

Year Group:6 Term: Autumn

Challenge pack

Conflicts; Causes and Outcomes

Learning Challenge

How can we capture first-hand perspectives of conflicts so that we can learn lessons from the past?



Class texts—whole class reading, extracts, thematic books

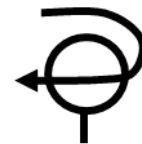
Main texts for planning:

Additional books from book web:

Cognitive skills / Meta-learning— specific teaching examples to use in learning



C&S: Linked to Historical enquiry: When have different conflicts taken place through time? What have the cause and effect of these been?



OPV: gathering first hand perspectives, primary sources and secondary sources of information. What emotions and feelings have been caused by these conflicts and how can we learn from mistakes made?

Hooks or memorable experiences

Public Product—what will the outcome look like to demonstrate learning?

An outcome that is inclusive of writing, images, digital media and art work that captures a selection of findings, stories, first hand accounts and lessons learnt from war and conflict, in different times and places. Shared with a number of audiences including those who have been personally involved and affected.

Killer Questions—those asked to measure understanding of pupils

Where in the world have different conflicts and wars taken place? Why might have they occurred in these specific geographic locations?

When have different conflicts taken place through time? What have the cause and effect of these been?

What do different sources of information tell us about what took place in a particular conflict?

What emotions and feelings have been caused by these conflicts and how can we learn from mistakes made?

Year group	6	Term	Autumn	Challenge Pack	Conflicts; Causes and Outcomes—How can we capture first-hand perspectives of conflicts so that we can learn lessons from the past?		
SUBJECT FOCUS (delete as required)		Children will learn about / will know <i>WHAT? (Declarative knowledge)</i>		Children will know HOW TO...? <i>(Procedural knowledge)</i>		Prior learning (<i>Schemata</i>)	Vocabulary
History		<ul style="list-style-type: none"> British history that extends pupils' chronological knowledge beyond 1066 – the world wars and wider conflicts through time 		<ul style="list-style-type: none"> H3.1c Use a timeline to make comparisons between different places and times in the past H3.2a Use a variety of sources to check for accuracy when building a picture of the past H3.2c Compare the value of primary/secondary sources H3.2d Gather from sources how conclusions were arrived at H3.2e Investigate the cause and effect of events H3.2f Compare accounts of events— offer reason for different versions 		Britain's settlement by Anglo-Saxons and Scots and Viking and Anglo-Saxon struggle for the Kingdom of England—conflicts and battles that have taken place during these times.	Sources Primary Secondary Conclusion Accuracy Bias Cause and Effect Accounts
Geography		<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America 		<ul style="list-style-type: none"> G3.1 a Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their environmental regions G3.4a Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 		Location and significance of Longitude, Latitude, Tropics, Arctic and Antarctic circles. Climate zones, biomes, vegetation belts Contrast between UK and South America Economic activity including trade links, and the distribution of natural resources	Europe North America Middle East Russia
RE		<ul style="list-style-type: none"> Christianity—contrast to other religions. Ultimate questions Interpretations as to why key religious characters held beliefs. Aspects of identity and discuss where religious beliefs & morals conflict. 				Religions in our community and the diversity in our world. Identify lifestyle choices in different religions Key religious characters	Ultimate questions Identity
Art		<ul style="list-style-type: none"> Painting, mixed media, large scale and portraiture—artists that work in such means, especially famous work depicting war and conflict 		<ul style="list-style-type: none"> A3.2b Draw with increasing accuracy, including some knowledge of perspective and proportion A3.3c Choose appropriate brushes and tools to apply paint for a desired effect. A3.5b Describe techniques used, evaluating how they could be performed more effectively. 		Know about and use a range of tools and media to create drawings utilising line & shade, increasing control Use their knowledge of different types of paint to choose the most suitable.	Mixed media Perspective Proportion Techniques
Music							
ICT and Computing		<ul style="list-style-type: none"> Select, use and combine software Combine photos and videos 		<ul style="list-style-type: none"> C3.2a Select, use and combine a variety of software that accomplish given goals C3.1c Combine a photos and video to create an outcome 			Editing Blogging Vlogging
PSHE		Basic First aid Best we can be – emotions Debate in topical issues Empathy and fairness		<ul style="list-style-type: none"> PSHE3.6a I know how to administer basic first aid PSHE3.3a I can celebrate differences between my uniqueness and others PSHE3.3b I can discuss when emotions relate to real life situations PSHE3.3c I can identify when emotions are expressed in healthy and unhealthy ways PSHE3.3d I can explore emotions that are multifaceted with intention and outcome 			Uniqueness Multifaceted
Relationships to Core subjects							