

<p>Year Group: 6 Name of project: Life on the Home Front Term: Autumn 1 This term our learning is going to be History led. The children will be investigating the question – What was life really like for an evacuee in WW2? We will be exploring: life in England prior to WW2; investigating artefacts from WW2 to make inferences and provide context to life at that time; understand why the war began and who the key people involved were; use the bombing of Southampton high street and the spitfire factory as the focus of our local study.</p>	<p>Summary of current hook: Hooke Court residential. Children experience and immersive experience through the eyes of a child being evacuated. They learn about the different experiences and the daily life of the evacuated children. On the third day the children attend workshops at the Tank Museum where their learning is extended and consolidated. This learning is continuously referred back to throughout the half-term.</p>	<p>Summary of current celebration: To celebrate our learning this term, the children will be producing non-chronological reports about the Blitz and the importance of local surroundings during the war. We will also be planting, growing and using vegetables to create a War Time menu based on rations given to families. In addition to this, Year 6 will take part in Zoom call with two experts from Doing their Bit who will discuss life in Britain during World War 2.</p>
<p style="text-align: center;">Learning Journey</p> <p>A study of British History beyond 1066. A significant point in British history. Locate the countries of the world. Human Geography, including: types of settlement and land use. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>RSE -</p> <hr/> <p>E-Safety The message of teaching children how to stay safe online will continue to be promoted during ICT lessons.</p> <hr/> <p>Outdoor Learning- Planting and growing vegetables linked to ‘Dig for Victory’ campaign.</p>
<p>What are the current curriculum links to maths and English?</p> <ul style="list-style-type: none"> • The children will be using a range of media related to topic to inspire their writing through a range of genres. • Note taking which will lead to writing a non-chronological report about the Blitz and local impact • The class text ‘Goodnight Mr Tom’ related to and provides background information directly linked to the topic • In maths the children will look at data linked WW2 as well as rationing, weights and money from the 1940’s to further understand life at this time. • Let’s Think – The Conquerors and The terrible things – aids understanding of difficult topics surrounding WW2 		<p style="text-align: center;">Key dates</p> <p>22.04.21 – WW2 Zoom call with ‘Doing Their Bit’</p>
<p style="text-align: center;">Independence</p> <p>The children will be provided with the relevant tools and learning environments to ensure they are ready for learning including Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding. Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment Children will know the importance of listening to and using guidance from others Children will start to understand that approaches to learning may differ.</p>	<p style="text-align: center;">Never Giving Up</p> <p>The children can draw from previous experiences to support their learning The children will be able to use a range of ways to help themselves with their learning by using the appropriate resources and scaffolds provided. All tasks will be carried through to the end to ensure success. The children will recognise that it is okay to make mistakes Children can view constructive feedback as a positive challenge and use it to make progress</p>	<p style="text-align: center;">Teamwork</p> <p>Children listen to others and respect and inclusion of each group member and their ideas Children understand what a group is and how to be part of a team they are expected to work effectively within a group, drawing upon the strengths of each team member I can communicate ideas to others and recognise each team member is required to make a positive contribution to The children will show collaboration in the presentations given with every group member Children can work with a team to achieve a common goal Children can respect and support other people’s ideas and opinions through praise Children know that group work is fully inclusive and groups made up of children with varying levels of confidence</p>

<p style="text-align: center;">Growth Mindset</p> <p>Children are required to approach difficult learning with self-belief Children will be able to use models in lessons and inspiration in the success of others Children will understand that to practise difficult learning more often as this will help them to get better Children will start to make links between their new learning and what I already know Children will know and understand how to make my brain grow through new challenges</p>	<p style="text-align: center;">Innovators</p> <p>Children can imagination and make free choices and resources in a variety of situations Children can present their learning in a different way from other people Children feel confident exploring an idea which may not have a right or wrong answer in the end Children will always been courage confident enough to have a go! Children will start to understand that ideas can be expressed and there could be more than one idea.</p>	<p style="text-align: center;">Evaluators</p> <p>Children can identify at least one thing which has gone well in my learning Children will recognise and say how I feel about their learning, making an assessments about how the task is going Children will be confident enough to make a constructive comment about others' work Children will be able to say what would help them to do the task better next time Children will use reflection time wisely and understand this could inform future learning.</p>
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<p style="text-align: center;">Support for securing key concepts and skills</p> <ul style="list-style-type: none"> • Support vulnerable pupils with a greater understanding of scale – link to maths • Support with physical skills of using tools such as saws 	<p style="text-align: center;">Challenge and extension to deepen understanding</p> <ul style="list-style-type: none"> • Challenge children to use if ICT as part of design process • Use of ICT to communicate design ideas (time lapse video/creative way to present design process) • Consistency of design criteria relating to sustainability across the year group
<p style="text-align: center;">Specific Pupils</p>	<p style="text-align: center;">Specific Pupils</p>