

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year 6
SHAMBLEHURST PRIMARY SCHOOL

SMSC

Spiritual:

- being reflective about their own beliefs and perspective on life
- knowledge of, and respect for , different people’s faith, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity
- Willingness to reflect on their experiences

Moral:

- Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries, respect civil and criminal law
- Understand the consequences of their behaviour
- Interest in investigating and offering reasoned views and moral and ethical issues and ability to understand and appreciate the viewpoints of others

Social:

- Work and socialise with other pupils
- Participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement of fundamental British Values – DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT , TOLERANCE of those with different faiths and beliefs

Cultural:

- Understanding and appreciation of wide range of cultural influences that have shaped their heritage and that of others
- Understanding and appreciation of a range of different cultures in the school and further afield
- Recognise and value things we share in common – cultural, religious, ethic, socio-economic
- Knowledge of British democratic parliamentary system and its central role in shaping history and values
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity

Concepts:

Duty Sacrifice Adversity Conflict

Enquiry Question

Dulce et decorum est pro patria mori - It is sweet and fitting to die for one's country.

How many different ways can one story be told?

Mind-map

Global Neighbours

Global Goal 16 – Peace, justice and Strong Institutions

Contribute to collective worship surrounding global issues

Engage with voices and stories that aid understanding of injustice, not least from people and communities directly affected by injustice

Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to concern for justice

English

War Horse

Private Peaceful

War Poetry – Flanders Field

Armistice Day – letters and diaries

How many different ways can a story be told?

Lead subject 1 – History

Local History Project – the impact of WW1 locally

Link to War Horse and the Royal Navy

To understand the impact of WW1 on the South Coast - visit WW1 Remembrance Centre

To use primary sources – war poetry and letters. To be able to empathise with the experience of war for the young men and women. Know the timeline before declaration of war, during and after.

Use, evaluate and link a range of sources to find out about an aspect of the past.

Lead Curriculum Subject 3 – Science – Light and electricity

Recognise that light appears 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 eye. Explain that we see things because light travels from light sources into our eyes or from the light sources to objects and then into our eyes. Use the idea that light travels in a straight line to explain why shadows have the same shape as the objects that cast them.

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

Lead Curriculum Subject 2 – DT

After researching inventions during WW1, design a project that would have helped solve a problem at this time.

Describe and explain the purpose of their projects with confidence

Indicate, describe and explain, with clear reasoning


Use a range of research types



Know how to use annotated sketches



Explain their choices of tools and equipment in relation to the skills and techniques they will be using

Name a range of materials and components which are suitable for the task


Know that taking into consideration the views of the intended users will impact on the design of their project

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>To understand the meaning of the concepts</p>	<p>Explore the concept of sacrifice through different film clips. Throughout discussions also explore the other concepts: adversity, duty and conflict. Making notes on these questions: <i>Who is making a sacrifice? Who are they making it for? What are they sacrificing? Why are they doing it?</i></p> <p>https://www.youtube.com/watch?v=AAR1cMxS9w - Mulan’s decision to sacrifice her life for her father and her country.</p> <p>https://www.youtube.com/watch?v=e3PJ3Du_zDc - Katniss standing in for her sister to fight for her district.</p> <p>https://www.youtube.com/watch?v=vEtoVXJsgA - Anna sacrificing her last breath for Elsa when she is frozen.</p> <p>https://www.youtube.com/watch?v=A4QuKwfv6Wk - Moana sacrificing her life to restore the heart.</p> <p>https://www.youtube.com/watch?v=vH3-Gt7mgyM (51 seconds in) Blackadder - soldiers sacrificing their lives for the greater good of their country.</p>	<p>Children will understand sacrifice as a concept both in the context of war and other situations. Grid in books filled out based on all videos.</p>
<p>To explore the timeline of events before , during and after the declaration of war. To use secondary resources to learn about the events which led up to the declaration of WW1.</p>	<p>Week 1 Focus</p> <p>Mini Enquiry Question:</p> <p>What were the causes of World War One?</p> <ol style="list-style-type: none"> 1. I know when the 1st World War started 2. I know why the 1st World War started 3. I know the countries that were involved in the 1st World War 4. I can put key events in order on a time line. <p>Link 1 - https://www.bbc.co.uk/teach/class-clips-video/archduke-franz-ferdinand/znbfbdm</p> <p>Link 2 - https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/znhhrj6</p> <p>Link 3 -</p>	<p>Children will create a comic strip of events that show the lead up to the WW1 . Children to create a timeline or comic strip of events that led up to the start of WW1 . Link shows timeline of events http://www.hmdt.org.uk/hmdtmusic/trench_brothersteaching/4-timeline/</p> 

	<p>https://www.youtube.com/watch?v=-3UjJ5kxIL</p> <p>Link 4 - Horrible Histories Link: https://www.youtube.com/watch?v=oEvuMhP2CuA</p>	
	<p>Week 2 and 3 Focus: Mini Enquiry Question: What was life like for a soldier in the First World War? Success Criteria: By the end of this focus you will be able to explain:</p> <ol style="list-style-type: none"> 1. Where were soldiers sent to fight? 2. What did they have to wear? 3. What were their food rations like? 4. Who was sent to war? <p>What did they wear? Using illustrations from the book '1st World War Remembered'. Look at the different uniforms worn by soldiers who were involved in WW1 from their respective countries. How did they differ? Why did they differ? Look at the pages from Jaques, a child in WW1. The Armies. https://www.youtube.com/watch?v=DjqdgGb739w https://www.youtube.com/watch?v=u9JDqWC8gXc</p>	 <p>Children produce an annotated diagram of the different uniforms the different nationalities wore. They then will answer the question: If you had to wear a World War I uniform, which one would you choose? Why?</p> 
	<p>What did they eat? https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8kv34j</p>	<p>https://www.twinkl.co.uk/resource/t2-h-4749-wartime-trench-stew-recipe</p>

	<p>Children to understand that rationing started during the 1st World War. We will look at the impact that the war had on shipments being made to the UK and what foods were used to compensate others.</p> <p>This will link to DT where the children will design and make a nutritional meal using the rations available at the time.</p> <p>https://www.youtube.com/watch?v=vhAxTA1EEaw</p>	<p>World War One Ration Book - Children will make and create their own book to buy ingredients for their soldiers meal.</p> 
	<p>Week 4 focus What was life like in the trenches?</p> <p>Geography link - To learn about the location of the trenches.</p>	<p>Researching areas where trenches were found and presenting findings to class, comparing locations. Which area do you think was best for building trenches?</p>
<p>Use, evaluate and link a range of sources to find out about an aspect of the past.</p> <p>To understand significant aspects of the history of the wider world; To use a method of historical enquiry to understand the countries? process of using research to source information; To gain an insight into one soldier's experience of the First World War; To explore the context and</p>	<p>Week 5 Focus How was propaganda used in WW1? Why did people go to fight for their country?</p> <p>Week 6 Focus How did people communicate during the war?</p> <p>How did animals help in WW1? https://www.bbc.co.uk/bitesize/clips/z93ckqt http://www.hmdt.org.uk/hmdtmusic/trenchbrothersteaching/wp-content/uploads/sites/6/2014/08/Science-8.-The-animals-that-help-ed-us.pdf</p>	<p>Poster which has documented the lives of the soldiers. Split into small groups and mind map using Poplet.</p>  <p>Important information about the soldiers lives. What did you learn about the soldier. Start to think about what their lives were like and how they might have felt about the experiences they went through. Do you feel you have got to</p>

<p>perspective of how lives were changed by the War.</p>	<p>Week 7 Focus What did men, women and children do on the homefront? What was life like at home?</p> <p>Week 8 Focus How did world war one end? How do we remember it?</p> <p>http://www.hmdt.org.uk/hmdtmusic/trenchbrothers/research-tool-kits/ Explore the link to access online quizzes relating to specific soldiers for students to research. These can form the background information for writing Letters Home from the Trenches. Each of these soldiers fought in either the Indian Army, the British West Indies Regiment or who were black British soldiers, has been sourced for Trench Brothers by researchers Parmjit Singh and Stephen Bourne. The website offers both specific factual information about each soldier and contextual information about their backgrounds.</p>	<p>know them better by undergoing the research process, than you would have done if you'd just read some information about them? Explore links to THE CONCEPTS conflicts, duty , adversity and sacrifice. What have these soldiers had to sacrifice? What adversity have they faced in their lives? Who did they have a duty to? What conflicts would they have gone through both physically and emotionally?</p>
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<p>Describe and explain the purpose of their products with confidence</p> <p>Indicate, describe and explain, with clear reasoning, the design features which will appeal to the intended users</p> <p>Develop their own design criteria</p> <p>Know how to use annotated sketches, cross-sectional drawings and exploded diagrams in the design process</p> <p>Use their research and make decisions taking into account constraints, such as, resources, time and cost</p> <p>Know that seasons affect the food available</p> <p>Know how to read and follow a more complex recipe</p> <p>Know how to prepare and cook a variety of predominately savoury dishes safely and hygienically, including, where appropriate, using a heat source (this goes across all of KS2)</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking when cooking</p>	<p>What would have a WW1 soldier eaten during the war? What would the diet of a soldier looked like? Explore the availability of food during WW1. See Historical Context 11 Food to look at the complications of sourcing, keeping hygienically, cooking and transporting food on the Front.</p> <p>http://www.hmdt.org.uk/hmdtmusic/trenchbrothersteaching/14-food/ (Explore the link prior to making the food) Discuss the nutritional value of these recipes. How important do you think our modern viewpoint of healthy eating would be to soldiers? Would everyone have been able to eat these foods?</p> <p>https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8kv34j</p> <p>Design and make meal (stew) Maconochie Stew was a tinned stew made by the Maconochie cannerie company. Labelled to be eaten hot or cold, it was not a popular item but a necessity! Try making the following recipe: 340g Beef (or can of corned beef) 140g Waxy potatoes (suitable for boiling) 30g Carrots 30g Onions 30g Cooked beans (e.g. white beans) 60ml Beef Stock or water 15ml Flour 15ml Fat or lard to taste Salt Milk Biscuit Pudding (feeds 100 men) 15lb Army Biscuits (use very hard biscuits) 3lb or tins Milk 5lb Sugar 4lb Currants 1 packet Spice 4oz Candid peel</p> <p>http://www.hmdt.org.uk/hmdtmusic/trenchbrothersteaching/14-food/</p>	

<p>(this goes across all of KS2)</p> <p>Know and understand that recipes can be adapted to change the appearance, taste, texture and aroma</p> <p>Understand that different food and drink contain different substances – nutrients, water and fibre – that needed for health</p>	<p>Design a uniform for a front line soldier.</p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design;</p> <p>To investigate and analyse a range of existing products;</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p> <p>What purpose does each uniform serve and what equipment, transport and weaponry are they designed to support?</p> <p>Why are some brightly coloured and others camouflaged?</p> <p>How well do they seem to serve their purpose?</p> <p>Looking at these uniforms from the perspective of today, can you suggest some improvements to the historical uniforms?</p> <p>Thinking about where a modern day or futuristic battle may take place, design a uniform suited to this environment. Think about suitable colours, materials, shapes, terrain/climate, weaponry, equipment. Is the battle ground in a hot or cold place, in a forest, desert or city, a dry or wet area?</p>	
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<p><u>To be able to complete a circuit to make a torch.</u></p> <p>Use recognised symbols when representing a simple circuit in a diagram setting up simple practical enquiries, comparative and fair tests making systematic and careful observations</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function inc the brightness of bulbs, the loudness of buzzers and the on-off position of switches</p>	<p>Discuss: What did the soldiers used to read in the trenches? Intro to question: At night the soldiers needed to be able to read to pass the time for recreation and to read any instructions from senior officers about the orders for tomorrow.</p> <p>To be able to see at night we need a light source, before electricity the soldiers could use candles but there were also large torches.</p> <p>Children to explore: What patterns can you see about the ratio of batteries to bulb and the brightness of the lamps? What is the job of batteries?</p>	<p>Children will be able to draw simple circuits and label the components within them.</p> <p>Children design an effective torch to be used to aid soldiers reading and review their designs afterwards.</p> <p>Review questions: What do you think you would observe if the bulbs were replaced by motors? 2. What do you think you would observe if the bulbs were replaced by an electric bell?</p>

<p><u>To be able to use mirrors to reflect light to see over the top of an object.</u></p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Discuss: Why was it important for the officers in WWI to be able to see over the top of the trench? Why was it too dangerous for them just to climb up and look?</p> <p>Discuss with students the need for knowledge of light to help observe 'no man's land' between the set of enemy trenches.</p> <p>Exploring light travelling in straight lines using mirrors and paper.</p>	<p>Students should be able to use a periscope.</p> <p>Students can add a design to a periscope that will camouflage the object and not draw enemy fire.</p>
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<p>Linked to current global events children will learn about modern day conflicts and how these continue to affect the lives of people today. - Linked to the concept conflict.</p> <p>Ask and explore ‘big questions’ about suffering, inequality and justice with reference to particular global issues</p> <p>Discuss and develop an understanding of, the nature, causes and effects of poverty, disadvantage, and injustice and exploitation of the natural world</p> <p>Engage with voices and stories that aid understanding of poverty and injustice, not least from peoples and communities directly affected by poverty and injustice encounter fresh perspectives on global issues through the use of visitors and community links (eg, international development agencies, church representatives, diocesan companion links, other school links or diaspora communities)</p> <p>Begin to communicate their concerns and ideas in relation to issues of poverty, injustice and exploitation of</p>	<p>1. P4C based on newsround clip, photographs and charity based fundraisers. Linked to current newspaper headlines and the enquiry question - How many ways can 1 story be told?</p> <p>Look at how 1 global event has been reported with different bias. Linked to propaganda and bias in WW1</p> <p>2. Recap the rights of a child and refer to this. Why are these rights important?</p> <p>What rights did we lose during the Covid Pandemic? Are laws the same across the world? How does this affects the rights of children?</p> <p>P4C based on the story of https://malala.org/malalasstory</p> <p>3. Anti Bullying week - the rights of a child. How do we make sure we uphold each other's rights?</p> <p>4. During World Habitat Day, children will look at their own family's carbon footprint answering the WWFs family quiz: https://footprint.wwf.org.uk/#/ Looking at a variety of videos and resources the children will gain an understanding of the changes that need to be made in order to help with the climate crisis. https://www.wwf.org.uk/learn/why-your-footprint-matters From this the children will develop their own family action plan of three things they are going to change about their family habits to reduce their carbon footprint. https://urbanoctober.unhabitat.org/whd Debate cards for whole class debate: How many different ways</p>	<p>1. Children will be able to link the concept of conflict from the past to the present. They will be able to discuss how conflict continues to our global neighbours.</p> <p>2. Children will understand the UN rights of the child and link this to children who do not have the same rights as them. They will be able to discuss the injustices based on this.</p> <p>3. Children will understand their rights and how they need to uphold each others and key values.</p> <p>4. Children will know the impacts that their carbon footprint has on the world. They will be able to discuss proactive steps that they can take and make a proposal to their family. Children will be able to debate and discuss key perspectives on climate change.</p>

the natural world with decision-makers at local, national or global levels	can one story be told? - Perspectives linked to climate change. https://www.wwf.org.uk/sites/default/files/2019-06/WWF_KS2_Lesson2_Teacher_Notes_Debate_Cards.pdf	
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Additional Learning opportunities

NC Subject	Skills/Knowledge Outcomes	
<p>Geography</p>	<p>To learn about the human and physical geography of the soldiers' home countries; To understand the geographical differences of the Western Front to soldiers' home countries.</p> <p>To describe and understand aspects of climate zones, biomes and vegetation belts.</p> <p>Use the eight points of a compass.</p> <p>To be able to create, set and follow a series of instructions using the 8 points of the compass</p>	<p>Children investigate a soldier who had been transported to areas which have different climates, vegetation and landscapes.</p> <p><i>What is the average temperature and rainfall of the area? What is the landscape of the area like? Does it have any main physical features – e.g. is it mountainous, does it have any main rivers, is it by the sea? How does the landscape affect those living on it? What is their main livelihood? Does it lend itself to grain farming? Has what they produce changed since the First World War? What did they produce? What does their diet consist of? What is the longitude and latitude of the country? What does this tell you? What is the economic wealth of the area? Is it prosperous? Has this changed since the First World War?</i></p> <p>Children will follow a set of instructions using a compass to find an object signifying a wounded soldier who has been left behind in battle. They will then create their own set of instructions for their peers to follow.</p>
<p>RE</p>	<p>Justice - Stories of Justice in Christianity Islam and Judaism Prophecy - The Magi</p>	<p>Diary entries - justice in the historical period being studied.</p>

<p>PSHE</p>	<p>Rights and Responsibility - SCARF</p> <p>Being My Best - Goal Setting and Growth</p> <p>Mindset</p> <p>Valuing Difference - British Values Focus</p>	<p>Children will be able to:</p> <p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</p> <p>Suggest strategies for dealing with bullying, as a bystander;</p> <p>Describe positive attributes of their peers.</p>
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English Learning Journey

<p>Year 6</p> <p>English learning journey</p> <p>Outcome: Persuasive pamphlet</p> <p>Text drivers: Key writing objectives from NC: Character monologue Narrative</p> <p>Audience: The Blue Cross</p> <p>Purpose: To persuade To convey emotion To entertain</p>	<p>https://www.bbc.co.uk/sounds/brand/p01n4ny7</p> <p>https://www.bbc.co.uk/programmes/p04wtxhj</p> <p>https://www.bbc.co.uk/teach/school-radio/english-ks2-private-peaceful/zjc2d6f</p>	<p>VGP</p> <p>Use brackets, dashes or commas to indicate parenthesis Use relative clauses beginning with who, which, where, when, whose, that Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Selecting a synonym accurately for effect, rather than as an alternative for the original word</p> <p>Colons to mark the boundary between clauses</p> <p>Semicolons to mark the boundary between clauses</p> <p>Dashes to mark the boundary between clauses</p> <p>Composition</p> <p>Note and develop initial ideas, drawing on reading and research where necessary Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</p> <p>A clear audience and purpose of writing supports pupils in selecting the appropriate register, form and features, using models to inform their choices. Capture, sift and sort ideas into a plan before drafting. In narrative, pupils can usually describe settings, characters and atmosphere - integrating dialogue to convey character and advance the action.</p>
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When drawing on research, pupils identify key ideas and reformulate coherently. Pupils can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying specific aspects for alteration (including for accuracy and for impact and style) linked to previous and recent teaching and feeding back appropriately with helpful details

Use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc. Produce internally coherent paragraphs in a logical sequence and deploy some devices to create cohesion between paragraphs: e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs; use of adverbials of time, manner and place Usually select appropriate grammar, understanding how such choices and change and enhance meaning. Usually write using tense consistently and correctly (including modal verbs) and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews. Draw on a repertoire of sentence structures, including simple, compound, complex to meet their purpose.

Key reading objectives from NC:

Themes and conventions:

Make simple links to other known texts or personal experience Recognise themes in what they read, such as the triumph of good over evil Identify books set in different culture or historical setting Begin to relate texts to the wider world Draw on growing knowledge of authors Understand how texts relate to audience, purpose, time, culture and refer to specific aspects of a text which exemplify this Comment on the genrespecific language features the author has used, e.g. to convey information in a non-fiction text Identify and discuss themes and conventions across a range of texts

Compare characters, settings and themes across a range of texts

Comprehension:

		<p>Check that the book makes sense, discussing understanding and exploring the meaning of words in context Use contextual and genre knowledge to determine meaning Apply growing knowledge of word roots and affixes to read aloud and understand meaning of new words Retrieve, collate and order ideas from more than one place within a text Distinguish between fact and opinion Use language, structural and presentational features to support understanding Skim and scan efficiently for vocabulary, key ideas and facts Retrieve, record and re-present information and ideas from a range of sources Identify and explain author's point of view with reference to the text Identify and comment on the structural choices the author has made when organising the text Make accurate and appropriate comparisons of information, characters or events within texts, e.g. to compare how a character has changed over time</p> <p>Language for effect: Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Discuss and evaluate how structural choices support the writer's theme and purpose Compare and discuss: accounts of the same event characters settings viewpoints in texts exploring a similar theme, topic or written in a similar genre.</p>
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