

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:

Wall by Tom Cole, Ahimsa by Supriya Kelkar Anna at War by Helen Peters, When We Were Warriors by Emma Carroll, No Ballet Shoes in Syria

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

Hooks or memorable experiences

Blitz experience—
what it would
have been like to
experience—role
play and drama



Challenge outcome—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.

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		Children will learn about / will know WHAT? (<i>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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Mixed media Perspective Proportion Techniques 			
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 		<ul style="list-style-type: none"> Editing Blogging Vlogging 			
PSHE	<ul style="list-style-type: none"> Basic First aid Best we can be – emotions Debate in topical issues Empathy and fairness 	<ul style="list-style-type: none"> PSHE C3.12 I can celebrate differences between my uniqueness and others PSHE B3.7 I can identify when emotions are expressed in healthy and unhealthy ways PSHE B3.6 I can explore emotions that are multifaceted with intention and outcome PSHE B3.17 I know how to administer basic first aid PSHE A3.8 I recognise that we should respect everyone PSHE A3.9 I can explore the importance of self respect and how this links to people's individual PSHE B3.4 I can discuss when emotions relate to real life situations happiness PSHE C3.2 I understand that it is important to behave responsibly and how the consequences of people's behaviours can effect others, 	How to deal with emotions The importance of expressed emotions What makes us unique The idea of personal strength and equal rights	<ul style="list-style-type: none"> Uniqueness Multifaceted 			