

LaceyField curriculum overview

Year group	6	Term	Autumn
Overarching question:	What are we fighting for?	Trip, visit or visitors:	Evacuation sleepover

What will we be learning?

As Historians -

- Know why World War 2 started
- Understand how propaganda influenced people during WW2
- Know how people kept safe during WW2
- Understand the events that led to the end of WW2
- Summarise how Britain has had a major influence on world history.

As Geographers -

- Explain how time zones work
- Calculate time differences around the world.
- Explain some of the main features of a major European country (Germany), and a region of North America (East coast of America - Pearl Harbour) e.g. jobs, language, land use, trade – imports and exports
- Use 6-figure grid references on a map to locate areas or features.
- Use aerial photographs to answer questions. (Cities that were involved in the Blitz)

As Scientists -

- Describe the parts of an electric circuit
- Explore voltage and its effect on an electrical circuit
- Apply knowledge to identify and correct problems in a circuit
- Investigate what affects the output of a circuit
- Build a set of traffic lights
- Apply knowledge of conductors and insulators
- Explore how light travels
- Explore reflection and explain how it can be used to help us see
- Investigate how shadows can change
- Investigate how we can show why shadows have the same shape as the object that casts them
- Explore light phenomena

As Artists -

- Understand how to analyse a famous painting.
- Understand how to find meaning in painting.
- Apply drama techniques to explore the meaning of a painting.
- Apply interpretation skills to analyse and respond to an abstract painting.
- Understand how art can tell stories or portray messages.
- Develop starting points for creative outcomes.
- Demonstrate an understanding of painting techniques to make personal choices

As Musicians -

- Exploring beat and syncopation through a song and body percussion
- Developing co-ordination and rhythm skills
- Performing a rhythmic sequence to a piece of music
- Developing the idea of pitch shape and relating it to movement
- Understanding pitch through movement and notation
- Creating rhythm patterns
- Arranging different musical sections to build a larger scale performance
- Exploring rhythm through dance
- Combining different rhythms
- Exploring ways of combining and structuring rhythms through dance

In PE -

- Understand that there are different areas of fitness and how this helps me in different activities.
- Understand the different components of fitness and ways to test and develop them.
- Work to my maximum consistently when presented with challenges.

In Computing -

- Understand variables in games
- Change and name variables in games
- Create algorithms for my project

In RE, we will -

- Look at different Christian denominations
- Look at different problems facing the world today and how people of faith aim to solve those problems
- Learn about the lives of Malala Yousafzai and St Oscar Romero and how they tackled the problems they found in their communities

In PSHE, we will -

- Help others to feel welcome
- Try to make our school community a better place
- Think about everyone's right to learn
- Care about other people's feelings
- Work well with others

In Languages -

- Learning how to introduce ourselves and greet other people.
- Count to 12
- Identify different objects which are used in school