

***Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

‘Knowledge is power. Information is liberating.’ Kofi Annan

TOPIC: Conflict and resolution					Year Group: 6		
	1	2	3	4	5	6	7
English	War Game	War Game	War Game	Christmas Carol	Christmas Carol	Christmas Carol	Independent writing ---
Spelling	Year 5/6 statutory spelling list	Homophones	Homophones	Dictionaries to proof-read	Apostrophes (possession and contraction)	Revision (ibly/ably)	
Maths	Area Multiplication	Area Multiplication	Area Division	Circles (R, D and C) Division	Coordinates Division word problems	Coordinates Shape pictures	3D shapes
Science <u>Evolution and adaptation</u>	<p>Knowledge Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Skills Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Skills Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Skills Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Skills Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Skills Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	<p>Knowledge Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Skills Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Vocabulary Adaptation Evolution Characteristics Reproduction Genetics</p>	

Art and Design							
Computing	<p>Knowledge</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. <p>Skills</p> <ul style="list-style-type: none"> Abide by school rules for e-safety. Explain the importance of staying safe on the internet (verbally and through completed work). 		<p>Knowledge</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. Use search technologies effectively. <p>Skills</p> <ul style="list-style-type: none"> Independently, and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make appropriate use of selected resources for a given audience, acknowledging material used where appropriate. 		<p>Knowledge</p> <ul style="list-style-type: none"> Using excel to analyse and present data. 		
History	<p><i>The outbreak of war</i></p> <p>Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Skills Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by learning</p>	<p><i>Evacuation</i></p> <p>Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Skills Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about when, where and why</p>	<p><i>Rationing</i></p> <p>Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Skills Address, and sometimes devise, historically valid questions about change, cause, similarity and difference and significance by learning about</p>	<p><i>The role of women</i></p> <p>Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Skills Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the importance and significance of the role</p>	<p><i>The Blitz</i></p> <p>Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Skills Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about The Blitz; why it</p>	<p><i>VE day</i></p> <p>Knowledge Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Skills Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods</p>	

	<p>about the events that lead to the outbreak of World War II.</p> <p>Vocabulary World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers</p>	<p>children were evacuated in World War II.</p> <p>Vocabulary Evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book.</p>	<p>rationing during World War II and how people adapted to deal with reduced product availability.</p> <p>Vocabulary Rationing, ration book, Dig for Victory, Lord Woolton.</p>	<p>of women during World War II.</p> <p>Vocabulary Women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS)</p>	<p>happened and the impact it had on our country.</p> <p>Vocabulary The Blitz, target, air raid, evacuate, German Air Force, blackout, cities, ports, attack, bomb, London, siren, shelter</p>	<p>studied by learning about the significance of VE day and what it stood for.</p> <p>Vocabulary Second World War, celebrate, war, surrender, Germany, liberation, victory, Europe</p>	
<p>Music</p>							<p>Knowledge Use and understand staff and other musical notations (POS 4)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p>Skills * Read the notes above and below the stave. * Sing songs using staff notation. * Sing and perform using instruments, using staff notation as support.</p>

							<p>* Play tuned (and untuned) instruments with control and rhythmic accuracy, showing a secure awareness of how to play them including how to create dynamic contrast through the way that they are played.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Notation • Structure
<p>Physical Education</p>	<p>CONFLICT & RESOLUTION Real P.E (Cognitive) Throw Tennis</p> <p>Knowledge</p> <ul style="list-style-type: none"> • <i>I have a clear idea of how to develop my own and others' work.</i> • <i>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</i> • <i>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</i> <p>Skills</p> <ul style="list-style-type: none"> • <i>Co-ordination (Ball skills) and Agility (Reaction and Response)</i> <p>Vocabulary</p> <ul style="list-style-type: none"> • <i>Forehand</i> • <i>Backhand</i> • <i>Analyse</i> • <i>Evaluation</i> 			<p>CONFLICT & RESOLUTION Real P.E (Cognitive) End Ball</p> <p>Knowledge</p> <ul style="list-style-type: none"> • <i>I have a clear idea of how to develop my own and others' work.</i> • <i>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</i> • <i>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</i> <p>Skills</p> <ul style="list-style-type: none"> • <i>Co-ordination (Ball skills) and Agility (Reaction and Response)</i> <p>Vocabulary</p> <ul style="list-style-type: none"> • <i>Forehand</i> • <i>Backhand</i> • <i>Analyse</i> • <i>Evaluation</i> 			

<p>Religious Education</p>				<p><i>The Trinity: How is God 3 and yet</i></p> <p>Knowledge</p> <ul style="list-style-type: none"> • Explore the Christian concept of the Trinity • Investigate the different symbolism and characteristics associated with each Person of the Trinity <p>Skills</p> <ul style="list-style-type: none"> • Make links between Trinity symbolism, Bible texts and the Christian beliefs they represent • Suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary • Explain why the Trinity is an important symbol for Christians • Be able to make suggestions how belief in God as Father, Son and Spirit might help Christians <p>Vocabulary</p> <ul style="list-style-type: none"> • Trinity • Father • Son • Holy Spirit 	<p><i>Christmas - What do the gospels say about the birth of Jesus/why is it 'good news'?</i></p> <p>Knowledge</p> <ul style="list-style-type: none"> • Research the differences in the Gospel accounts of Matthew and Luke and analyse what this might reveal about who Christians believe Jesus is. • Study why the birth of Jesus might be 'good news'. • Explore the differences between Matthew's and Luke's accounts, highlighting the different audiences for whom they were written. <p>Skills</p> <ul style="list-style-type: none"> • Compare the events in two Gospel accounts, suggest reasons for the differences • Explain what the 'good news' in each Gospel is using evidence from the text <p>Vocabulary:</p> <ul style="list-style-type: none"> • Gospel • Accounts • Apostle • 'Good news'
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