



Autumn Term 2

World at War

History	Geography	Art	Design and Technology
Children will: <ul style="list-style-type: none"> • Explore and discuss the causes of World War 1 • Explore different sources about what life was like on the Western Front • Write a diary about life in the trenches • Explore and discuss how World War 1 ended • Improvise events from the end of World War 1 • Create a peace treaty using the Versailles Treaty as inspiration • Discuss remembrance and why it is important to remember those that died in WW1 	Children will: <ul style="list-style-type: none"> • Learn which countries participated in WW1 and their location on a world map 	Children will <ul style="list-style-type: none"> • Produce an observational drawing • Show colours when drawing • Draw details carefully • Arrange patterns effectively • Name some of Henri Rousseau's work • Describe facts about Henri Rousseau's life and work 	

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<ul style="list-style-type: none"> • Y6 Visit to East Riding College 	<ul style="list-style-type: none"> • E-safety unit – Become an Internet Legend 	<ul style="list-style-type: none"> • Weekly Jigsaw curriculum

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<u>Key texts</u>		Researching WW1	Art - Looking at plant structures and why colour is so important in the life cycle of a plant
<u>Writing opportunities</u> Diary from the Western Front			

Writing a peace treaty			
<u>Reading opportunities</u> Historical sources			

Objectives	Activities
History:	
<ul style="list-style-type: none"> - I can provide overviews of the most significant features of different themes, individuals, societies and events covered. - I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance - I can explain how and why it is possible to have different interpretations of the same event or person. 	<ul style="list-style-type: none"> - Exploring the causes of World War 1 - Find out about life on the Western Front - Discuss the importance of Remembrance - Learn about the Home Front - Explore how the war ended and the impact it had on countries involved, including learning about the Versailles Treaty and the repercussions.
ICT:	
<ul style="list-style-type: none"> - I understand social media and editing. - I understand manipulation tactics. - I understand the term 'fake news' and now how to validate information. - I know how to control images and consent. - I know how to set complex passwords to protect digital content. 	<ul style="list-style-type: none"> - Children to take part in a variety of lessons provided by Google including work on: - Share with Care - Don't Fall for Fake - Secure Your Secrets - Cool to be Kind - When in Doubt Talk it Out <p>Children take part in discussions in class before entering Google's online safety world 'Interland' which provides children with the chance to practice the skills they've learnt during that particular lesson. If children are successful, they are awarded in certificate in order to become 'Internet Legends'.</p>
D&T	
Art	
<ul style="list-style-type: none"> - I can layer with a coloured pencil to create depth of colour and tone. - I can select the most effective medium for different pieces of work and explain my choices. 	<ul style="list-style-type: none"> - Produce an observational drawing - Show colours when drawing - Draw details carefully - Arrange patterns effectively - Name some of Henri Rousseau's work - Describe facts about Henri Rousseau's life and work
RE	
<ul style="list-style-type: none"> - AT2. Explain what freedom means to them 	<ul style="list-style-type: none"> - Share experiences of injustice and explain their hopes and dreams for a just world - Give examples of conflicts that have been resolved within the family, school or community - Appreciate the power of forgiveness and reconciliation in the world.
PE	
<ul style="list-style-type: none"> - I can exaggerate dance movements and motifs (using expression when moving) - I can perform with confidence, using a range of movement patterns and strong movements. - I can demonstrate a strong imagination when creating own dance sequences and motifs. - I can move appropriately and with the required style in relation to the stimulus. - <i>e.g using various levels, ways of travelling and motifs.</i> - I can demonstrate consistent precision when performing dance sequences. 	<ul style="list-style-type: none"> - Children to learn various street dance moves and create their own street dance performance.

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| <ul style="list-style-type: none">- I can modify parts of a sequence as a result of self and peer evaluation.- I can use more complex dance vocabulary to compare and improve work. | |
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