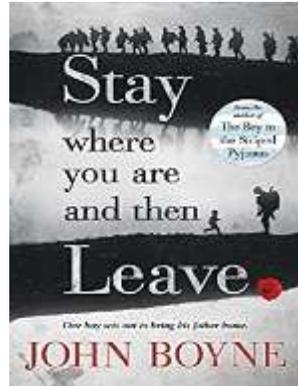




The Great War
Year 6 – Autumn Term 2



Topic Core Text



Stay Where You Are and Then Leave by John Boyne

English – TalkForWriting

Text: Stay Where You Are and Then Leave by John Boyne

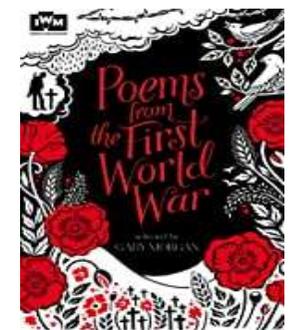
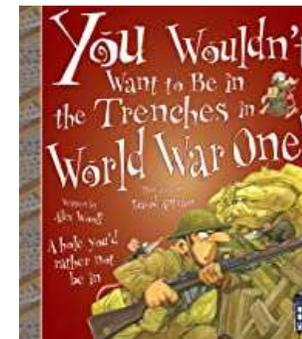
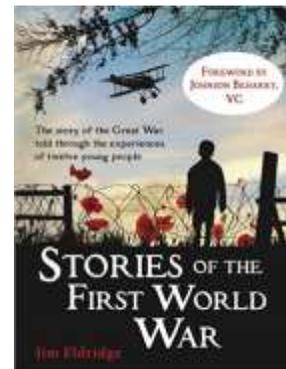
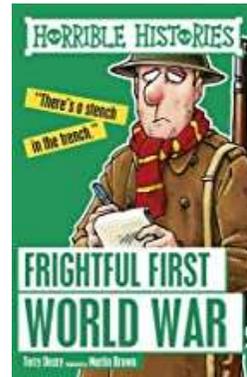
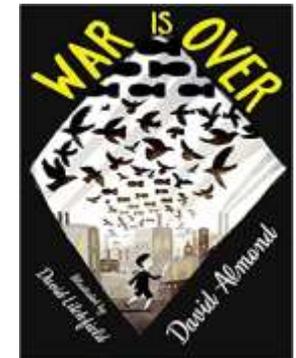
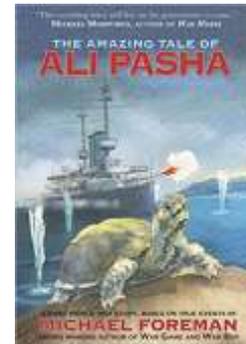
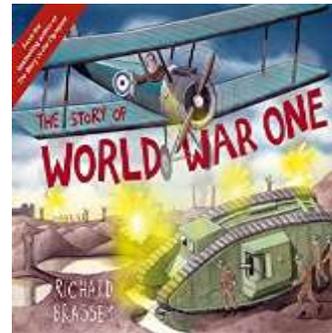
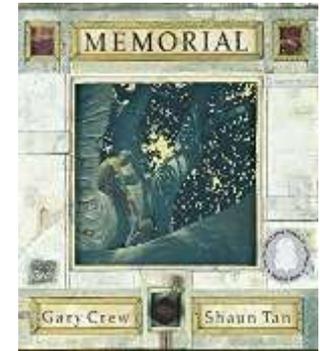
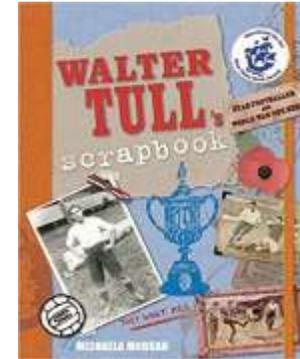
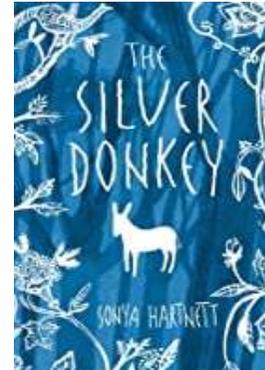
Focus: We will be writing a diary recount, letters, narrative pieces and a newspaper report

Writing Activities to complete at home

At home, have a go at writing:

- A trench setting description
- A letter home as a soldier in war
- A diary entry as a soldier
- A propaganda poster for soldiers
- A persuasive speech to persuade men to sign up to the army

Recommended Reads





Entry Point – Living a day during WW1: children to experience marching like a soldier, responding to air sirens and being measured up for war.

History – We will be learning about WW1, how it began and ended.

Activities:

- Go to the imperial war museum
- Watch Horrible Histories about WW1
- Visit your local war memorial



Key Vocabulary: Franz Ferdinand, battle, war, politics, poppies, conscription, rations, trenches, trench warfare

Key questions:

How did WW1 start? What countries were involved in WW1? What impact did WW1 have on people in London?

Science – We will be learning about voltage of cells and how this affects the components of a circuit.

Activities:

- Create own circuits, exploring how to make the bulb brighter or the buzzer louder.
- Create a Christmas present using electrical components.

Key Vocabulary: circuit, electricity, conductor, electrons, material, investigation

Key questions:

*How can you scientifically measure the brightness of a bulb?
What effect does a length of wire have on the brightness of a bulb?*

Art – We will be improving our sketching skills, looking at famous WW1 sketches and creating our own.

Activities:

- Look at different WW1 art work and analyse what features are used. You can look at the national gallery website for this.
- Practise sketching at home – sketch what you see!

Key Vocabulary: sketching, shading, value, texture, hatching, crosshatching, perspective

Key questions:

*How can you change the way you sketch?
How you sketch to show something is closer?*



PSHE – We will be learning about the changes we go through in life and how our body reacts to experiences

Activities:

- Create a list of changes you have experienced and explain how you dealt with these.
- Discuss bereavement and ways to deal with loss.
- Create a timeline of your life (bring photos).

Key Vocabulary: loss, bereavement, denial, acceptance

Key questions:

How does our body react to change?



RE – We will be learning about the purpose of places of worship and views that religions share with the world.

Activities:

- Visit a Church and Mosque and interview members of that community.
- Design a suitable place of worship noticeboard

Key Vocabulary: holy place, ritual, worship, belief, religious figure, faith, Christianity

Key questions:

What are the similarities and differences in places of worship?



D.T – We will be designing a savoury dish using a range of techniques and healthy ingredients.

Activities:

- Carry out sensory evaluations of a variety of existing food products and ingredients
- Research key chefs and how they have promoted seasonality

Key Vocabulary: healthy eating, recipe, ingredients, spices, herbs, utensils

Key questions:

*What foods would you include in a healthy and varied diet?
What is the impact of adding ingredients on finished product?*

Exit Point – Children to share their work with the rest of the year group.