

The Big Question: How did people resist discrimination and persecution?			Main Subject Focus History	Year Group: 6	Term: Summer 2
Science: Area of Study	Geography: Area of Study	History: Area of Study	Computing: Area of Study	RE: Area of Study	Writing Opportunities: Genres
<p>Electrifying Recognise how the number of cells in a circuit affect the components Compare the different components in a circuit Describe the impact of components on a circuit Use symbols to draw a simple circuit diagram</p>	<p>How is our country changing? (Impact on the environment) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Use mapping to locate countries and describe features.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of</p>	<p>I know about the main events of the rise of Nazi power in Germany and how/why this happened.</p> <p>I understand the causes of the Holocaust.</p> <p>I can identify the short- and long-term consequences of the Holocaust.</p> <p>I can rank which discovery/event/monarchy was the most important and least important in a period of History I've studied.</p> <p>I can identify the differences in leadership styles between monarchs/rulers in periods of History I have studied.</p> <p>I can speculate as to what might have happened in the event of a different outcome from the Nazi</p>	<p>We are project mangers Solve problems by decomposing them in to smaller parts Select, use and combine a variety of software on a range of digital devices to design and create a range of programmes</p>	<p>What can we learn from people who resist discrimination and persecution?</p> <p>Show I understand a story of Nazi hatred. Write a factsheet about the way Jewish people responded to the prejudice and hatred of the Nazis Explain with reasons why it is important to remember examples of hatred and prejudice. Explain what matters about the remembrance of those who died and those who survived the idea of 'upstanders.'</p>	<p>Setting description – Kristalnacht Explanation – How were people affected by WW2?</p>
			<p>IT Application</p> <p>To present work in a variety of ways including power points, leaflets etc</p>		

	the United Kingdom and the wider world.	Germany invasion of Europe. I can evaluate the reliability of a source of evidence when bias is considered. I understand that there are different interpretations of an event and explain why this is. I can choose the most appropriate piece of primary and secondary evidence when explaining my views.			
Novel/Books: Continuation of 'Boy in the striped Pyjamas'					
RSHE: Area of Study	Art: Area of Study	PE: Area of Study	DT: Area of Study	Music: Area of Study	MfL: Area of Study
What will change as we become more independent? Know how growing up and becoming more independent comes with increased opportunities and responsibilities. Know that friendships may change and grow and how to manage this.	Explore linear perspective when recreating a Blitz skyline/the falling wall art. Explore 3D horizontal perspective when creating Spitfires Experiment with colours using water colour paint associated with feelings during WW2 (Propaganda posters and 'A House Collapsing on Two	Striking and Fielding Play to agreed rules. Explain rules to others. Umpire a match. Make a team and communicate a plan. Lead others in a game situation Athletics	Use appropriate drawings to explain my design (cross sectional drawing, annotated sketches, exploded diagram) Justify my plans in a convincing way. Independently use selected tools and equipment precisely Select appropriate materials, fit for purpose:	I know how Symphony of Sorrowful songs by Henryk Gorecki impacted people of the time. I can sing in harmony confidently and accurately. I can perform parts from memory.	The home/ household objects Understand the main points and simple opinions in a spoken story, song or passage Read and understand the main points and some detail from a short written passage

<p>Recognise how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</p>	<p>Firemen, Shoe Lane, London'). Modify and improve my designs of War Time artists (The Wall) by creating a 'mood board' to test different effects of smoke, fire and rubble. Explain why I have used different tools and/or specific techniques to create WW2 artwork (Spitfires, 'A House Collapsing on Two Firemen, Shoe Lane, London', Blitz skylines)</p>	<p>Demonstrate stamina.</p>	<p>explain choices, considering functionality and aesthetics. Follow and refine my plans. Accurately measure, mark out, cut and shape materials/ components Accurately assemble, join and combine materials/ components Reinforce and strengthen a 3D structure Explain how product meets design criteria and meets the intended users needs</p>	<p>I can take the lead in a performance using my voice or instruments.</p>	<p>Write sentences on a range of topics using a model</p>
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