

Kensworth Church of England Academy									
Theme: Fallen Fields			Year: 4/5/6				Main concepts: History		
What should children already know?									
<p><b>Children should be able to:</b>            Key dates 1914-1918            Who it was between- competence            Relevance of the Poppy            Trenches            Role of men as soldiers            First time tanks, aircraft were used and machine guns invented            Where it took place, which countries were involved            Use of horses- mechanised army during the war- how it was fought</p>									
Key vocabulary									
Air raid	Archduke Franz Ferdinand	battleships	First World War	home front	truce	Shell shock	Battle of Gallipoli		
aircraft	armistice	cenotaph	conscription	Kaiser Wilhelm	missing in action	submarines	Battle of Mons		
airship	artillery	Commonwealth	Eastern Front	<i>Last Post</i>	mustard gas	tanks	Battle of Passchendaele		
allies	assassination	conflict	First-hand evidence	League of Nations	propaganda	Tomb of the Unknown Soldier	Battle of the Somme		
alliance	battlefield	David Lloyd George	Hindenburg Line	Lord Kitchener	Remembrance Sunday	Battle Amiens	Mess tin		
Historical knowledge, skills and enquiry									
<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.            Knowledge: Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <ul style="list-style-type: none"> <li>L. Intention- Create an in-depth study of an aspect of British history beyond 1066.</li> <li>Debate the significance of a historical person, event, discovery or invention in British history.</li> <li>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</li> </ul> <p>Significant People</p> <ul style="list-style-type: none"> <li>L Intention-Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li> <li>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</li> </ul> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.            Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.            L Intention- Sequence and make connections between periods of world history on a timeline.            Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.            Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1900 BC and the ancient Egyptians from 3100 BC to 332 BC.</p>									
Scientific skills									
<p><b>Earth and Space – Separate Science Year 5/6</b>            L Intention- Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.            Describe the Sun, Earth and Moon as approximately spherical bodies and use this knowledge to understand the phases of the Moon and eclipses            Describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun            Describe or model the movement of the Moon relative to Earth.            Use the idea of Earth's rotation to explain day and night, and the Sun's apparent movement across the sky.            Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).            Use test results to make predictions to set up further comparative and fair tests.            Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.            Identify scientific evidence that has been used to support or refute ideas or arguments.            POS:            Describe the Sun, Earth and Moon as approximately spherical bodies.            Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.            The results are information, such as measurements or observations, that have been collected during an investigation.            A conclusion is an explanation of what has been discovered using evidence collected.            The Sun, Earth, Moon and the planets in our solar system are roughly spherical. All planets are spherical because their mass is so large that they have their own force of gravity. This force of gravity pulls all of a planet's material towards its centre, which compresses it into the most compact shape – a sphere.            Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.            Describe the movement of the Moon relative to the Earth.</p> <p>Knowledge:            The Solar System is made up of the Sun and everything that orbits around it. There are eight planets in our Solar System: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth orbits around the Sun and a year (365 days) is the length of time it takes for Earth to complete a full orbit.</p>									
Transferable skills									
<p>During this theme, children will continue to develop and expand their use of the following transferable skills:  <b>Personal Effectiveness</b>            *Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)            *Resilience (including self-motivation, perseverance and adaptability)            *Self-regulation (including promotion of a positive growth mindset and managing emotions and impulses)            *Clarifying own values and re-evaluating values and beliefs in light of new learning, experiences and evidence            *Recalling and applying knowledge creatively and in new situations  <b>Interpersonal and Social Effectiveness</b>            *Empathy and compassion (including impact on decision making and behaviour)            *Respect for others' right to their own beliefs, values and opinions            *Teamworking            *Leadership skills</p>						<p>*Presentation skills            *Recognising, evaluating and utilising strategies for managing influence  <b>Managing Risk and Decision Making (integral to above)</b>            *Identification, assessment and management of positive and negative risk to self and others            *Formulating questions (as part of enquiring approach to learning and assessing value of information)            *Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)            *Assessing the validity and reliability of information            *Identify links between values and beliefs, decisions and actions            *Making decisions            (Essential skills and attributes taken from the PHSE Association POS 2017)</p>			
<p>By the end of this theme the children should be able to:</p> <ul style="list-style-type: none"> <li>Know the causes, consequences and impact of World War 1</li> <li>Know that WW I was known as 'the war to end all wars' the First World War was a conflict that had a devastating effect on millions of people across the world</li> <li>Understand that this was global tragedy? Consider what was life like for families on the home front as they waited for news of loved ones who were 'missing in action'?</li> <li>Understand how the soldiers endure the terrible conditions in the trenches</li> <li>Know how a fragile peace was finally achieved</li> <li>Place events from period studied on time line</li> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> <li>Developed their knowledge and know key events of World War 1 and be able to identify, locate on timeline.</li> <li>Discuss and draw on knowledge about World War 1, significant events, people, weapons, technology, including effects and impact of the World War 1</li> <li>Examine causes and results of great events and the impact on people</li> <li>Use evidence to reconstruct life in time studied</li> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>									

<p>As Earth orbits the Sun, it also spins on its axis. It takes Earth a day (24 hours) to complete a full spin. During the day, the Sun appears to move through the sky. However, this is due to the Earth rotating and not the Sun moving. Earth rotates to the east or, if viewed from above the North Pole, it rotates anti-clockwise, which means the Sun rises in the east and sets in the west. As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time.</p> <p>The Moon orbits Earth, completing a full orbit every month (28 days).</p> <p>The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected.</p>		
<p align="center"><b>English curriculum links</b></p>		<p align="center"><b>Geography</b></p>
<p>Class Reader Private Peaceful- Michael Morpurgo and War Horse- Michael Morpurgo- English SPaG, Comprehension and Composition</p> <p>War Poetry</p> <p>Spoken Language L. Intention(s)</p> <p>Pitch - Year 5 Ask and answer questions to solve problems, hypothesise and think critically.</p> <p>Listen to and build on the contributions of others in discussions and debates.</p> <p>Ask relevant ?s to extend their understanding &amp; knowledge</p> <p>Use spoken language to listen to and build on the contributions of others in discussions and debates.</p> <p>Ask and answer questions to solve problems, hypothesize and think critically</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Listen to and build on the contributions of others in discussions and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others in discussions and debate.</p> <p>Writing- L Intention (s)- Select increasingly appropriate vocabulary and sentence structures for the genre of writing. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action. Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task.</p> <p>PoS-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Evaluate and edit. Assess the effectiveness of their own and others’ writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Choose the writing implement that is best suited for a task.</p>		<p>Investigation- geographical sources</p> <p>L Intention- Analyse and compare a place, or places, using aerial photographs. atlases and maps.</p> <p>Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>PoS- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>K- Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.</p> <p>Satellite images are photographs of Earth taken by imaging satellites.</p> <p>Data analysis- Summarise geographical data to draw conclusions.</p> <p>PoS- 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.</p> <p>K- Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.</p>
<p align="center"><b>PHSE &amp; Values</b></p>		
<p>School Value- Trust and other values explored through Collective Worship on Rebuilding and reconnecting communities</p> <p>PSHE- Year 4/5- <b>What makes up a person’s identity?</b></p> <p>L Intentions: how to recognise and respect similarities and differences between people and what they have in common with others</p> <ul style="list-style-type: none"> <li>that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>how to challenge stereotypes and assumptions about others</li> </ul>	<p><b>Money: making decisions; spending and saving- link to Christmas school events</b></p> <ul style="list-style-type: none"> <li>how people make decisions about spending and saving money and what influences them</li> <li>how to keep a track of money so people know how much they have to spend or save?</li> <li>how people make choices about ways of paying for things they want and need</li> <li>how to recognise what makes something ‘value for money,’ and what that means to them</li> <li>that there are risks associated with money (it can be won, lost, stolen) and how money can affect people’s feelings and emotions</li> </ul> <p>Year 6- How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> <li>how mental and physical health are linked</li> <li>how positive friendships and being involved in activities such as clubs and community groups support well-being</li> <li>how to make choices that support a healthy, balanced lifestyle</li> <li>that habits can be healthy or unhealthy, strategies to change or break an unhealthy habit or take up a new one</li> <li>how legal and illegal drugs can affect health and how to manage situations involving them</li> <li>how to recognise early signs of physical or mental ill health and what to do about this, including whom to speak to in and out of school</li> <li>that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	
<p align="center"><b>RE Links</b></p>		<p align="center"><b>Computing</b></p>
<p>What helps Hindu people as they try to be good? (Karma/Dharma/Samsara/Moksha)</p> <p>How do Hindus show their faith? Faith in what?</p> <p>Describe Hindu beliefs about God</p> <p>Find out more about how Hindus worship god</p> <p>Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non-religious child</p> <p>Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs</p> <p>A Hindu life; what is important?</p> <p>Describe two of the four aims in Hindu life; Dharma and Moksha</p> <p>Find out more about the metaphor of the journey of life for Hindus and for themselves</p> <p>Look for similarities and differences between duty for Hindu children and for themselves</p> <p>Why is Mahatma Gandhi a Hindu Hero?</p> <p>Describe the Hindu belief in Karma. Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs?</p> <p>Describe some key events in the life of Gandhi</p> <p>Describe how the life of Gandhi shows Hindu beliefs in action</p>	<p>L Intention- Create, select and combine a range of texts, images, sound clips and videos for given purposes.</p> <p>PoS- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>K -Creating, selecting and combining a range of texts, images, sound clips and videos for given purposes could include creating a web page, slide show presentation, short film or an animation.</p>	

<p>What is it like to be a Hindu in Britain today?  Describe how vibrant British Hindu life is  Describe examples of where the life of a Hindu can be seen in Britain  Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching</p>	
<b>Art</b>	<b>DT</b>
<p>Art &amp; Design  Poppies  War Art  Christmas Calendar/ Cards- Art  L Intention: Review and revisit ideas and sketches to improve and develop ideas.  POS: Create sketchbooks to record their observations and use them to review and revisit ideas. Learn about great artists, architects and designers in history.  K. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.  Year 6 Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.  K- Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p>	<p>Design Technology DT L I: Select and combine materials with precision.  L Intention- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.  PoS- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  Year 6 Choose the best materials for a task, showing an understanding of their working characteristics.  POS: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  4 Year 6 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  K. Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.  Year 6 It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability.</p>