

Creative Curriculum - Year 6: Term 1

Real London Lives		Order of Teaching										
Learning Links	<p>Cross Curricular, trips, visits, homework and books: Topic reading: <i>War Game, Ali Pasha & Billy the Kid</i> by Michael Foreman and Michael Morpurgo Trips and visitors: Westminster Archives, Michael Foreman Newspapers: <i>First News – The Outbreak of War</i> Classic Authors and Stories: Charles Dickens' <i>Great Expectations</i> & Shakespeare, Garfield & Burdett's <i>Romeo and Juliet</i> Instructions and explanations: How to dress for the Trenches Classic Poetry: <i>If</i> and <i>My boy Jack</i> by Rudyard Kipling Emotive letters: letters to the Unknown Warrior Persuasive Letters: <i>Visit London</i></p>											
Geography Mapping: WWI locations	<p>Chn study significant WWI locations (countries involved, cities and battlegrounds). They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>The chn begin by studying a map of the world recapping what they have learned in previous years about environmental regions, key physical and human characteristics, countries and major cities before being introduced to their WWI topic.</p> <p>The chn learn which countries were involved (Allies and Central Powers) and locate them. They suggest reasons why WWI was the first war to be called a world war. The chn then focus on Europe and how it has changed since the start of WWI. The chn use a combination of maps, atlases, globes and digital mapping to locate countries and describe the features studied.</p> <table border="1" data-bbox="322 1384 981 1579"> <thead> <tr> <th>Year 6</th> <th>Term 1 - Geography</th> </tr> </thead> <tbody> <tr> <td>LO: I can talk about the world's geography like an expert</td> <td>✓</td> </tr> <tr> <td>I can locate some of the world's countries using maps</td> <td></td> </tr> <tr> <td>I know the relative location of Europe and the countries and cities within it</td> <td></td> </tr> <tr> <td>I can describe key details about the world's environmental regions, key physical and human characteristics, countries and major cities (focus on Europe)</td> <td></td> </tr> </tbody> </table>	Year 6	Term 1 - Geography	LO: I can talk about the world's geography like an expert	✓	I can locate some of the world's countries using maps		I know the relative location of Europe and the countries and cities within it		I can describe key details about the world's environmental regions, key physical and human characteristics, countries and major cities (focus on Europe)		<p>LO: I can talk about the world's geography</p> <p>See success criteria</p> <p>2 weeks (Creative Curriculum and ICT time)</p>
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History & Literacy Real London Lives: A Local history study with Westminster Archives – piecing together the lives of local people	<p>Chn complete a local history study about WWI and its impact on their locality.</p> <p>Using real archives, artefacts and visits to local places, the chn learn about what Britain and the world was like before the onset of war, as well as the outbreak of war and its impact, particularly on local people.</p> <p>The chn make a timeline showing where WW1 fits into British and world history. They use Dickens' stories, <i>War Game</i> and <i>Ali Pasha</i> to find out what life was like in Victorian London and the years leading up to the war. They study news clips, radio broadcasts and newspaper articles to understand the outbreak of war. They write letters to the unknown warrior to take to</p>	<p>LO: I show a chronologically secure understanding of British, local and world History</p> <p>LO: I establish clear narratives within and across the WWI period</p> <p>LO: I understand how our knowledge of the past is constructed from a range of</p> <p>6 weeks (Literacy and Reading lessons)</p>										

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during WW1.	Westminster Abbey. They use archive materials to ask and answer questions about people's lives, their actions and the reasons behind them. They visit the Horse Guards and walk the local area to locate the places and people they are studying.	sources LO: I select and use evidence from different sources to find out about local people's lives																			
Art Real London Lives: Thames River views!	<p>The children learn about the Thames and its role in local history. They use watercolours and chalk to paint a view of the Thames.</p> <p>The children improve their mastery of drawing, and painting techniques, including their control, their use of materials and sketch books. They work with creativity, experimentation and an increasing awareness of different kinds of art, craft and design in order to invent and create their own work of art.</p>  <table border="1" data-bbox="288 1243 1018 1556"> <thead> <tr> <th>Year 6</th> <th>Term 1 - Art</th> </tr> </thead> <tbody> <tr> <td colspan="2">LO: I can paint a view of the Thames</td> </tr> <tr> <td>I can research and discuss various artists and their processes</td> <td>✓</td> </tr> <tr> <td>I select ideas based on first hand observations, experience or imagination and develop these through open ended research</td> <td></td> </tr> <tr> <td>I can investigate the potential of unfamiliar materials and use the techniques I develop in my work</td> <td></td> </tr> <tr> <td>I can mix colours to express mood, divide foreground from background or demonstrate tone</td> <td></td> </tr> <tr> <td>I use techniques, colours, tones and effects in an appropriate way to represent things seen, e.g. brushstrokes following the direction of the water, stippling to paint buildings, watercolour bleeds to show clouds.</td> <td></td> </tr> <tr> <td>I can explain the techniques I've used</td> <td></td> </tr> <tr> <td>I can evaluate my work against the intended outcome</td> <td></td> </tr> </tbody> </table>	Year 6	Term 1 - Art	LO: I can paint a view of the Thames		I can research and discuss various artists and their processes	✓	I select ideas based on first hand observations, experience or imagination and develop these through open ended research		I can investigate the potential of unfamiliar materials and use the techniques I develop in my work		I can mix colours to express mood, divide foreground from background or demonstrate tone		I use techniques, colours, tones and effects in an appropriate way to represent things seen, e.g. brushstrokes following the direction of the water, stippling to paint buildings, watercolour bleeds to show clouds.		I can explain the techniques I've used		I can evaluate my work against the intended outcome		LO: I can paint a view of the Thames See success criteria	2 weeks (Creative Curriculum)
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Science	<i>Let it Shine</i> (see Switched on Science)																				
Computing	<i>We are game developers: Kodu game designing</i>																				

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