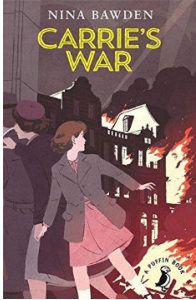






LEARNING JOURNEY CONTEXT PLAN



Pioneers - Summer 2 - Propaganda!

Key Text	Key Questions	Key Artistic Inspiration	Key Design Inspiration
<p>Carrie's War by Nina Bawden</p> 	<p>How did WW2 break out? How did WW2 affect the lives of ordinary groups of people in Britain (e.g. children, women)? What were the key turning points in the conflict (e.g. What was the Battle of Britain)? What is propaganda? How was it used in WW2? Is it still relevant to our lives now? What artistic techniques can we master to allow us to portray conflict and emotion relating to war?</p>	<p>Henry Moore, Tube Shelter Perspective, 1941</p> 	<p>WW2 Propaganda Posters</p> 

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>Consider what lessons can be learned from conflicts of the past, acknowledging that some big questions and 'what ifs' are perhaps easier to answer with the benefit of hindsight, e.g. to engage in debate about the treaty of Versaille and how much it may or may not have contributed to the outbreak of WW2. To consider the impact and influence everyday people had during WW2 and to reflect how we may make a collective difference. To recognise what is meant by living history and to contextualise how relatively recently the events of WW2 were (classroom timeline will provide key context)</p>	<p>To know the causes of WW2. To know how WW2 affected different groups of people in Britain (e.g. children, women). To know key events and turning points within WW2 (e.g. Battle of Britain). To know how to create perspective within artwork. To know how form and position of figures can convey mood and atmosphere within artwork. To know the role and function of the circulatory system. To know the effects of drugs and alcohol. To know the changes that occur during puberty and have an understanding of human sexual reproduction</p>	<p>Have the opportunity to dissect, observe and explore in order to understand the circulatory system Create artwork using Henry Moore-inspired perspectives and figures Order events and create timelines to show main events of WW2</p>

Time to Shine opportunities
Double-page spread to represent their knowledge and understanding of WW2 and the impact of propaganda

Writing	Reading	Maths
Composition	Understand texts	Describe position, direction and movement. Place value and calculation strategy revision.
Write with purpose. Organise writing. Use sentences appropriately.		
Links to prior knowledge: Talk for Writing texts (persuasion and non-chronological reports)	Links to prior knowledge: Use of PEE/PE structure, drawing inferences. Complex plot structures & archaic text of Tom's Midnight Garden	Links to prior knowledge: co-ordinates in the first quadrant (including Geography knowledge - map-reading, four-figure grid references and lines of latitude and longitude), angles and rotations (Spring 1)
Threshold concepts: Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. Plan, draft, write, edit and improve. Guide the reader by using a range of organisational devices, including a range of connectives. Choose effective grammar and punctuation. Ensure correct use of tenses throughout a piece of writing. Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons, bullet points	Threshold concepts: Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Ask questions to improve understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Participate in discussion about books, taking turns and listening and responding to what others say. Provide reasoned justifications for views.	Threshold concepts: Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Describe positions on the full coordinate grid. (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Contexts for learning: Various writing activities designed to utilise the writing strategies and structures learned this year: persuasion, non-chronological reports, scientific report writing, creating atmosphere within narratives, building tension and pace	Contexts for learning: Reading and responding to Carrie's War, including using PE/PEE to make predictions and creating writing responses based upon plot and character	Contexts for learning: Varied fluency and problem solving activities for: translation, reflections and coordinates in all four quadrants. Place value revision activities to consolidate ordering, comparing and rounding numbers to 10,000,000. Four operation and multi-step problem solving revision and project tasks
Key Vocabulary: features, structures, draft, edit, conjunction, adverbial opener, passive voice, active voice, modal verb, tense, relative clause, relative pronoun, brackets, dashes, commas, clauses, parenthesis, embedded clause, main clause, subordinate clause, hyphen, colon, semicolon, bullet point	Key Vocabulary: infer, predict, feelings thoughts, point, evidence, explain Figurative language examples as identified throughout reading (displayed upon working wall) Archaic words defined throughout reading (displayed on working wall)	Key Vocabulary: quadrant, position, direction, up, down, left, right, y-axis, x-axis, horizontal, vertical, translate, rotate, reflect

Art	History	Science
Develop ideas. Master techniques - drawing.	Investigate and interpret the past. Understand chronology.	Biology
		Understand humans and animals
Links to prior knowledge: Using shading to add 3d detailing (planet art)	Links to prior knowledge: Crime and punishment (links to Treaty of Versailles and outbreak of war)	Links to prior knowledge: Healthy eating (Science and PSHE LKS2), digestive system (LKS2)
Threshold concepts: Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.	Threshold concepts: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.	Threshold concepts: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans.
Contexts for learning: Exploration and appreciation of the WW2 artwork of Henry Moore and Evelyn Dunbar. Creating our own representations of conflict using these styles and techniques to create sense of perspective	Contexts for learning: study of key events of and leading to WW2, with focus upon propaganda, making informed choices and the lessons past conflicts may teach us about our world today	Contexts for learning: Scientific enquiry and observation activities (including opportunity for dissection) to discover and explore the circulatory system. PSHE healthy eating and effects of alcohol and drugs
Key Vocabulary: perspective, sketch, form, mood, tone, colour-palette, muted	Key Vocabulary: Allies, Axis, Nazi, Holocaust, Treaty of Versailles, appeasement, prejudice, Blitz, evacuation, conscription, Luftwaffe, rationing.	Key Vocabulary: lung, heart, carbon dioxide, oxygen, deoxygenated, blood, inhale, exhale, vein, arteries, aorta, capillaries, ventricle, atrium, blood vessel

Computing	RE	French
Communicate	Spirited Arts	Read fluently. Speak confidently.
Links to prior knowledge: Blogs (Spring 1)	Links to prior knowledge: Knowledge of Christianity, Judaism, Islam from prior units. Art techniques learned throughout the year	Links to prior knowledge: Present tense. Classroom instructions. Greetings.
Threshold concepts: Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications.	Threshold concepts: How can the spiritual be expressed through art? To identify what the artist was trying to communicate through their artwork. To respond to the following themes using your prior learning about religious and non-religious worldviews: - God's good earth - We have more in common than that which divides us - Where is God	Threshold concepts: Can you read and understand the main points and opinions in written texts from various contexts, e.g. future events in short texts? Do you show confidence in reading aloud, and using reference materials? Do you understand the main points/opinions in spoken passages? Can you take part in conversations to seek/give info, referring to future plans?
Contexts for learning: s produce a class yearbook using desktop publishing tools. They will source, write, edit and combine images and text from a range of sources.	Contexts for learning: Exploration of a number of NATRE's Spirited Arts competition themes with an opportunity to respond in a creative way through artwork or poetry. KS2 RE trip to synagogue.	Contexts for learning: Learning to articulate future plans, jobs, careers in French
Key Vocabulary: Creative Commons, desktop publishing (DTP), eBook, folder, image, portable document format (PDF)	Key Vocabulary: Atheist, agnostic, spiritual, worldview, religious, religion	Key Vocabulary: Vocabulary specific to French unit
PSHE		
Relationships and Sex Education		
Links to prior knowledge: Personal boundaries, giving and receiving consent, appropriate and inappropriate touch		
<p>Threshold concepts: What it means to be attracted to someone and different kinds of loving relationships. That people who love each other can be of any gender, ethnicity or faith? Qualities of healthy relationships that help individuals flourish. Ways in which couples show their love and commitment to one another, including those who are not married or who live apart (healthy relationships). What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. That people have the right to choose whom they marry or whether to get married. How to identify external genitalia and reproductive organs. The physical and emotional changes during puberty. Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. Strategies to manage the changes during puberty including menstruation. The importance of personal hygiene routines during puberty including washing regularly and using deodorant. How to discuss the challenges of puberty with a trusted adult. How to get information, help and advice about puberty. About how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self.</p> <p>Year 6 only: Identify the links between love, committed relationships and conception, including the age of consent. What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb. That pregnancy can be prevented with contraception. About the responsibilities of being a parent or carer and how having a baby changes someone's life. That for some people their gender identity does not correspond with their biological sex. To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. How to ask for, give and not give permission for physical contact. How it feels in a person's mind and body when they are uncomfortable. That it is never someone's fault if they have experienced unacceptable contact. How to respond to unwanted or unacceptable physical contact.</p>		
Contexts for learning: Series of PSHE lessons using PHSE association resources		
<p>Key Vocabulary: Relationship, respectful, gender, ethnicity, faith, love, commitment, marriage, civil partnership, genitalia, menstruation, menstrual cycle, erection, wet dream, sexual intercourse, pregnancy, fallopian tube, ovary, vagina, uterus, cervix, penis, testicles, sperm, scrotum, urethra</p>		