



# Girton Glebe Primary School Curriculum Inquiry

Oak Class (Y6) – Summer 1

<p><b>English:</b></p> <p>In English, we will be and the text “<b>Blitzed</b>” by Robert Swindells as our stimuli for writing. With this as our focus, we will write the following text-types:</p> <ul style="list-style-type: none"><li>• Postcards &amp; Letters</li><li>• Diary Entries</li><li>• Biographies</li><li>• War Poetry</li></ul> <p>We will continue revising and consolidating our understanding of the following grammar:</p> <ul style="list-style-type: none"><li>• Using colons, semi-colons and dashes to mark boundaries between independent clauses.</li><li>• Using colons to introduce a list and semi-colons between items in a list.</li><li>• Using hyphens to avoid ambiguity.</li><li>• Identifying subjects and objects within sentences and whether a sentence is active or passive.</li><li>• Understanding the relationship between synonyms and antonyms and giving examples of these.</li><li>• Using a wider range of cohesive devices to link ideas within and across paragraphs.</li><li>• Understanding the difference between formal and informal register and using the subjunctive form where appropriate.</li></ul>	<h1>How We Organise Ourselves</h1> <div><h2>Central Idea</h2><p>Conflicts and crises challenge the way societies are structured and governed.</p></div> <div><h2>Lines of Inquiry</h2><p>An inquiry into:</p><ul style="list-style-type: none"><li>• The different reasons conflicts and crises occur. (Causation)</li><li>• How conflicts and crises affect communities globally. (Connection)</li><li>• How conflicts and crises have changed the way societies are organized and governed. (Change)</li></ul></div> <div><h2>Key Vocabulary &amp; Names (from a range of subjects)</h2><table><tr><td>Allies</td><td>Axis</td><td>evacuee</td><td>invade</td></tr><tr><td>Nazi</td><td>propaganda</td><td>rationing</td><td>persecute</td></tr><tr><td>conscription</td><td>genocide</td><td>reparation</td><td>imperialism</td></tr><tr><td>militarism</td><td>The Blitz</td><td>air-raid</td><td>D-Day</td></tr><tr><td>blackout</td><td>Adolf Hitler</td><td>Winston Churchill</td><td>Franklin D. Roosevelt</td></tr></table></div>	Allies	Axis	evacuee	invade	Nazi	propaganda	rationing	persecute	conscription	genocide	reparation	imperialism	militarism	The Blitz	air-raid	D-Day	blackout	Adolf Hitler	Winston Churchill	Franklin D. Roosevelt	<p><b>Maths:</b></p> <p>Maths will focus on statistics, shape, position and direction, as well as revision of the key skills already learnt and continuing to develop our reasoning and problem-solving skills.</p> <p>The skills covered will include:</p> <ul style="list-style-type: none"><li>• Line graphs</li><li>• Dual bar charts</li><li>• Pie charts</li><li>• Pie charts with percentages</li><li>• The mean</li><li>• Measuring and classifying angles</li><li>• Calculating angles</li><li>• Angles in a triangle</li><li>• Angles in quadrilaterals</li><li>• Angles in polygons</li><li>• Circles</li><li>• Reading and plotting points in four quadrants</li><li>• Solving problems with coordinates</li><li>• Translations</li><li>• Reflections</li><li>• Revising key skills and methods learned in Spring term.</li><li>• Consolidating mental methods and considering the efficiency of different methods.</li></ul>
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<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Causation:</b> Looking at reasons for things – causes and consequences.</li> <li>• <b>Connection:</b> Recognizing relationships and links between concepts, subjects, and ideas.</li> <li>• <b>Change:</b> Recognising and understanding transformation, growth, and development.</li> </ul>	<p><b>Approaches to Learning:</b></p> <ul style="list-style-type: none"> <li>• <b>Thinking Skills:</b> Knowing key historical and contemporary examples of conflicts and crises analysing causes, consequences, and perspectives on conflicts. Understanding how conflicts shape governance, societal structures, and change over time.</li> <li>• <b>Research Skills:</b> Identifying reliable sources and methods for investigating conflicts and governance. Gathering, evaluating, and synthesising information from multiple perspectives. Understanding the importance of evidence-based conclusions in understanding crises.</li> <li>• <b>Communication Skills:</b> Finding effective ways to present arguments and findings on conflicts and governance. Expressing well-reasoned viewpoints in discussions, debates, and writing. Understanding how different perspectives influence the interpretation of conflicts.</li> </ul>
<p><b>Line of Inquiry:</b> The different reasons conflicts and crises occur. (Causation)</p> <p><b>In this Line of Inquiry, we will cover the following concepts:</b></p> <ul style="list-style-type: none"> <li>• Exploring the causes of major historical conflicts and the social, political or economic conditions that led to them. (History)</li> <li>• Study how natural crises (earthquakes, drought) lead to human conflict or displacement. (Geography)</li> <li>• Considering the role of science in weapons and energy use during crises. (Science)</li> <li>• Analysing data on populations affected by war, refugees, or environmental crises. (Maths)</li> </ul>	<p><b>Line of Inquiry:</b> How conflicts and crises affect communities globally. (Connection)</p> <p><b>In this Line of Inquiry, we will cover the following concepts:</b></p> <ul style="list-style-type: none"> <li>• Writing diary entries or short stories from the perspective of a child affected by war, natural disaster, or displacement as well as reading stories about refugees, evacuees and children in war zones. (English)</li> <li>• Investigating how British and European communities were rebuilt after the war and exploring how daily life changed for families and communities. (History)</li> <li>• Exploring the emotional effects of conflict and crisis and strategies for support. (PSHE)</li> </ul>



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**Line of Inquiry:** How conflicts and crises have changed the way societies are organized and governed. (Change)

**In this Line of Inquiry, we will cover the following concepts:**

- Understanding the reasons behind rationing and how it impacted the diet and food preparation for people in World War II. (DT)
- Studying how conflict can change country boundaries and governance structures and how groups like the UN or EU aim to prevent conflict and govern international cooperation. (Geography)

**In Reading,** we will revise the following skills, and continue to look at exam technique ahead of our SATs exams at the end of the year:

- Summarise the main events and key details of more than one paragraph, identifying details that support the main ideas.
- Draw inferences about characters' feelings, thoughts and motives from their actions, providing evidence from the text.
- Make reasonable predictions based on evidence in the text, both stated and implied.
- Use evidence from the text to justify opinions or views.
- Consider authors' vocabulary choices and the impact of these on the reader.

**Science:**

Taught by Miss Horne (IVC) on Monday afternoons.

This half-term we will looking at **Electricity**. The skills covered will include:

- Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Comparing and giving reasons for variations in how components function, including: the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Using recognised symbols when representing a simple circuit in a diagram.
- Learning how to vary the effects of electrical components (e.g., changing the number of cells).
- Understanding the concept of voltage in a practical way.
- Designing and drawing circuits using correct symbols and troubleshooting when circuits don't work.

**R.E:**

Our RE focus this half-term will be Kumbh Mela (Hinduism). The skills covered will include how to:

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.



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<p><b>French:</b></p> <p>Taught by Madame Incles (IVC) on Thursday afternoons. This half-term will cover the topic of “<b>Manger et Bouger</b>”.</p> <p>In this unit pupils will learn the nouns and articles/determiners for 10 ‘healthy’ and 10 ‘less healthy’ foods, along with the 1st person singular conjugation of the high frequency verbs ‘to eat’ and ‘to drink’. By the end of this unit pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit in French.</p>	<p><b>Art &amp; DT:</b></p> <p>How have wars affected food availability and diet?</p> <p>In this inquiry, children will research the impact of the World Wars on food supply and any subsequent changes to dietary practices. They will create a timeline or infographic to illustrate this and will set up a simulation where they experience food rationing by using ration cards to “purchase” limited ingredients. They will conduct a “chef study” into Elizabeth David and will make a dish that was popularised by her after WWII. As a class, children will create an art installation depicting a wartime kitchen or food rationing scene and will host a presentation (either to parents or another class) which addresses the statement: Wars Change Our World.</p>	<p><b>PSHE:</b></p> <p>Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Relationships” this half term. This topic will cover:</p> <ul style="list-style-type: none"> <li>- Mental Health</li> <li>- Love and Loss</li> <li>- Power and Control</li> <li>- Being Online</li> <li>- Using Technology Responsibly</li> </ul>
<p><b>Computing:</b></p> <p>This half term we will be learning about 3D modelling.</p> <p>The class will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>		



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## **PE:**

PE this half-term will be Athletics and OAA. The skills covered will include:

### **Athletics (Tuesday PM)**

In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop.

### **Outdoor Adventurous Activities (Friday PM)**

In this unit, pupils work individually, collaboratively in groups and pairs to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills.