

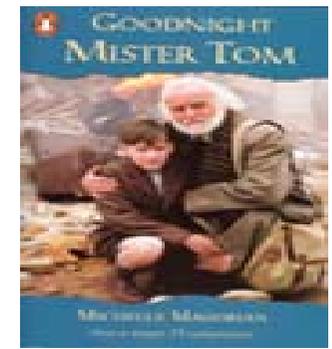
Mount Pleasant Primary School

Foundation Subject Overview Year 6 Autumn Term 2017

Goodnight Mister Tom by Michelle Magorian

The Menin Road by Paul Nash

'Jerusalem' by William Blake



Religious Education

Christianity and Judasim

They explore some of the basic origins of each faith and how the Old Testament is shared by several faiths. They compare Christian and Jewish faiths and identify the similarities and differences between them.

They will learn about key Jewish traditions and festivals and how their faith has sustained the Jews through History.

They discuss how people of faith were badly treated during the wars in Europe. Pupils use dance, drama and music to explore their values and ideas about events. Discuss how such notions of 'ethnic cleansing' are still true of some war situations today, leading to civil war.

Pupils visit a Synagogue and compare this to their local church.

Music

Children will listen to popular war time songs from 1939-1945. They will sing songs and perform together a range of war time songs. They consider the use of music as morale booster, specifically the forces' sweetheart, Vera Lynn. Children will learn about the influences from America on British music ie. Glenn Miller.

Children compose their own war songs, using popular songs that they know to help inspire their tunes and lyrics.

History

Study of Britain, WWI and since 1930 – WWII. The emphasis of study is on how children were affected by wars; the impact of evacuation and changes in people lives as a consequence of wars.

Key Questions

Why was there a second World War?

Did WW1 cause WW2?

What were the key events?

Why didn't people learn from WW1?

What was the impact on society?

How did the role of women evolve during this time?

Why were children evacuated?

Children will look at the consequences of WW1 and evaluate whether these contributed to the start of WW2. They will consider how different members of society reacted to WW2. They will consider how WW2 was a war fought at home and away. Pupils study the movement of populations; comparing the British Empire to populations today and 'political control' of one country over another e.g. the Commonwealth. They investigate the impact of population movements on society.

Geography : Children use world maps to identify location of Axis and Allied countries. They use maps to identify places in the UK where children were evacuated from and to but also world maps to include evacuation overseas. They consider various questions: They learn about the similarities and differences between a village and a major city. They focus also on UK maps to identify cities affected by key events.

Why were children evacuated to the countryside? Why were children evacuated overseas? Why were ports targeted? Why were main cities targeted? Where did the German bombers come from when attacking Britain? Where would Britain need significant defences?

Physical Education

Dance

Create and perform dances using a range of movement patterns, including those from different times, places and cultures and respond effectively to various music ranges.

Games (Rounders, Cricket, Tennis)

Play competitive net, striking/fielding and invasion games. Use skills, tactics, and rules to develop games. Apply principles suitable for attacking and defending.

Modern Foreign Languages - French

- Holidays and holiday activities
- Nationalities
- Francophone countries
- Seasons and weather

Design Technology

Food technology, rationing. Pupils explore what the weekly ration was for a family of four, plan and cook. How nutritious were the meals that were eaten regularly?

Outdoor Learning: Children will design and contribute towards a 'Dig for Victory' Garden, choosing and selecting produce to grow in the style of a 1940's garden. Food harvested can be used in creation of a healthy meal.

Art and Design

Children study two specific artists: David Hockney and Henry Moore. They study Hockney's landscapes, comparing to Paul Nash. When creating their own, they learn and improve upon specific art techniques for watercolours such as use of tone, shade and brushstroke.

Children study the work of Henry Moore. They begin by looking at his sketches from The Blitz in the underground and develop these into: their own sketches, maquettes and a final model in clay.