

	Autumn Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
History	Question	When did WW2 start and end?	Who was in charge, how did he rule and what impact did this have?	What impact did the war have on families?	What impact did the war have on families?	What was it like to be evacuated in Britain during WW2?	What was it like to be evacuated in Britain during WW2?	How did WW2 affect children in Europe?	How did WW2 affect children in Europe?	How did WW2 affect children in Europe?	Which is the right choice to migrate or to stay with your family? Which would you choose?	What makes a country feel safe?
	Skills	I can place historical events (using dates) in chronological order on a timeline making links to events we have studied. I can use dates and abstract historical terms to critically analyse historical events	I can make assumptions and ask questions about historical periods based on evidence	I can make assumptions and ask questions about historical periods based on evidence	I can select and use the most appropriate sources of evidence to gather information and recognise bias.	I can select and use the most appropriate sources of evidence to gather information and recognise bias.	I can make comparisons between different historical periods	I can gather information and recognise bias	I can make comparisons between different historical periods	I can make comparisons between different historical periods	I can make comparisons between different historical periods	I can make comparisons between different historical periods
	Knowledge	I know when WW2 began & ended on a timeline encompassing other historical periods and can explain how British people celebrated the end of the war	I know why Chamberlain declared war on Germany. I know why Winston Churchill replaced Neville Chamberlain and what impact he had on the war. I know that Winston Churchill had racial bias but that he was arguably the most important Prime Minister the UK has had.	I know what the impact of the Blitz was on families in UK (roles of family members changing). I know that the steelworks made Sheffield and Rotherham key German targets in WW2. I know why Rotherham and Sheffield were vital parts of the war machine.	I know how rationing affected the UK population- food, clothes, dig for victory, black market. I know how propaganda was used in the war to influence the public.	I know what it was like to be evacuated in Britain in WW2	I know what it was like to be evacuated in Britain in WW2	I know how the school lives of Jewish children changed in WW2 (segregation of Jewish and Arian children)	I know the home lives of Jewish children changed in WW2. (enforced hiding)	I know how enforced migration affected children across Europe (Kinder transport) I know this was a form of persecution because of racism.	I can understand that there are a variety of valid reasons for migration and that enforced migration occurs today. I know that people today are forced to flee their homes because of war and persecution. I know that decisions made by many people during WW2 and today have life-changing consequences.	I know why people who are refugees want to settle in the UK. I can explain how British values make our country a safe place to be. I know that people are persecuted in other countries because their legal systems do not protect minorities and in some cases actively discriminate. I know that everyone has the right to be treated with dignity.
	Activity	Timeline of Key events from start to end of WW2 with dates.	Compare two sources of evidence- class discussion of why Chamberlain declared war on Germany- was this action justified? Sorting activity of actions taken by Churchill and Chamberlain leading into discussion of who was the most effective wartime leader. (Use range of evidence sources).	Look at photograph of the Blitz & written account of Blitz - children draw arrow adding captions to both pieces of evidence showing what it was like for children during the Blitz.	Use a range of sources including photographs, pamphlets, newspaper articles, posters, etc to research all areas of rationing. Children write ongoing non-chronological report of effects of rationing.	Show different written & photographic evidence re: evacuation - children select most appropriate pieces of evidence. Using selected evidence - children write a diary entry from the viewpoint of an evacuated child. In addition to historical sources use Goodnight Mr Tom text and clips.	Continue from Weeks	Read diary entries, listen to testimonies from Jewish children and use photographic sources to find out how school life changed for Jewish children.	Using Ann Frank's diary entries, Own evacuation diaries and prior knowledge compare 2020 Covid 19 lockdown with evacuation of ch. in WW2 Chn. debate which was worse lockdown or evacuation?	Listen to testimonies of Jewish children evacuated from Europe & map routes taken in order to escape persecution. Discuss how the children never returned to their hometowns because their families were gone - most never saw their families again.	Debate whether to stay and suffer persecution with your family or to migrate and travel thousands of miles but never see your family again.	Look at a range of images of refugees' boats, camps, destroyed homes, lorry stowaways, look at Amnesty rights respecting schools materials in relation to war and safety. Discuss and debate - is it right that people who are refugees are not always welcomed by some people in the UK? Hot seat - showing differing opinions- refugee, someone for migrants, someone against migrants.
Science	Question	Does sound travel through a variety of materials?		Do the number of materials a sound passes through affect sound quality?	Are there any situations in which sound can not travel?	How do we represent circuits in a recorded diagram?	Can the output of a component be manipulated?		How do we represent circuits in a recorded diagram?			
	Skills	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.		Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.		Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.	Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.					
	Knowledge	I know that the materials a sound passes through affect the quality of the sound		I know that the more materials a sound passes through affect the sound's quality.	I know that the materials a sound passes through affect the quality of the sound. I know that sound can not travel in a vacuum	I know the symbols to represent a simple circuit as a diagram.	I know how to change the output of various components.	I know how the voltage of cells affects the brightness of a lamp and the volume of a buzzer.	I know the symbols to represent simple circuits in a diagram.			
	Activity	Sound insulation investigation - comparing insulating properties of different materials - using buzzers. Do effective sound insulators also insulate light?		Modify sound insulation experiment - relate to prior learning on distance of a sound source from the ear and the fainter the sound becomes.	Revise circuit symbols - identify circuit components in a given circuit diagram and draw circuit symbols.	Alter the brightness of a bulb by varying cells used and compare with a control. Draw basic comparative the more cells used the brighter the bulb (increased output)	Repeat altering brightness of bulb/ loudness of buzzer - use more lower voltage batteries, explain effect. Suggest methods of accurately testing how voltage affects output of a component.	Compare bulb brightness in series and parallel circuits. Make and draw diagrams of circuits using the correct symbols				
Geography	Question	Which continents were involved in WW2? Where were they located in relation to each other?	How did the transport on the seas play a role in the war? How does being an island nation (Britain) play a role in the war?	What is the human impact of war? Why does war cause people to migrate?								
	Skills	I can name and locate countries of Europe and their capital city on a world map, atlas or globe. I can compare the characteristics of different and understand how some of these aspects have changed over time.		I understand the phases of migration from voluntary to enforced. I can explain why war affects migration and influences routes of migration.								
	Knowledge	I know that every continent was involved in WW2. I know which countries and capital cities were involved in WW2.	I know that Britain is an island nation and the trade routes and defences are dependent on the surrounding seas.	I know that the more materials a sound passes through affect the sound's quality.	Plot routes of migration during WW2 - using transport used - reference Migration of Jews & Schindler							
	Activity	Locate continents countries and major cities involved in WW2 - plot on world map.	Discuss how being an island nation had advantages and disadvantages during WW2. make comparisons list									
RE	Question	Y6 Myself - How do we show we care for others? Why does it matter?	How do we show we care for others? Why does it matter?	Why do people fight and cause pain? Can war ever be justified?	Is it acceptable to fight with others even if there is a valid reason/grievance?	How do we know what is good? Can people learn to be more generous?	How do we know what is good?	How do we know what is good?	How do varied faiths use their sacred texts as a guide for life?			
	Skills	I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair?	I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair?	I can debate what is unfair and fair giving reasons for my arguments.	I can debate what is unfair for and give reasons for my arguments.	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.	I can compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.	I can consider why Christians celebrate Jesus' birth: what is the meaning of Christmas?
	Knowledge	I know how to evaluate ideas relating to ethical issues	I know how to evaluate ideas relating to ethical issues	I know how to evaluate ideas relating to ethical issues	I know how to evaluate ideas relating to ethical issues	I know that there is a human code of living.	I know that some Bible stories can relate to everyday life	I know that other faiths use their holy books to live by. I know the rules of living a good life. (Humanist approach?)	I know the similarities and differences between the stories from the gospels. I can explain the birth and death of Jesus and how this impacts Christians today.	I know the similarities and differences between the stories from the gospels. I can explain the birth and death of Jesus and how this impacts Christians today.	I know the similarities and differences between the stories from the gospels. I can explain the birth and death of Jesus and how this impacts Christians today.	I know in detail why and how Christmas is celebrated. I can explain the meaning of Christmas, making links to the Bible
	Activity	Discussion of people who care for us and those we care for. Chn. make lists coping how they are cared for & how they care for others.	Discuss care in the wider community. Draw members of our community that care for us e.g. doctors, crossing warden, teachers, police etc. relate to WW2 - discuss home guard, air raid wardens etc	Children discuss the reasons that people engage in personal conflicts. As a class list different reasons for people getting to the stage where they fight. Ask children why an argument escalates into a fight.	Give chn. a scenario of someone being provoked into fighting. Chn. write written explanation of whether they think this was acceptable or not giving justifications.	Read and retell story of the Good Samaritan in own writing. Discuss ways in which the story sets an example for us to live by.	Read and discuss the story of David and Goliath. Discuss obvious strength of Goliath and the skill of David. Discuss the unfairness of how we learn from this story. Respond in writing explain what the story shows.	Discuss holy texts Qur'an, Torah etc & how these are used as codes of conduct. Chn. create own rules for living a good life.	Cartoon strip or Advent Calendar telling the story of Christmas	Cartoon strip or Advent Calendar telling the story of Christmas	Children's own written explanation of the true meaning of Christmas.	
Question	1. My Year Ahead What do I want to achieve this year? How can I make myself and others feel welcomed?	Being a Global Citizen 1 What is a global citizen? How do my actions affect others?	1. Being a Global Citizen 2 Why do my actions affect people locally and globally?	4. The Learning Charter How can my behaviour affect my rights and responsibilities? In what ways do my actions affect others?	5. Our Learning Charter How can the actions of one individual affect a whole group?	6. Owning our Learning Charter	6. Am I Normal? In what ways are people different?	7. Understanding Difference Why are some people treated differently to others?	8. Power Struggles How do some people exert power over others?	4. Why Bully? Why do some people bully? Why are some people bullied?	5. Celebrating Difference Puzzle Outcome: Admiration Accolades 6. Celebrating Difference	

