



# Wars in the past and present – how do they affect us? – Curriculum Driver

*If you have faith as small as a mustard seed, you can say to this mountain, "Move from here to there", and it will move. Nothing will be impossible for you. (Matthew 17:20)*

**Year Group and Term:** Year 6 – Autumn Term

**Topic Question:** Wars in the past and present – how do they affect us?

**Topic Hook:** A day in the life of an evacuee child.

**Prior Learning:** Refugee and conflict explored in the Year 5 topic 'Does every child have a voice?'

**Linked Texts:** Letters from the Lighthouse, Castle by the Sea and Midnight Guardians.

**Value Focus and Linked Bible Story:** Perseverance – the Parable of the Lost Sheep.

**Influential People:** Anne Frank, Peter Van Dana and Siegfried Sassoon

**Topic Outcome:**

Remembrance display at the church and VE day celebration for the local elderly community.

**Trips/Visits:** RNAS Culdrose, RAF St Mawgan Bodmin Museum.

## History

**Intent:** To learn about events from the past.

**Curriculum and Skills Links:** I can: place features of historical events in a chronological framework and identify and explain differences, similarities and changes between different periods of history.

**Transferable Concepts:** To understand historical significant events and the impact these had on people.

**Key Vocabulary:** Chronology, significance and change.

**Main Objective(s):** To place key events on a timeline and explore different WW2 artefacts, as well as consider what it was like to be a refugee.

**Impact:** Children know significant historical events and have an understanding about what life was like in different eras.

## Geography

**Intent:** To compare Germany and England, as well as explore wider global impacts of the war.

**Curriculum and Skills Links:** I can describe how some places are similar and dissimilar (in relation to their human physical features).

**Transferable Concepts:** To engage in research and be able to compare two different locations.

**Key Vocabulary:** Differences, similarities, location, land, sea and cities.

**Main Objective(s):** To explore maps and geographical differences between Germany and England and engage in wider research, using a range of resources.

**Impact:** Children understand similarities and differences between two different locations, as well as the impact of war and conflict.

## Science

**Intent:** To understand properties of materials and work scientifically to explore different materials.

**Curriculum and Skills Links:** I can: compare and group materials based on their properties, explore reversible and irreversible changes, conduct fair tests and use evidence.

**Transferable Concepts:** To engage in experiments, gather evidence and explain reasons for why things happen.

**Key Vocabulary:** solid, liquid, gas, dissolve, mixtures, evaporation, filtering, reversible, irreversible.

**Main Objective(s):** To explore different properties of materials through working scientifically.

**Impact:** Children will have a secure understanding of how to group and use materials based on their properties.

## RE

**Intent:** To understand the Christian creation belief and how this can be both conflicting and complementary to the scientific theory of evolution.

**Curriculum and Skills Links:** I can: make clear connections between Genesis and the Christian belief of God the Creator and understand how many Christians find science and faith go together.

**Transferable Concepts:** To show compassion and understanding for all beliefs about creation.

**Key Vocabulary:** creation, the fall, Genesis, The Big Bang theory, evolution.

**Main Objective(s):** To be able to understand beliefs about creation.

**Impact:** Children will understand that the Christian belief of creation is both conflicting and complimentary to scientific thought.

## Music

**Intent:** To learn about 1930 and 1940s music and the importance of arts and culture during conflict.

**Curriculum and Skills Links:** I can develop an understanding of the history of music, including great musicians & composers.

**Transferable Concepts:** To know how music can express different words.

**Key Vocabulary:** Lyrics, instruments, dynamics, pitch and tempo.

**Main Objective(s):** To listen to a variety of 1930-40s music and notice the mood and to compose music using body percussion and instruments.

**Impact:** Children hear a variety of styles of music and reflect on them and compose music using a variety of dynamics/tempo etc.

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## Art and Design

**Intent:** To explore and produce art work inspired by war and conflict.

### Curriculum and Skills

**Links:** I can: use sketchbooks to collect, record, review, revisit and evaluate ideas and improve mastery of techniques with varied materials.

### Transferable Concepts:

To know art work can influence people's attitudes toward certain causes or positions.

### Key Vocabulary:

Subject matter, media/medium, artist and propaganda.

### Main Objective(s):

To produce a piece of clay Remembrance art work and to replicate the propaganda art style of work.

## Design Technology

**Intent:** To learn about rationing and follow typical WW2 recipes.

### Curriculum and Skills Links:

I can: cook savoury dishes for a healthy & varied diet.

### Transferable Concepts:

To learn how to follow instructions/a recipe and to evaluate their end product.

**Key Vocabulary:** Rationing, savoury, recipe and evaluate.

### Main Objective(s):

To produce a savoury meal, following a recipe from the WW2 era, using their knowledge of rationing.

**Impact:** Children understand that food and the way it is accessed, has changed over the years, for lots of different reasons.

## Computing

**Intent:** To learn about the how computers were used as code-cracking devices in WW2.

### Curriculum and Skills Links:

I can: be discerning in evaluating digital content.

### Transferable Concepts:

To present information, in a range of ways, such as in movie format.

**Key Vocabulary:** Logic, code breaking and problem solving.

### Main Objective(s):

To learn about Alan Turing and become code crackers and then create their own movie about code cracking.

**Impact:** Children explore the impact that computers had during historical times.

## PE

**Intent:** To explore counter-balance and counter-tension and how they are used in gymnastics.

### Curriculum and Skills

**Links:** I can: develop flexibility & control in gym, dance & athletics.

### Transferable Concepts:

To practise a performance and present it to others.

**Key Vocabulary:** Balance, counter-balance and counter-tension.

### Main Objective(s):

To create a sequence, alongside peers, using counter-balance and counter-tension.

**Impact:** Children practise skills with their peers, to perform to the class.

## PSHE

**Intent:** To learn about how to protect yourself and the world.

### Curriculum and Skills

**Links:** I can: have an awareness of myself and my surroundings.

### Transferable Concepts:

To consider ways to look after yourself and the world.

### Key Vocabulary:

Friendship, perception, environment, world and impact.

### Main Objective(s):

To engage in open ended discussions, around a range of different subjects, based on a stimulus.

**Impact:** Children have a greater understanding about caring for themselves as well as the wider world.

## Spanish

**Intent:** To learn essential words and phrases

### Curriculum and Skills

**Links:** I can: use greetings and name objects, numbers and colours.

### Transferable Concepts:

To introduce myself in Spanish and communicate essential information.

### Key Vocabulary:

greetings, numbers, colours, personal information.

### Main Objective(s):

To learn essential words and phrases in Spanish.

**Impact:** Children will be able to begin to communicate with each other in Spanish with confidence.