



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.
4	Sarajevo	Where Franz Ferdinand was assassinated alongside his wife Sophie.
5	Declaration of War	28 th 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	Triple Alliance
Arsenal	Conquer	Imperialism	Armistice
Imprisonment	Reign	Triple Entente	Western Front
Execution	Truce	Frontline	Duckboard
Annihilation	Objector	Cenotaph	Genocide
Mobilise	Hostility	Sarajevo	Serbian
Remembrance	Assassination	Battle of the Somme	Trench Warfare
Refugee		Archduke	Nationalist

ENGLISH

Reading:

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

Writing:

- Write a letter to my teacher to introduce myself.
- Write a persuasive leaflet to encourage people to allow their horses to join the war effort.
- Write in the role of Zoe from the novel describing the day that Joey arrived.
- Short write- fact file about war horses.
- Science - Investigation Write up for 'Does exercise affect our heart rates?' - method and analysis.

Book/Author:

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

MATHS - HT 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,
- Solving problems using BODMAS.
- Weekly/two weekly assertive mentoring skills tests.
- Weekly arithmetic practice.

ENRICHMENT

- **#HELLOYELLOW mental health awareness day.**

Year: 6

Term: Autumn 1

Theme: War and Peace.

ART & DESIGN

Year 6 will focus on:

- Following Kapow scheme of work children will investigate photography and art by Raul Hausman and Hannah Hoch which includes investigation of the medium of Photomontage.

MUSIC - Happy- Pharrell Williams, WW1 songs.

PE

- West Lancs Sports Partnership - Invasion games
- Swimming weekly.

COMPUTING

- 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 recognizing 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.