

**YEAR: 6**  
**TERM: Autumn 2**  
**TOPIC: WW2**



**SIR ROBERT GEFFERY'S SCHOOL**  
*A School for Enthusiasts*

*Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.*

**RE INTENT**

2.4 How do Christians decide how to live? What would Jesus do?  
 To make sense of belief: Identifying features of Gospel texts (for example, teachings, parables, narrative), taking into account the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.

**Lesson 1** - Identify features of Gospel texts (for example, teachings,parable, narrative).

**Lesson 2** -Study Gospel texts and compare ideas with ways in which Christians interpret biblical texts.

**Lesson 3** -Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

**Lesson 4/5**  
 Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of pupils' own lives and the life of their own community in the world today,offering insights of their own.

**Lesson 6** Class-based teaching 'Christmas Story'

**SCIENCE INTENT**

To develop an understanding of life cycles in plants and animals - examine **similarities and differences**.

To be able to explain the difference that types of scientists can make-boost science capital.

To **develop the skills to both use and create a classification key** by asking **relevant questions** through careful observation and an understanding of broader groups eg micro-orgnaisms.

**Lesson 1 - Reproduction in plants**  
 Describing the life cycle of plants by exploring sexual reproduction. Identifying the male/female parts of the plant - building from y4 and identifying these in flowers by dissection.

**Lesson - 2 - The Life Cycle of Mammals**  
 Describing the life cycle of mammals - comparing the differences between different mammals eg placentals, **monotremes and marsupials. What is the same/different? How is this similar to plants?Double/triple bubble maps.**

**Lesson 3 - Jane Goodall - Conservationist**  
 What is a conservationist? What other conservationists do we know? What other jobs are there that link to science? Building science capital. What did Jane do to help chimpanzees? Link this to previous work on life cycles.

**MUSIC INTENT**

To develop our performance skills and explore notation further using music technologies and tuned instruments.

Comparing and contrasting music performance between Disco and Classical Music (Romantic Period) using appraisal skills.

Understanding and exploring the importance of performance in another culture.

Comparing and contrasting music performance between Rock and Classical Music (Romantic Period) using appraisal skills.

Understanding the role of Folk music within communities and how it is passed from generation to generation.

Using music technologies compose and create written notation using a folk backing track.

Collaborate to perform the compositions created using a glockenspiel.

**IMPACT**

**Year 6 musicians will be able appraise music across different genres and identify key features that define the performance of these. They will understand and make connections across different cultures, understanding the role music performance plays. They will continue to develop their understanding and use of music software to create compositions.**

**PHSE INTENT**

To provide children with the opportunity to explore and discuss different people in our society. To recognise how difference should be and can be celebrated as a positive in a modern, diverse society.

Lesson 1 - Am I normal?  
 Understanding there are different perceptions about what being normal means.

Lesson 2 - Understanding difference  
 Understanding that everyone has a right to be who they are.

Lesson 3 - Power struggles and bullying  
 Explaining ways in which an individual or group can have power over others. Exploring bullying and what it feels like to be excluded.

Lesson 4 - Why bully?  
 Exploring bullying behaviour and why it might occur. Looking at strategies for bullying situations/being part of a group that are looking to bully.

Lesson 5 - celebrating difference  
 Exploring disability and appreciating people for who they are.

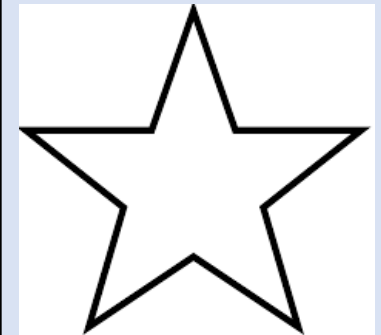
Lesson 6 - celebrating difference  
 Exploring ways in which difference can cause conflict and celebration. Looking at giving and receiving compliments.

**IMPACT**

**Year 6 children will be inclusive learners - both inside and outside of school. They will have an**

**Computing INTENT**

**Year 6 Computing is being covered in Spring and Summer 2023**



<p style="text-align: center;"><b>IMPACT</b></p> <p>Children will be able to make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections: making connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives and be able to articulate their own responses to the issues studied, recognising different points of view.</p> <p style="text-align: center;"><b>IMPACT</b></p> <p>Children will be able to retell the creation story and describe what Christians learn from it.</p>	<p><u>Lesson 4 - Life cycle of an amphibians/insect - metamorphosis and how this life cycle compares to mammals and birds.</u></p> <p><u>Lesson 5 - Classification - curious creatures - Carl Linnaeus study.</u> Look at the work of Carl Linnaeus and his work in classification. <b>Look at how classification keys are used and built.</b></p> <p><u>Lesson 6 - Classification - continued - local guide.</u> <b>Creating classification keys</b> for plants/animals in the school grounds.</p> <p style="text-align: center;"><b>IMPACT</b></p> <p>Children will be able to use and create classification keys Identify the role of scientists in conserving the environment Recognise how the life cycles of mammals/amphibians and birds are the same/different.</p>	<p>Children will then work collaboratively to identify the best performance techniques for their chosen music and work together to create them.</p>	<p>awareness of how people may be different but will not only tolerate, but celebrate these differences. Children will be equipped to deal with bullying situations, whether the bullying behaviour is directed towards them or others.</p>	
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## DT INTENT

To design and make a prototype for an air raid shelter based on given specifications.

Evaluate a range of familiar structures against the target user.

Research which framework is the strongest and how it can be reinforced.

Design an air raid shelter with an additional use within the home. Decide upon an order of work and choose appropriate tools, materials, components and techniques.

Build and evaluate a product against a plan. Recording evaluations and any design adaptations during the process.

Conduct a fair test to evaluate the effectiveness of a finished product against the given specifications.

Evaluate a completed prototype against the criteria and consider choices made during the process. Ask what worked, what could be improved and what would need to be changed to make this into a real product.

## IMPACT

Year 6 designers will understand the importance of frameworks within a structure and which type is appropriate for a selected product. Children will be able to evaluate their own work and that of others and recognise if a product is suitable for a target user.

## PE INTENT

To be able to adapt skills learnt in other invasion games to the game of hockey, recognising how to attack and defend, create space and pass to a teammate with confidence in a game situation.

Lesson 1 - Dribbling the ball at speed holding the hockey stick correctly.

Children will have the opportunity to practice dribbling the hockey ball during a number of different drills and skills challenges.

Lesson 2 - Passing and receiving a ball from a teammate.

Children will take part in drills where they are 2 vs 1 and have opportunities to pass the ball and then move into space.

Lesson 3 - Passing and receiving the ball accurately when moving at increasing paces.

Children will be encouraged to move into space and pass and receive the ball, dodging defenders.

Lesson 4 - Selecting the best easy to defend the ball.

Children will be taught how to perform the block tackle and also the jab. Play 3v2 games where there is always a spare attacker, requiring the defenders to make decisions about who and when to mark, intercept the ball.

Lesson 5 - Selecting the best ways to attack and defend.

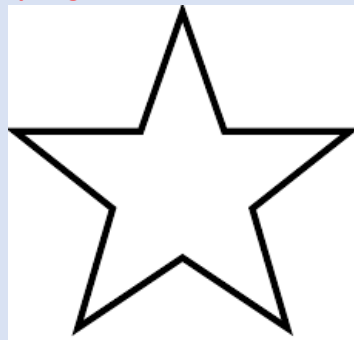
Children will be given opportunities to involve teammates, running into space controlling and passing the ball accurately and looking for blocking and intercepting opportunities. Play 2v3 games.

Lesson 6 - House matches

Children will have the opportunity to put skills learnt over the past 6

## Geography INTENT

Geography coverage in Spring 1



## History INTENT

To gain a rational understanding of the chronological events that occurred during WW2- focussing on the cause and effect on the time in history.

Lesson 1- Graphic organiser to show a visual representation of everything the children will be learning throughout this half term with a focus on **chronology**.

Lesson 2- What led to WW2- Children to study a range of sources and understand the causes of WW2 and be able to verbalise these causes whilst improving their understanding of **primary and secondary sources**.

Lesson 3- Allies vs Axis- Children to research and identify which countries fought alongside each other within the war and provide rationale and understanding as to why they choose a side by **making links and questioning** the decision.

Lesson 4- Propaganda- Children take part in an observe/wonder/infer task centred around propaganda before creating their own poster in order to convince citizens to join a side by **making links** to what they have seen and studying **primary sources**.

Lesson 5- Invasion- cause and effect of battle. Group task where children are to research and present findings on the key battles within WW2: Dunkirk, Pearl Harbour, Battle of Midway, Normandy landings. Children will use **primary and secondary sources** of evidence in order to **make links** to the events that took place.

Lesson 6- Outcomes of WW2- Children to reflect and present the outcomes that came from the war-

## MfL INTENT

To gain a fuller understanding of verbs and expressions and learn how the French celebrate Christmas and learn vocabulary linked to this area.

Lesson 1 - Introduce new verbs relating to human actions

Share this half term's KO with the class. Introduce some new verbs linked to noises made by people (hum, whistle, sing, whisper, shout, snore) Children create sentences using these.

Lesson 2 - Introduce more new verbs relating to human actions

Share with the class the following verbs linked to movement and pastimes (dance, knit, hide, walk, read, sleep) Children mime some of these actions.

Lessons 3 & 4 - Expressions - revision of the verb avoir

Remind the children of the verb 'avoir' and all its conjugations. j'ai (I have) Tu as (you have), il a (he has), elle a (she has), ils ont (they have), nous avons (we have) Children learn some new expressions and say and write sentences to demonstrate their understanding of these.

Lesson 5 - Christmas Vocabulary

Children create their own vocabulary bank linked to items/people associated with Christmas.

Lesson 6 - Happy Christmas

Children learn some of the traditions linked to celebrating Christmas in France. Children create French Christmas cards for a loved one.

## IMPACT

Year 6 linguists will have a clearer understanding of new vocabulary

weeks into small sided skill-based competitions.

**IMPACT**

Year 6 hockey players will have a good grasp of the rules of hockey, be able to adapt skills learnt in other invasion games to this game and think quickly in game situations - retaining the gaining the ball when lost.

allowing them to **question and make links** to what effect that has on Britain today.

**IMPACT**

Children will have a secure understanding of WWII whilst improving and embedding the key skills of a historian: chronology, making links, questioning and sources.

linked to a number of verbs, expressions of anger/surprise/disappointment and have a better understanding of how the French celebrate Christmas and learn to read, say and write vocabulary linked to Christmas.