



Dore Primary School

Y6 Learning Journey 4

We'll Meet Again



Purpose of Learning Journey:
(END POINTS)
Substantive knowledge children will know:
Disciplinary knowledge children will know how to / be able to:

History: Children learn about the key events of World War 2, focussing on the western front (rise of the Nazi party, blitzkrieg German advance, Dunkirk evacuation, Battle of Britain, D-Day landings, Allied Victory in Europe).

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Computing: Children learn about how to create physical systems using the micro:bit, using a range of inputs and outputs. Children will be able to draw upon their knowledge of electrical components (Y6 Learning Journey 2) to help the accomplish this. Children will create radio transmitters and receivers using the micro:bit.

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.

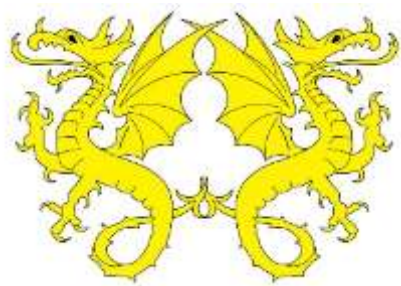
Science: Children learn about light and seeing.

- Understand that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Music: Children learn how music was used during a time of conflict to instil a sense of belonging and hope.

Within the context of WWII, using music from that era, the children will create:

- Songs with verses and a chorus (based on 'We'll Meet Again' and the 'Siegfried Line'.
- Using Morse Code as a basis for their composition, combine a variety of musical devices, including rhythm, dynamics and texture.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.



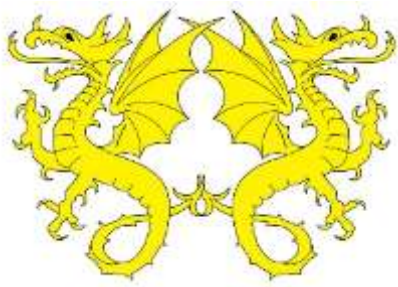
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		DT textiles: Children learn about the ‘Make Do and Mend’ campaign that form part of the rationing effort during World War 2. Children will complete a sewing project in which the repair or upcycle an existing item of clothing they own. • Create objects that employ a seam allowance. • Join textiles with a combination of stitching techniques. • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.							
Links to Prior Knowledge:		History – Colonial expansion of European nations (Aztec and Jamaica topics) which, to some extent, fuelled Nazi ambitions.							
Links for Relevance and Currency:		Reduce, Reuse, Recycle and the campaign against ‘Fast Fashion’ (Textiles project in D.T). How prejudice and discrimination can, if left unchecked, lead to atrocities such as the holocaust.							
Immersion Event / Activity:		Codebreaking Immersion							
Celebration of Learning:		Celebration Assembly							
English Links:		1 st Person narrative of surviving an air raid.							
Maths Links:									
Subject	Lesson	Concepts	Substantive and Disciplinary Knowledge and Skills Embedded Through:	Individual Lesson Outcomes or Endpoints	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	TASC	Global / Rights
Science	1-6	Understand light and seeing This concept involves understanding how light and reflection affect sight.	Knowledge: • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Working Scientifically: • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. (6)	1 – Introducing terminology. Creating an aperture to demonstrate that light appears to travel in straight lines. (Experiment) 2- Using torches, apertures and mirrors, children investigate how light reflects, discovering that the angle of reflection is always equal to the angle of incidence. (Experiment) 3 – Children learn about how we see: how light from a light source reflects off an object and that allows us to observe it. Children learn about the role the different parts of the eye play in this process; they create a labelled diagram of the parts of the eye and explain the function of each part.					



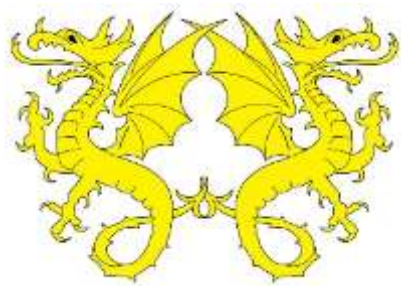
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				<p>4 – Refraction – Children learn about how light travels at different speeds through different mediums. They observe this through two experiments and record diagrams to explain their findings. (Experiment)</p> <p>5 – Children learn about how we see colour as objects absorb certain frequencies of light and reflect others. Children learn that seeing colour is linked to high levels of light and use light meters to find areas of low and high light and experiment to see if they can discern different colours (experiment)</p> <p>6 – Shadows. Children use their knowledge of angles (maths) and the position of the sun in the sky (Science – space) to predict the size of shadows in different conditions.</p>					
History	1-7	<p>Change and Continuity</p> <p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different</p>	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>1- Overview of world history. What caused WW2? Look at the conditions in Germany during the inter-war years. Show the impact the Treaty of Versailles had on German people after Germany's defeat in WW1. Background on the beliefs of Adolf Hitler and the Nazi party. Children consider the social, economic, military and religious factors that caused German citizens to elect Hitler in 1933.</p> <p>2- Investigate and interpret the past. Children learn in more detail about the treaty of Versailles. Using historical sources (cartoons published at the time) children investigate the question "Was the treaty of Versailles fair?"</p> <p>3- Communicate historically. Children learn about the imperial rivalry that lay behind German expansionism, linking this to their knowledge of which is a key factor in the start of WW1 and WW2. They use</p>					



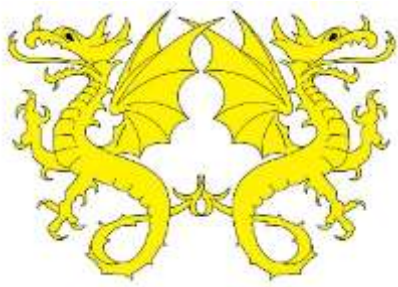
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		Sources and Evidence Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	their prior knowledge of how Europeans had acquired territory in 'The New World' from the Aztec topic, and how European powers enriched themselves via their colonial possessions, which we learnt about in the Jamaica topic. Children consider whether Germany had a 'right' to expand its borders, just as France and the UK had done before them.					
		Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. 	4- Investigate and interpret the past. Children look at sources to understand Chamberlin's appeasement strategy towards Hitler and its ineffectiveness. Link to our values in school and how we stand up to bullies / people being unkind. 5 – Overview of world History. start of the war. German Blitzkrieg and its effectiveness allowing Hitler to expand and conquer mainland Europe. 6- Overview of world History. Allied counter attack and the collapse of the 3 rd Reich. Children consider the factors that led to Germany's defeat. 7- Overview of world History. Children learn about the use of the Atomic bomb by the USA to end WW2. P4C about the justification for this attack which brought and end to the war quickly, saving lives, but killed many innocent civilians.	✓			✓	



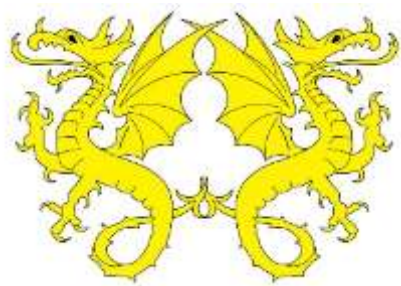
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D.T	1-4+	Master practical skills (Textiles) This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed)	<ul style="list-style-type: none"> • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	<ol style="list-style-type: none"> 1- Children learn about 'Make do and Mend' and make links to current issues (Reduce, Reuse, Recycle and the growing movement against 'Fast Fashion'). 2- Children practise a range of different stitches (running stitch, whip stitch and blanket stitch) 3- Children bring in an old item of clothing from home that is damaged and in need of repair, or something that could use some embellishing. They plan and design a way to repair or improve the item of clothing. They begin work on their project. TASC. Additional sessions for sewing if required. 4- Children complete their projects then model them for each other in a catwalk fashion show wearing their item of clothing. Children reflect on the effectiveness of their project. 	✓			✓	
Music	1-3	Describe music This concept involves appreciating the features and effectiveness of musical elements.	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ol style="list-style-type: none"> 5- Children listen to and appraise 'We'll Meet Again' by Veera Lynn. They consider the mood of the music and the emotive lyrics, bearing in kind it was written to be performed to troops fighting in the war far from loved ones. 6- Children compose their own additional verse to 'We'll Meet Again', using the existing structure of the song to guide them. 7- Children listen and appraise 'We're Going to Hang Out the Washing on the Siegfried Line' and compare the upbeat, rousing nature of this song to 'We'll Meet Again'. Children consider why these types of song would be useful in raising the morale of soldiers, and how singing together is a bonding experience. Children perform a rousing 					



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		Perform This concept involves understanding that music is created to be performed.	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	rendition of the song, layering voices in rounds as in the song. 8- Children learn how to compose and send Morse Code messages. Using a range of percussion instruments, they will compose a piece of music that spells out a secret message in Morse Code.					
R. E		Religion – Christianity Theme – Easter Concept – Salvation Key question – Is Christianity still a strong religion 2000 years after Jesus was on earth?	Children are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.	<ul style="list-style-type: none"> • Children can explain how the influence people have had on them has affected what they see as important. • Children can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. • Children can give their opinion as to whether Christianity is a strong religion now and say why they think this. 					
Computing	1-5	Code This concept involves developing an understanding of instructions, logic and sequences.	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Set events to control other events by 'broadcasting' information as a trigger. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use operators 	1 – Children are introduced to the microbit and the different physical elements on the circuit board. Children are shown how to use the 'make code' suite to create code for the microbit. Similarities and differences to 'scratch' are discussed. Children are shown how to compile their code and transfer it onto the microbit. Children are challenged to create a set of code for the microbit using movement inputs and LED outputs. 2 – Children are shown the microbit external connection pins in more detail. They are shown how to connect a buzzer component to the microbit. Children are shown the 'music' blocks and challenged to come up with a 'happy' and 'sad' jingle. Children use note, pitch and tempo blocks to achieve this, drawing on their musical knowledge. 3 – Children are shown the radio blocks for coding the microbit and radio as a concept is explained, linking to the current Science unit on Light (as both are forms of electromagnetic energy). Children use the radio blocks to make the microbit into a morse code receiver/transmitter (using a buzzer to output dots and dashes). Children work in groups by					

