

## Maths

### **INSPIRE Maths**

See Long & Medium Term Planning

## History

Children will continue to develop key historical skills:

**To investigate and interpret the past / To build an overview of world history / To understand chronology / To communicate historically**

Children will study learn about the origins of WWII, key events and significance of historical leaders. Children will learn about the impact of the war on the home front and children as evacuees as well as the treatment of Jewish children and their families during this period.

## DT

Children will continue to develop their designing skills:

**To master practical skills / To design, *make*, evaluate and improve / To take inspiration from design throughout history**

Children will study the historical aspect of food, exploring, designing and recreating WWII recipes. Children should develop their understanding of food safety and compare today's practice with the past (rationing).

## Personal Development

**Families and People who care for me**

**Caring Friendships**

**Basic First Aid**

Children will learn:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
2. How to recognise and manage emotions within a range of relationships.
3. How to recognise risky or negative relationships including all forms of bullying and abuse.
4. How to respond to risky or negative relationships and ask for help.

## Science

Children will continue to develop their working scientifically skills, demonstrating they are able:

**To generate ideas and ask questions / To investigate, observe and record / To conclude ideas and concepts**

**To evaluate**

### 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 microorganisms, 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.

## English

Children will cover a range of genres linked to coal mining focusing on our reading and writing assessment framework objectives.

**Key Texts — see Medium Term Plan**

## Geography

Children will continue to develop key geographical skills:

**To investigate places / To investigate patterns  
To communicate geographically**

Children will study and investigate the places affected by WWII, identifying their human and physical features and study the relationship between locality and economic activity. They will make comparisons with today and the impact as a result of conflict in WWII.

## Art

Children will continue to develop their artistic skills:

**To develop ideas / To master techniques / To take inspiration from the greats (classic and modern)**

Children will study, take inspiration from and recreate well known paintings and artwork inked WWII.

**Key Artist study:** Propaganda Artwork

**Key Mediums:** Sketching, Painting, Collage

## Music

Children will continue to develop their musical skills:

**To perform / To compose / To transcribe**

**To describe music**

Children will study local music past and present, composing, performing and evaluating their own work and others'. Music will specifically link to WWII.

## Potential Educational Visits:

Beamish

Sunderland Museum

*"All things are possible..."*

## Year 6 Spring Term Curriculum Map

### Children in WWII

#### RE

**Christianity:** Creation and science: conflicting or complementary?

How can following God bring freedom and justice?

#### Modern Foreign Languages

Spanish

<https://www.lightbulblanguages.co.uk/resources-pr-sp.htm#sow>

## Computing

Children will continue to develop their computing skills:

**Understanding and creating algorithms / Digital content and the internet / Understanding the application of ICT / E-safety and appropriate use**

Children will develop their understanding of coding, deconstructing and identifying key steps. Children will also access a range of IT to present and edit work, recognising and using a range of tools to increase the creativity of their work whilst learning about various internet services and website reliability. They will continue to develop their understanding of the online world, internet safety and behaviour online.

## PE

### **Invasion Games**

**(tag rugby)**

### **Gymnastics**

DT
<b>Cookery</b>
hygiene measure accuracy ratio scale up scale down baking recipe ingredients temperature microorganisms storage rations evaluate improve meal plan prototype cross-section refine innovate

Science	
Living Things	Animals
characteristics classify taxonomist key bacteria microorganisms microscope microscopic species group	circulatory System heart blood vessel oxygenated Blood deoxygenated blood arteries capillaries veins drugs alcohol nutrients

Maths
<b>INSPIRE MATHS</b>
PLEASE SEE INSPIRE MATHS WORD LIST

English
PLEASE SEE NATIONAL CURRICULUM APPENDIX 2 VOCABULARY, GRAMMAR

P.E	
Invasion Games	Gymnastics
attacker backward pass defender tag try Dodge intercept invasion W-grip sidestep	apparatus criteria strength suppleness performance compare contrast sequences stamina improve extended sequenc- es combine perform consistency audience link vault spring.

Art
<b>Painting &amp; Collage</b>
sketch line colour palette watercolour acrylic texture visual tactile still life ceramic mosaic Layer

*"All things are possible..."*

### Year 6 Key Vocabulary

History	
chronological order era/period propaganda blitz evacuee leaders dictator political blackout empire home front concentration camp air raid allies axis	sources importance significance legacy impact effects reason first hand evi- dence second hand evi- dence C.E (Before the Common Era) B.C (Before Christ) A.D (Anno Domini) Europe shelter ration Home Guard

Personal Development	
sad scared worried yukky feelings say no and walk away tell a trusted grown up motivation bravery respect nervousness secure/insecure	insecure/secure fault sore spot over reaction humiliation gossip rumour mixed feelings empathy empathise anticipation teamwork anxiety/anxious

Geography	
migrate sustainability natural re- sources Ordnance Survey distance scale grid reference symbols urban/rural land use pollution	Northern hemi- sphere Southern hemi- sphere pollution export import tropical equatorial subterranean location minutes [location] distribution movement landuse biomes

Music
compose texture dynamics expression improvise tempo timbre pitch round duration notation quaver crochet semibreve minim treble clef stave flat sharp harmonies solo cyclic patterns counterpoint ostinato chords tonality notation tablature

RE
God pray Christian baptism charity creation universe commandments sin omnipotent eternal proverb

Computing		
open-ended problems problem program command instructions debug test algorithm predict data database question branching database information error Sequence output combine enhance	save retrieve network device computer online communicate email social media mouse keyboard monitor deconstruct text photo video graphics effects Share CPU	logic evaluation patterns decomposition tinkering creating hardware technology online bullying evaluate internet simplify sequence share error valuable device media

- Please note these lists are not exhaustive or definitive and provide only a guide to key vocabulary that will be covered in each year group.
- Key vocabulary will be revisited from previous year groups