

History

To argue about who or what caused World War One.

To discover why Britain was involved.

To persuade someone to join the army.

To sketch out a map of a trench on our playground.

To compare the British and German trenches.

To explain clearly why World War One was a Great War.

Children's experiences and local context

Geography

To name and locate the countries involved in World War One.

To discover where war took place.

To examine maps using compass points, grid references, symbols and keys.

Hook

Trip to Busy Fusilier Museum

Skills

To examine angles in maps, linked to the 8 points of the compass.

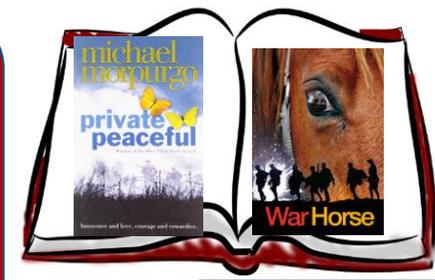
To apply knowledge of co-ordinates grids to analyse and understand maps.

To solve coded messages using knowledge of algebra.

To write a newspaper article about the outbreak of war.

To persuade somebody to join the army using persuasive writing skills.

To reflect on life in the trenches through writing in role.



Extended learning

- Discover if any relatives were soldiers
- Making links with local history

Could you be a World War One soldier?

To argue about who or what caused World War One.

To persuade someone to join the army.

To appraise what life was like in the trenches.

To explain clearly why World War One was a Great War.

Science & DT

To judge how the conditions in the trenches affected the soldiers.

To prepare a healthy meal for a World War One soldier.

To understand how war has advanced medicine

To plan and make a meal for a soldier in the trenches

Computing

To create a text-based adventure game on board the Titanic?

To reason and explain how my algorithms work?

To debug someone else's algorithms?

SMSC

To understand the concept of a 'balanced lifestyle'.

To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet

*Please see attached POS for National Curriculum coverage.

Objectives in bold-italics are direct Pupil Voice

***Year 6 Spring 2 – Coverage**

Science

Animals including humans

- 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 water are transported within animals, including humans.

Design and Technology

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

History

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Geography

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.