



# **Bevendean Primary School**

## **Curriculum**

Year 6 Autumn Framework

Topic focus: World War II

# English

## National Curriculum Aims for Year 6

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Learning this term

The first unit of work in Year 6 is poetry, where the children read, perform and write poems. They learn about different word classes and how to use their knowledge of these for effect in their poems.

Following the poetry unit, learning is linked to a child's experience of life during World War II, and starts with the children unpacking a suitcase. They do not know who the suitcase belongs to at this point and are required to use skills of deduction to find out who the owner is. This lesson is interrupted by an air raid siren and the children are guided to the air raid shelter (in the cupboard!) The lesson continues but is frequently interrupted by the air raid siren, to give them a sense of what school life was like.

Throughout the unit of work, the children watch selected scenes of the film *Hope and Glory*, which is a semi-autobiographical account of a child's life during the war. The 'Talk for Writing' unit of work is closely linked to a scene in the film and, through this the children learn to write a warning story. They also use knowledge gained from the film and from studying language features to write biographical accounts. The children are also exposed to a wide range of novels with a World War II theme.

A visit to Newhaven Fort by train (to simulate an evacuation) enables the children to deepen their knowledge of and learn more about life during the war. They use this experience to develop empathy with the children in the film and books they are reading, which they apply to their written work.

# Mathematics

## National Curriculum Aims for Year 6

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Learning this term

Mathematics is taught through investigations such as 'Roll the Dice' and 'Caterpillars', which require the children to use, develop and apply a range of mathematical skills. These include number, place value, addition, subtraction, multiplication, division and logical reasoning.

'Break the Code' is an investigation based on the cracking of the Enigma Code during the war. The children are given symbols and signs to represent numbers and letters, which they use to crack an encoded message!

The investigation, 'Pizza Party', requires the children to plan and cost a party for a given number of friends and includes work on decimals and percentages. It is followed by planning, costing and preparing a menu for a Victory in Europe celebration, which is held at the end of term. The children are given rationed ingredients and a budget and from this they have to find the cheapest option. They create a shopping list and prepare the food for the party, which includes fish paste and jam sandwiches, scones, shortbread and jelly. They need to apply their knowledge of money, measures, weight and capacity.

# Science

## National Curriculum Aims for Year 6

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

### Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

### Animals including humans

- 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
- describe the ways in which nutrients and water are transported within animals, including humans.

### Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## **Electricity**

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

## **Learning this term**

Science skills and knowledge relating to the heart and living a healthy life are applied to life today and compared with life during the war. The children identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. They learn to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Through the film *Hope and Glory*, and the television series, *The Evacuees*, the children learn how food was grown, why rationing occurred and how families had to make do. This work is linked to measures in mathematics when the children experience a taste of rationed food and create menus based on the types and amount of food available.

The children plan an investigation to test the effectiveness of different materials to be used in a blackout. They construct houses, rig electric circuits in them to create light and use this to test different materials.

They explore falling objects and raise questions about the effects of air resistance. They also explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They experiment with forces and learn which forces make things begin to move, get faster or slow down. The children find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

The children work scientifically by exploring falling paper cones or cupcake cases and designing and making a variety of parachutes. They carry out fair tests to determine which designs are the most effective. They explore resistance in water by making and testing boats of different shapes.

# History

## National Curriculum Aims for Year 6

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

### Learning this term

The children learn about World War II and develop historical enquiry skills during English and RE lessons. They use a variety of resources, such as a suitcase containing clothes, toys, school reports, letters and photographs, as well as articles, book extracts and current

website extracts, to understand the validity of historical sources and gain knowledge of the chronology.

Through stories, reading, questioning, discussion, film and drama in English, the children gain an understanding of what life was like for children during the war and apply historical knowledge to their written work. They also learn about the significant turning point in British history during the Battle of Britain.

Children research the life of Winston Churchill and how his leadership as Prime Minister shaped this nation. Through scrutinising different evidence, children will explore the bias found within propaganda and other historical resources.

# Geography

## National Curriculum Aims for Year 6

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Learning this term

Is taught in the spring and summer terms.

# Design and Technology

## National Curriculum Aims for Year 6

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Learning this term

The children design and build houses, which are used when they are carrying out a scientific experiment to test the suitability of materials for use as blackout curtains.

Whilst learning how families had to 'make do and mend', during the war, the children use a pair of socks to plan and create sock monkeys. They learn how to cut and sew using each section of a pair of socks.

During mathematics, the children plan and prepare food for a jive party to celebrate 'Victory in Europe' day.

# Art

## National Curriculum Aims for Year 6

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

### Learning this term

The children learn about expressionism, which originated in Germany at the beginning of the 20<sup>th</sup> century. They learn to distort paintings and other media for emotional effect, in the style of Edvard Munch. They explore and write about feelings and emotions which inspire the artwork. The children base emotional responses on their knowledge of World War II.

# Modern Foreign Language

## National Curriculum Aims for Year 6

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

### Learning this term

The children's understanding of the French language and culture is developed as they learn vocabulary and short phrases related to food and rationing. They learn vocabulary through games and songs and practise using their knowledge of phrases and sentences in spoken situations.

The teaching will provide an appropriate balance of spoken and written language and will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters.

# Computing

## National Curriculum Aims for Year 6

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### Key stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Learning this term

Computing teachers from a local secondary school visit and teach the children coding alongside the class teachers using Scratch and Kodu.

The children develop their skills when using the internet to find and retrieve information by refining, searching, validating and comparing information. Using information sourced from the internet, together with their own knowledge, the children create interactive World War II books, which use hyperlinks and buttons for navigation. They also learn how to communicate on-line safely and respectfully.

# PSHE

## National Curriculum Aims for Year 6

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## Learning this term

The topic this term is 'New Beginnings', during which the children will spend time getting to know their teacher. They revisit the school rules and use these to create a class charter. In October, children learn about the differences and diversity in our community and wider Britain. Black History Month is also celebrated. The focus is 'Who are the British people and what are we like?' Children will carry out an exploration of a poetry book focusing on thirteen children across the UK and their different lives and backgrounds. They will gather information about the different children and draw together their findings developing the understanding that, to be British, means to come from a diversity of backgrounds and faiths. They create an informative display communicating this. The children also read and explore Benjamin Zephaniah's poem 'The British'. In small groups children use this to inspire them to write their own 'We are Bevedean School' poems.

In November all school members actively take part in National Anti-Bullying Week. This year, Anti-Bullying Week is calling on children and young people, schools, parents and carers to come together and take action to stop the bullying of ALL children and young people - including disabled children and young people and those with special educational needs. A series of whole school activities will be planned culminating in the school gathering together and sharing our continued commitment and support to each other.

Subsequent work is closely linked with RE, where the children study the life of Anne Frank and the persecution of the Jewish people. The theme of this unit is tolerance and respect for dignity and identity and challenging inequalities.

# Physical Education

## National Curriculum Aims for Year 6

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Learning this term

During PE lessons, the children play competitive games and work on improving the skills of running, jumping, catching, throwing, striking and strategic play. Whilst taking part in team games, such as football, tag rugby and hockey, the children learn to develop the principles of attack and defence. The children also participate in circuit training, where they are taught effective aerobic and simple resistance exercises, which include star jumps, jogging, squat-thrusts, push-ups, sit ups, step ups, jumping jacks and tricep dips. The core objectives of circuit training are to increase muscle strength, endurance, flexibility and coordination.

# Religious Education

## National Curriculum Aims for Year 6

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

## Learning this term

Learning about the Jewish religion takes place through film, reading, discussion and drama. The children learn about segregation and persecution and, guided by adults, experience what it feels like to be segregated. They act out given scenarios, which depict segregation, and they discuss ways to develop understanding, tolerance and respect of different beliefs.

At Christmas, the children learn about Christianity and make comparisons with Judaism.

# Music

## National Curriculum Aims for Year 6

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## Learning this term

The children learn the song 'Sussex by the Sea' by William Ward-Higgs. The song became popular during the First World War, having been adopted by the Royal Sussex Regiment prior to the war. They discuss the effects of the music and compare it with how it is used in Sussex today.

The children learn how musical expression can impact on performance by participating in a year group performance, which is linked to World War II.

Specialist music teaching is provided each term by external teachers. They work closely with the class teachers to link music to the topic being studied. During music workshops the children listen to, appraise and learn to dance to music from the big band era, as big bands played a major role in lifting morale during World War II. Many band members served in the military and toured with entertainment troupes at the front.