> |