

Year 6 World War I

War Horse



Technical vocabulary and concepts

History: chronology, enquiry, open / closed questioning, hypothesis, empathy, discussion / debating / explaining

Design Technology: exploded diagram, cross-sectional diagram, representation, proportion, degrees of accuracy

Personal and Social

We will be linking the personal and social learning to our topic on *World War I* and carefully considering other people's viewpoints, relating to how conflict develops and considering conflict resolution strategies.

Building learning power

As Year 6, we are taking much more responsibility as the oldest year group in school; from small, logistical tasks to wider-school roles such as buddying and house-captains, we are learning to take pride in what we do and do it well.

Values

We will compare and contrast different people's views and attitudes to war, including how these have changed over the years, including conscientious objection.

Usual Visits and Visitors (provisional during COVID restrictions)

- Fulwood Barracks
- Museum of Lancashire
- Visiting professor from Lancaster University's history department
- Lancaster memorial village

As writers, we will write across a wide range of genres, from non-fiction texts based around historical contexts, to a range of narrative based on this term's Power of Reading text, *War Horse*, which fits perfectly with our *World War I* topic. We will use an increasingly wide range of higher-level sentence structures to give our writing fluency and coherence

As readers, we will use higher-level inference and deduction skills, using high quality texts to support our writing.

As mathematicians, we will use our knowledge of mathematics in an increasing range of applications, focusing on reasoning and explaining our mathematical strategies. We are also ensuring that everyone knows their multiplication tables fluently and accurately.

As historians, we will investigate *World War I*, empathising with people who lived through this period of history. We don't just learn about history, but instead develop our subject-specific skills of enquiry, developing our own lines of enquiry and using questioning to investigate the past. Later in the term, we will focus on the impact the Great War had on our local area with (hopefully) a range of visitors and local visits.

As artists, we will create some pieces of art based on the legacy of World War I and the wider theme of remembrance.

As designers, we will investigate the vehicles used during World War I, both in terms of combat and logistics. We look at how designers refined the design of tanks and consider why a range of other vehicles were successful or not. Following this, we will design our own vehicle based on those in use at the time, using technical drawing skills whilst learning how to measure, cut and assemble to produce our finished products.

As musicians, we will use sheet music to continue learning notation and rhythm through exploring WW1 songs.

As sportspeople, we will be developing our throwing, passing and accuracy in our weekly dodgeball lessons. Please ensure PE kits are plain T-shirts, dark shorts or trousers / leggings and trainers (not pumps) and are washed and returned each week. PE days are usually as follows: 6MW Monday, 6P Tuesday, 6H Wednesday.