

## Knowledge Outcomes

WWII took place from 1939 – 1945.

The allied forces declared war on West Germany after they invaded Poland.

Children were moved out of big cities into the countryside due to bombing – known as the Blitz in London.

Six million Jewish people were killed in a period of history known as the Holocaust.

*Challenge: WWII was partly influenced by the aftermath of WWI.*

## Strength Lies in Difference

**WALT** Understand the strategies needed to be anti-racist

**WALT** Be familiar with these key terms and understand their meaning: *Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice, Activism, Prejudice*  
Understand that there are prejudicial views towards

## Languages

### Café Culture and Restaurants

**WALT** Learn about the culture of going to cafés and restaurants in France

**WALT** Learn key vocabulary for food and phrases for ordering food in a café

**WALT** Role play going to a café and ordering some food and drinks

**WALT** Follow a story in a restaurant setting

**WALT** Create own themed menus

## Expressive Art and Design

### Design and Technology:

**WALT** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

**WALT** Select from and use a wider range of tools and equipment to perform practical tasks

### Music:

**WALT** Recognise the legacy that some musicians leave as a result of their music and their actions

**WALT** Understand how some musicians have become influential amongst certain groups of people and within particular cultures

**WALT** Understand the power of song lyrics to convey a message

## Personal, Social and Emotional Development

### PSCHE: What affects mental health and how can we take care of it?

**WALT** Understand how mental and physical health are linked

**WALT** Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing

**WALT** How to recognise early signs of mental ill-health and what to do about this, including whom to speak to in and outside school

**WALT** Know that mental health problems can build up if they are not recognised, managed, or if help is not sought early on

**WALT** Understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult

**WALT** Understand that mental health difficulties can usually be resolved or managed with the right strategies and support

**WALT** Know that Alan Turing was a computer scientist who worked during WW2 to crack the Engima code, allowing coded messages from Germany to be interpreted.

**WALT** Know that Alan Turing was arrested for being gay, which was illegal at the time.

**WALT** Know that he was given the choice of going to prison or taking some medicine that made him not want a boyfriend or a girlfriend. He chose the medicine, but it stopped him from being able to concentrate on his work.

**WALT** Consider how life might be different for Alan Turing if he was alive today

### R.E.: Does belief in Akhirah (life after death) help Muslims lead good lives?

**WALT** Give examples of times our choices have been influenced and may have changed when we considered the consequences that might follow.

**WALT** Explain how believing in Akhirah influences Muslims to do their best to lead good lives.

## SUMMER TERM 1 Activities Blasted Blitz! Year 6

## English / Mathematics

*Included on the termly Success and Challenge cards*

## Understanding of the World

### HISTORY: World War Two

**WALT** Learn about an aspect of British history that extends pupils' chronological knowledge beyond 1066 – World War Two

**WALT** Start to understand the difference between primary and secondary evidence and start to question its reliability

**WALT** Show an awareness of the concept of propaganda  
**WALT** Know that people in the past represent events or ideas in a way that may be to persuade others

### Geography

**WALT** Name and locate counties of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns, and understand how some have changed over time.

### Science: Light

**WALT** Recognise that light appears to travel in straight lines.

**WALT** Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

**WALT** Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

**WALT** Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Computing: iApp

**WALT** Understand the value of mobile technology and its future development

**WALT** Use development tools to create an app

**WALT** Understand that procedures are a sequence of statements that can be called repeatedly using only one command

**WALT** Create an app involving variables and procedures

**WALT** Develop an app according to a plan

**WALT** Develop strategies for testing and debugging computer programs

## Physical Development

### Sports Day practise

**WALT** Display an understanding of fair play, working well with others and leading a large group

**WALT** Utilise new skills in competitive situations, as an individual or part of a team

**WALT** Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles)