

Year group: 6

Term: Spring

Topic: The Battle of Britain

Alongside: Inventions and Discoveries

Colour Chaos

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

Key vocabulary:

Adolf Hitler, Germany, France, invasion, RAF, Winston Churchill, evacuation, Dunkirk, D-Day, VE Day, surrender, chronology, primary and secondary historical sources



Opportunities for trips / visitors:

WW2 Exhibition – Flambards, Helston
Visitor to share personal accounts of living in WW2
Financial adviser to visit linked to PSHE/money

PSHE objectives:

- Learn about where money comes from, keeping it safe and the importance of managing it effectively.
- Know how money plays an important part in people's lives.

Digital literacy:

- Understand that children's websites must protect their private information.
- Learn to identify secure sites by looking for privacy policies and privacy seals of approval.

Whole class texts:

Goodnight Mr Tom – Michelle Magorian
The Diary of Anne Frank
The Boy in the Striped Pyjamas – John Boyne

History objectives:

- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the Battle of Britain.
- Explore changes in an aspect of social history, such as women in work and leisure and entertainment in the 20th Century.

PE objectives:

- Work with a partner to show a variety of balances on the floor and apparatus with good body tension.
- Include matching, mirroring and contrasting balances in sequences.
- Evaluate performances and suggest improvements.

Maths objectives:

- Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean.
- Illustrate and name parts of circles, including radius, diameter and circumference.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

English objectives:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Precise longer passages.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Geography objectives:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

Music objectives:

- Listen with attention to detail and recall sounds with increasing aural memory.
- Develop an understanding of the history of music.

Science objectives:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results using scientific diagrams and labels, tables, bar and line graphs.
- Use test results to make predictions to set up further fair tests.

Languages objectives:

- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Art objectives:

- Control and their use of materials, with creativity, experimentation (WW2 Silhouette pictures).
- Improve their mastery of art and design techniques, including drawing (Propaganda posters).

Computing objectives:

- Use technology safely, respectfully and responsibly.
- Recognise acceptable/unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.

RE objectives:

- Explore the impact of the Birth of Jesus.
- Interpret the Jewish understanding of the word 'shalom' and find out about the Jews' understanding of Sabbath.
- Identify the impact of revelation on St Paul.
- Know how the risen Jesus revealed himself to the Apostles.

Design Technology objectives:

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and diagrams.
- Select from and use a range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

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Skills



Links to previous topics:
 How We Live (Y1)
 Changes within living history (Y1)
 Locations in the UK, cause and effect, use sources (Y2)
 Light (Y3)

Links to future topics: Y7

- Maths – Solve multi-step problems.
- Computing – Digital Citizenship.
- RE – Key beliefs in Judaism and Christianity.
- Languages – Talk about likes and dislikes.
- History – Using varied sources of information.

PSHE:

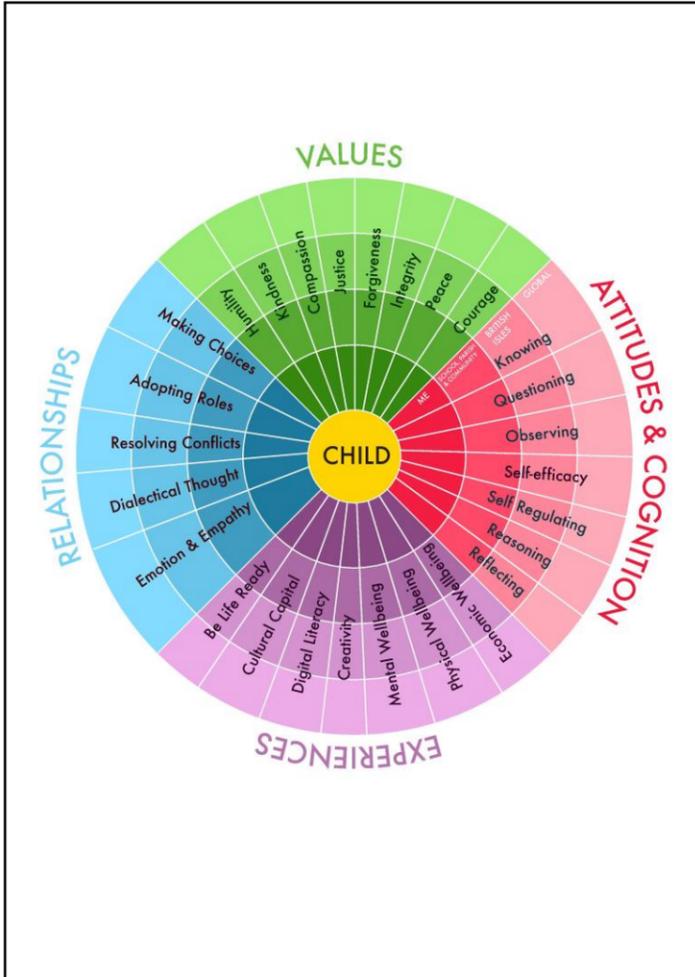
- Explore how to manage money effectively.

British values:

- Democracy. Respect. Rule of Law.

Maths skills:

- Draw measure and name the parts of a circle including radius, diameter and circumference.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Describe positions on the full coordinate grid (all four quadrants).
- Translate and draw simple shapes on the co-ordinate plane and reflect them in the axes.



Opportunities for home learning / cultural capital:

Set homework:

Research what Camborne was like in WW2 (link to local history study).

History skills:

- Extend and deepen chronological knowledge and understanding of British history including WW2.
- Talk about the impact of change on past societies.
- Identify how and why contrasting arguments and interpretations of the past have been constructed.
- Analyse and evaluate the cause and effect of changes that took place in the past.

PE skills:

- Combine and perform a series of sequences using a range of complex actions and balances.
- Plan a series of complex sequences with others.
- Make longer, more complex sequences including changes of direction, level and speed.
- Use criteria to judge the quality of ideas, actions, composition and sequences.

English skills:

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Use the full range of punctuation to good effect across a wide range of writing genres.
- Make accurate use of KS1 and KS2 grammar, punctuation and spelling.
- Ensure that characters are well developed and direct and reported speech is used to move the story forward.
- Proof-read the work of others providing suggestions for improvement.

Geography skills:

- Talk about and describe a range of cities and countries around the world, including a region in a European country.
- Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.
- Select appropriate sources of primary and secondary information to support investigation.

Music skills:

- Compare, contrast and combine a range of musical genre.
- Compare, improve and perform a range of melodies and songs combining different parts.

Science skills:

- Select and plan accurately the most appropriate type of scientific enquiry for answering scientific questions.
- Decide which variables to measure change and keep the same.
- Demonstrate how to change one factor (variable) whilst keeping others the same (control).
- Choose the most appropriate equipment (with a variety of intervals and units) to make measurements and explain how to use accurately and with precision.

Languages skills:

- Use a dictionary to find past, present and future tense of verbs.
- Write a range of sentences.
- Speak in complete sentences using basic language structures.

Art skills:

- Identify how artists (Henry Moore) from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work.
- Use and combine the visual elements (texture, tone) to record observations and to express and communicate ideas and feelings.
- Make informed and critical comments about own and other peoples' work.

Computing skills:

- Use advance search functions in Google (quotations).
- Understand websites such as Wikipedia are made by users (link to E-Safety).
- Use strategies to check the reliability of information (cross check with another source such as books).
- Use knowledge of domain names to aid judgment of the validity of websites.

RE skills:

- Make links between sources, practices, beliefs, ideas, feelings and experiences.
- Describe in detail the impact of religion on people's lives.
- Raise and suggest answers to questions about purpose, truth, values and commitments.

Design Technology skills:

- Join and combine a range of materials and components using the most effective permanent and temporary way.
- Use an increasing range of tools and equipment to measure, mark out and shape materials and components accurately.
- Identify and apply an appropriate finishing technique to ensure a high quality end product which meeting the design criteria.