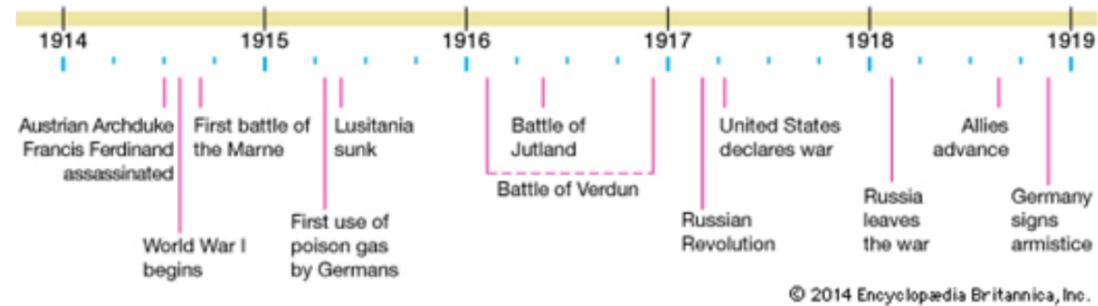


The Great War		Year 6 Autumn 2	
	Prior Knowledge	New Knowledge	Future Knowledge
History	Other aspects of conflict throughout History: Anglo-Saxon Invasions Viking Raids and Invasions (Y5) Roman Invasion of Britain & the Roman Army (Y4) Societal change, including the role of significant individuals from a BAME background (Y2)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWI as a significant turning point in British History, including: Causes of the WWI – including militarism, alliances, nationalism and imperialism The role of women in WWI – changing roles and beginning of the suffrage movement Home front – how did life change for those in Britain? Trench Warfare – the experience of soldiers	Other aspects of conflict throughout History: The Battle of Marathon (Y6) Ideas, political power, industry and empire: Britain, 1745-1901 Challenges for Britain, Europe and the wider world 1901 to the present day, in addition to studying the Holocaust. (KS3)
Art & Design	To use colour to express mood and feeling. (Y5) To apply colours to create tonal effect, pattern and texture. (Y4) To use a range of thin and thick or fine brushes. (Y3) Frida Kahlo Artist Study (Y4)	Georgia O'Keeffe Artist Study: To use tonal shading to increase the sense of perspective. To paint with accuracy and detail. To control and experiment particular qualities of tone, shade, hue and mood.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas Use a range of techniques and media, including painting.
Key Questions		Key Individuals	Key Vocabulary
<p>Why was it named the Great War?</p> <p>What were the causes of World War One?</p> <p>What were the consequences of the conflict?</p> <p>How did roles in society change? What caused this to occur?</p> <p>Was it 'the war to end all wars'?</p>		<p>Kaiser Wilhelm II (1859-1918) was the last German Emperor (Kaiser) and King of Prussia. His reign lasted from 15 June 1888 to 9 November 1918.</p> <p>David Lloyd George (1863-1945) was a Welsh politician who served as Prime Minister of the United Kingdom from 1916 to 1922.</p> <p>Archduke Franz Ferdinand (1863-1914) was the heir to the throne of Austria-Hungary. His assassination in Sarajevo is considered the most immediate cause of World War I.</p> <p>John McCrae (1872-1918) was a Canadian poet and soldier during World War I. He is best known for writing the war memorial poem "In Flanders Fields".</p> <p>Walter Tull (1888-1918) was an English professional footballer and British Army officer of Afro-Caribbean descent.</p>	<p>Central Powers – the countries who worked together to fight the Allied Powers (including Germany & Austro-Hungary)</p> <p>Allied Powers – the countries who worked together to fight the Central Powers (including Britain, France & Russia).</p> <p>Propaganda – information, especially of a biased or misleading nature, used to promote a political cause or point of view.</p> <p>Trench - a deep and narrow hole, or ditch, in the ground, that soldiers on frontlines dug to give themselves shelter from the enemy.</p> <p>Conscription - compulsory enlistment into the armed forces.</p> <p>The Home Front - the civilian population and activities of a nation whose armed forces are engaged in war abroad.</p>



Chief Events of World War I, 1914–18



Curriculum Leaflet

Year 6 Autumn 2

Year 6 will be exploring the topic: 'The Great War'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in history.

Maths	English	Home
<p><u>Fractions</u></p> <ul style="list-style-type: none"> • Equivalent fractions and simplifying • Comparing and ordering fractions • Adding and subtracting fractions (including mixed numbers) • Multiplying fractions by fractions and by whole integers • Dividing fractions by whole numbers 	<p>We will be reading: <i>The Trenches</i>, Jim Eldridge.</p> <p>Writing focus: <u>Letter</u> Use correct greeting, depending on style of letter; to be able to write formal and</p>	<p>Parents/carers can support in the following ways:</p> <ul style="list-style-type: none"> • Borrow and explore books from the library about World War I. • Discuss the historical background and events that led to WWI

<ul style="list-style-type: none"> Fractions of an amount - including finding the whole from a given fraction Multi-step fraction problems - using all 4-operations <p><u>Converting Units</u></p> <ul style="list-style-type: none"> Metric measures - converting and calculating with them Miles and kilometres Imperial measures 	<p>informal letters; write an introduction to explain why I am writing; organise writing into well structured paragraphs; construct a conclusion saying what needs to happen next; sign-off correctly; use correct level of formality; to be able to include all appropriate requirements from the year 6 curriculum for writing.</p> <p><i>Narrative</i></p> <p>Effective vocabulary selected purposefully; paragraphs securely linked throughout; range of techniques to appeal to and engage the reader; secure development of characterisation, settings and atmosphere and use of dialogue to convey character and advance the action; use informal/formal language appropriately; dialogue punctuated correctly using inverted commas; full range of punctuation used effectively.</p>	<ul style="list-style-type: none"> Learn about the impact WWI had on life in British society. Suggested visits to the Imperial War Museum and other such sites. Identify any local history associated with WWI. Accessing weekly home learning tasks via Google Classroom and spag.com. Supporting the development of times tables skills via regular practice on Times Tables Rock Stars. Reading daily at home. Accessing MyMaths for weekly maths homework.
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