

Medium-Term Planning Format		
Cohort	Year 6	
Enquiry Question (QUESTIONING)	Why did Britain have to go to war in 1939?	
Enquiry Driver	History	
Enquiry Enhancer	Design and Technology	
Main Enquiry Theme	A study beyond 1066.	
National Curriculum Objective	<p><b><u>History</u></b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• A study or an aspect of a theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b><u>Design &amp; Technology</u></b></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> <li>• Can I explain why World War 2 is so important in British history?</li> <li>• Can I explain how Britain has had a major influence on the world?</li> <li>• Can I use dates and historical terms accurately, placing them on a timeline?</li> <li>• Can I devise historical questions about change, cause, similarities and differences and significance relating to World War 2?</li> <li>• Can I describe in detail any historical events from World War 2 which I have studied?</li> <li>• Can I explain how events from World War 2 have had an impact elsewhere in the world?</li> </ul>	
Key Knowledge and Skills (enhancer)	<p><b><u>Stiff and Flexible Sheet Materials</u></b></p> <ul style="list-style-type: none"> <li>• Can I demonstrate an understanding of the qualities of materials and justify why I have chosen particular tools to cut and shape?</li> <li>• Can I cut materials with precision and refine the finish with appropriate tools?</li> <li>• Can I ensure my product has a high quality finish, using art skills where appropriate?</li> </ul> <p><i>(Children will design and make a gas mask)</i></p>	





Physical Education	<p><b><u>Athletic activities</u></b></p> <p><b>Run, jump and throwing events</b></p> <ul style="list-style-type: none"> <li>• Can I accurately replicate techniques for running, jumping and throwing activities?</li> <li>• Can I identify and recall the basic principles of technique?</li> <li>• Can I show success across all athletics and begin to achieve goals for future events?</li> <li>• Can I comment on some of the factors which make an effective performance?</li> </ul>		
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Y6 Unit 36- functional thinking</b></p>		
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 6- Performance Time</b></p>		
Science	<p><b><u>Science:</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i></li> <li>• <i>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i></li> <li>• <i>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></li> </ul> <ul style="list-style-type: none"> <li>• Can I give reasons for why living things produce offspring of the same kind?</li> <li>• Can I give reasons for why offspring are not identical with each other or with their parents?</li> <li>• Can I explain the process of evolution and describe the evidence for this?</li> <li>• Can I begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments?</li> <li>• Can I talk about the life of Charles Darwin?</li> </ul>		
Additional Links	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community</b>
	Introduction to Parliament – explore different types of government, political ideologies and voting systems. Understand how citizens can influence decision making through democratic process. Understand that there is a separation of power between the government, parliament and the law courts.		
	<b>Citizenship (Beaver Pledge)</b>	<b>Global Neighbours</b>	<b>Home Learning</b>
Propaganda Posters			