

MEDIUM TERM PLANNING



YEAR: 6

TERM: Spring

TOPIC: Your country needs you - the Battle of Britain!

SUBJECT	NATIONAL CURRICULUM	STICKY KNOWLEDGE	SKILLS	EVIDENCE
History	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p><i>A significant turning point in British history, for example, the first railways or the Battle of Britain.</i></p>	<ul style="list-style-type: none"> Know that World War 2 was a battle between two groups of countries - the 'Allies' and the 'Axis' and that the major Allied powers were Britain, France, Russia, China and the United States; the major Axis powers were Germany, Italy and Japan. Know that some countries remained 'neutral' in World War 2 (e.g. Spain, Sweden and Switzerland). Know that Adolf Hitler and his Nazi Party wanted Germany to rule Europe, and in order to gain more land and power, on 1st September 1939, German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany - World War II had begun. Know that Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister. Know about the evacuation of Dunkirk after large numbers of troops were surrounded by Germans at the French coastal town, and 338,226 were saved by a fleet of 800 boats: known as the 'Miracle of Dunkirk'. 	<ul style="list-style-type: none"> Place features of historical events and people from past societies and periods in a chronological framework. Show factual knowledge and understanding of the history of Britain and the wider world. Use dates and terms accurately describing events. Show increasing depth of knowledge and understanding of the history of Britain. Link changes in Britain to changes in the world. Describe how and why events occurred and the results of these on Britain and the wider world. Describe and begin to analyse why there are different historical interpretations of events, people and changes. Identify and evaluate sources of information which they use critically to reach and support conclusions. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past. 	<ul style="list-style-type: none"> Photograph showing the placing of WWII in 20th Century history Timeline of events leading to the outbreak of WWII Colour-coded map showing allied and axis countries Explanation of roles of different people within the Dunkirk evacuation Explanation of whether or not children think Operation Dynamo was a victory or a defeat Order of events of the Battle of Britain Explore and list reasons why Germany lost the battle; explain which children think is the single most important reason and why; what could Germany have

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		<ul style="list-style-type: none"> • Know that Britain had come very close to losing the War early on in Dunkirk. • Know that Hitler planned to invade Britain with his land army and sought to control the skies using the Luftwaffe and by destroying the RAF. • Know that in September 1940, Hitler changed his plans and started bombing the cities: the Blitz. • Know that the Battle of Britain ended on 15th September 1940 and Germany did not succeed in launching its invasion of Britain. • Know that children were evacuated from cities expected to be bombed as enemy planes targeted factories etc. and were evacuated to the countryside. • Know what the war effort consisted of on the home front: rationing, growing own food, salvaging waste, make-do and mend, the role of women and civil defence. • Know that during the course of the war, German forces advanced through Europe and by the summer of 1941, they had invaded various countries. • Know that the Germans surrendered on 8th May 1945 and World War 2 ended. • Know that VE Day stands for Victory in Europe and is the public holiday of 	<ul style="list-style-type: none"> • Give reasons why some events, people or developments are seen as more significant than others. 	<p>done differently?</p> <ul style="list-style-type: none"> • Explore scenarios focused on what could have happened if the RAF had been beaten • Analyse a range of sources from the Blitz and decide if they show win or defeat • Evaluation of diaries belonging to people who helped with the war effort - how did they help? • Complete own rationing book • Evacuation poem • Table showing role of women before, during and after the war • VE newspaper article
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		<p>8th May 1945, marking the defeat of Germany.</p>		
<p>Geography</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	<ul style="list-style-type: none"> Know what trading is. Explain the difference between imports and exports. List some goods exported from the UK. List some goods imported to the UK. Name some countries the UK exports goods to. Name some countries the UK imports goods from. Know how to use an atlas to find countries. Be able to locate El Salvador on a world map. Name some goods exported from El Salvador to the UK. List some products that are fairly traded. Know how goods can be the product of more than one country. Know how trade takes place today. Know how trade took place in Victorian times. Know the meaning of fair trade. Know an example of a global supply chain. 	<ul style="list-style-type: none"> Use a map or atlas to locate some countries and cities in Europe and around the world. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> Completion of table showing if goods are imported, exported or both Photographs showing children creating simulation of how global trade works Complete map to show UK's main import and export links Exploring a chosen country, children to research what their country exports to the UK Table/flow chart of difficulties faced by families in El Salvador and possible outcomes/solutions Define roles in the production of bananas, then put in order to show process of producing fair trade products

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				<ul style="list-style-type: none"> • Carroll diagram to show scale of impact of multinational companies on people and the economy • Map to show countries UK has traded with in another era (Victorian) • Explanation of how trade is similar and different today compared to the past
Art	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Know of great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> • Recognise examples of silhouette (Karl Johnson & Philip Derome). • Comment on styles and techniques. • Know of different types of media and their effectiveness. 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing and painting. • Combine colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting, drawing upon ideas from other artists. • Use a choice of techniques to depict perspective and shadows. 	<ul style="list-style-type: none"> • Colour swatches • Blitz silhouette scene artwork
DT	<ul style="list-style-type: none"> • Use research and develop design 	<ul style="list-style-type: none"> • Know what ingredients are needed to make bread. 	<ul style="list-style-type: none"> • I can estimate amount of ingredients to an appropriate level 	-Annotated sketches of design

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	<p>criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> • Follow the steps to successfully make bread. • Know that the product needs to be fit for a purpose and how to achieve this. • Know how to make improvements. 	<p>of accuracy.</p> <ul style="list-style-type: none"> • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 	<ul style="list-style-type: none"> -Instructions -Make bread -Rate (using numbers) evaluation -Written evaluations (self and peer)
<p>Science</p>	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities 	<ul style="list-style-type: none"> • Know how to classify living things into broad groups according to observable characteristics and based on similarities and differences. • Know how living things have been classified. • Give reasons for classifying plants and 	<ul style="list-style-type: none"> • Draw diagrams to describe and explain. • Group & sub-group based on observations. • Construct spider & number keys. • Use complex science words correctly. 	<ul style="list-style-type: none"> -Explanations -Annotated diagrams -Predictions -Methods -Tables -Graphs -Conclusions

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	<p>and differences, including microorganisms, plants and animals.</p> <ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics. <ul style="list-style-type: none"> • 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 	<p>animals based on specific characteristics.</p> <ul style="list-style-type: none"> • Know that an invertebrate is an animal that does not have a backbone; 97% of all animal species are invertebrates. • Vertebrates tend to be much more intelligent than invertebrates. • Vertebrate animals can be either warm or cold-blooded (a cold-blooded animal cannot maintain a constant body temperature as this is determined by its outside surroundings). • Know that a wide range of ocean animals are invertebrates: sponges, corals, jellyfish and starfish are some examples. • Know about the Linnaean system of classification. • Know that the genus and species of humans is <i>homo sapiens</i>. <ul style="list-style-type: none"> • Know the main parts of the circulatory system and their functions (heart, blood vessels, blood and lungs). • Know that the heart will beat around 115,000 times each day, pumping around 2,000 gallons of blood. • Know that the entire trip around the body only takes blood about 20 seconds in total. • Know the ways in which nutrients and water are transported in animals, including humans. 	<ul style="list-style-type: none"> • Use science models to explain. • Use knowledge and understanding to generate a hypothesis. • Plan for repeat readings (>3). • Write a reliable ordered method. • To design experiments. 	
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	<p>water are transported within animals, including humans.</p>	<ul style="list-style-type: none"> • Know who William Harvey was. • Know that the circulatory system is vital for fighting diseases and maintaining temperature. • Know that the heart affects every part of the body and the impact that diet, exercise, drugs, alcohol, overall lifestyle and emotional well-being can have on it. • Know that because the heart is crucial to human survival, it is essential that it is kept healthy with a well-balanced diet, regular exercise and the avoidance of things that can damage it, such as smoking. 		
<p>Music</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Know, develop and use music-related vocabulary. • Recognise the sound of several musical instruments from different musical families. • Recognise several styles of music. 	<ul style="list-style-type: none"> • Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen and discuss all dimensions of music. • Internalise, understand, feel, and know how the dimensions of music work together. Focus on pulse, rhythm, pitch, tempo and dynamics. • Explore the link between sound and symbol. • Sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Play a classroom/band instrument in a group/band/ensemble. • Improvisation - create own responses, melodies and rhythms. • Composition - create own responses, melodies and rhythms and record them in some way. 	<ul style="list-style-type: none"> -Games -Singing -Playing -Improvisation -Composition -Perform/Share -Photographs and children's comments

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	<p>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p> <p>Perform, understand and explore how music is created, produced and communicated.</p>		<ul style="list-style-type: none"> • Perform/Share - continue to work together in a group/band/ensemble and perform to each other and an audience. • Discuss/respect/improve work together. 	
<p>Computing</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Select, use and combine a</p>	<p>Spreadsheets</p> <ul style="list-style-type: none"> • Know how to use a spreadsheet to investigate the probability of the results of throwing many dice. • Know how to use a spreadsheet to calculate the discount and final prices in a sale. • Know how to use a spreadsheet to plan how to spend pocket money and the effect of saving money. • Know how to use a spreadsheet to plan a school charity day to maximise the money donated to charity. 	<ul style="list-style-type: none"> • Children can create a spreadsheet to answer a mathematical question relating to probability. • Children can take copy and paste shortcuts. • Children can problem solve using the count tool. • Children can create a machine to help work out the price of different items in a sale. • Children can use the formula wizard to create formulae. • Children can use a spreadsheet to solve a problem. • Children can use a spreadsheet to model a real-life situation and 	<ul style="list-style-type: none"> • Spreadsheet s

	<p>variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Blogs</p> <ul style="list-style-type: none"> • Know the purpose of writing a blog. • Know the features of successful blog writing. • Know how to write a blog. • Know the importance of regularly updating the content of a blog. • Know how to contribute to an existing blog. • Know how and why blog posts are approved by the teacher. • Know the importance of commenting on blogs. 	<p>come up with solutions.</p> <ul style="list-style-type: none"> • Children can make practical use of a spreadsheet to help plan actions. • Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life. <ul style="list-style-type: none"> • Children understand how a blog can be used as an informative text. • Children understand the key features of a blog. • Children can work collaboratively to plan a blog. • Children can create a blog with a specific purpose. • Children understand that the way in which information is presented has an impact upon the audience. • Children understand that blogs need to be updated regularly to maintain the audience's interest and engagement. • Children can post comments and blog posts to an existing class blog. • Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. • Children can comment on and respond to other blogs. 	<ul style="list-style-type: none"> • Mindmaps • Blog page/posts
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			<ul style="list-style-type: none"> • Children can assess the effectiveness and impact of a blog. 	
<p>French</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p>	<ul style="list-style-type: none"> • Know the names of places in town. • Know and use numbers 70-100. • Know and say years. 	<ul style="list-style-type: none"> -Explore the patterns and sounds of language. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation. -Broaden vocabulary. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand and follow the rules of basic grammar. 	<p>Range of activities in French books - oral, pictorial and written work.</p>

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	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>			
PE	<ul style="list-style-type: none"> • Use running, jumping, throwing 	<ul style="list-style-type: none"> • Know about good sending and receiving techniques. 	<ul style="list-style-type: none"> • Agility - ball chasing. • Coordination - sending and 	Photographs and children's comments in

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	<p>and catching in isolation and in combination.</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Know how to respond positively when something is challenging. • Know what to consider when chasing and stopping a ball. • Know which sports involve ball chasing combined with sending and receiving. • Know in which other circumstance you can apply what you've learnt about the importance of coping with challenge and persevering. • See new challenges as opportunities to develop. • Know how to improve and set goals. <ul style="list-style-type: none"> • What sports can you think of where good ball handling is important? • Know why we use the fingertips to move the ball. • Know what criteria to use to judge performance. • Know how to make improvements. • Know why it is important to be able to react and respond quickly. • Know why extending your front leg and bending your knees help you to stop and stay balanced. • Know ways to predict where the ball will land. • Know how to adapt games for different reasons. • Know why it is important to be able to work with both hands and in both directions. 	<p>receiving.</p> <ul style="list-style-type: none"> • Display an understanding of fair play, working well with others and leading a large group. • Utilise new skills in competitive situations, as an individual or part of a team. • Use knowledge of the relationship between the body and exercise to improve all fitness components. <ul style="list-style-type: none"> • Coordination - ball skills. • Agility - reaction and response. • Create my own learning plan and revise that plan when necessary. • Accept critical feedback and make changes. • See all new challenges as opportunities to learn and develop. • Recognise strengths and weaknesses and can set appropriate targets. • Cope well and react positively when things become difficult. • Persevere with a task and improve performance through regular practice. 	<p>floorbook.</p>
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		<ul style="list-style-type: none"> • Know different methods that can be used to outwit your opponents. • Know why good footwork is important. 	<ul style="list-style-type: none"> • Review, analyse and evaluate own and others' strengths and weaknesses. • Read and react to different game situations as they develop. • Have a clear idea of how to develop own and others' work. • Recognise and suggest patterns of play which will increase chances of success. • Develop methods to outwit opponents. • Understand ways (criteria) to judge performance and identify specific parts to continue to work upon. • Use awareness of space and others to make good sporting decisions. 	
RE	<p>Topics taken from Sunderland schools document for RE</p> <p>Why should religious people with a religious faith care about the environment?</p> <p>EASTER UNIT: The meaning of Easter - Why</p>	<ul style="list-style-type: none"> • Know why religious people should care about the environment, according to holy books. • Know how those with a religious faith can help the environment. • Know of the impact of religious faiths on actions, in context of different religions. • Know of crucifixion and resurrection as the basis of Christianity, and the 	<ul style="list-style-type: none"> • Understand and describe some similarities and differences within Christianity and between religions. • Show understanding of the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) and how they connect to show an understanding of what religion is. • Express their views and support with sound reasons. • Communicate and ask important questions about religion and 	<p>-Mindmap -Persuasive poster</p> <p>-Highlighted Gospel passages</p>

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	<p>are Good Friday and Easter Day the most important days for Christians?</p>	<p>significance for Christians today.</p> <ul style="list-style-type: none"> • Know why Good Friday and Easter Sunday are the most important days for Christians. 	<p>beliefs.</p> <ul style="list-style-type: none"> • Give an informed opinion and personal viewpoint. • Draw meaning from stories, artefacts, symbols, rituals etc. • Suggest meanings of religious texts. • Reflect on and consider own beliefs, feelings, values, attitudes and experiences. • See the world through the eyes of others and seeing issues from their point of view. • Begin to develop open-mindedness when hearing the views, thoughts, ideas and feelings of others. 	<ul style="list-style-type: none"> -Timeline -Explanation - Table of analysis of two of the key events in the life of Jesus (giving, for each, a definition for each key term linked to the event, an explanation of what happened, an outline of why it is significant for Christians, and a quote linked to the event).
RAISING ASPIRATIONS				
ADDITIONAL READING				
ADDITIONAL WRITING				
EDUCATIONAL VISITS	<p>Ray Lonsdale – sculpture artist Eden Camp</p>			