



History— Power Struggle

Viking	A seafaring Scandinavian warrior who raided and traded across Europe during the Viking Age.
Anglo-Saxons	A group of Germanic tribes who settled in England in the 5th and 6th centuries
Kingdom	A territory or region ruled by a king or queen.
Edward the Confessor	An Anglo-Saxon king of England from 1042 to 1066.
Danelaw	A historical region in England where Danish law and customs were prevalent during the Viking Age.
Raid	A surprise attack or incursion carried out by a military force.
Longship	Scandinavian warship with a long, narrow design and both sails and oars.
Monastery	A building or complex inhabited by a community of monks living under religious vows.
Heathen	A person who does not belong to a widely held religion, especially one that is a minority or non-Christian.
Siege	A military blockade or attack on a fortified place to force its surrender.
Fyrd	The local militia of an Anglo-Saxon shire, in which all freemen had to serve
Normans	The people of Normandy, a region in France, who invaded England in 1066.



793 AD: The Vikings raid the monastery of Lindisfarne, marking the beginning of the Viking Age.

865 AD: Great Heathen Army, led by the Danish Vikings, begins invading England.

878 AD: Anglo-Saxon King Alfred the Great defeats the Vikings and establishes the Danelaw.

910 AD: The Anglo-Saxons reconquer Danelaw, pushing the Vikings back.

1016 AD: Danish King Canute the Great becomes the King of England, uniting the Anglo-Saxon and Viking lands.

1042 AD: Edward the Confessor becomes the King of England.

1051 AD: Edward the Confessor's relationship with the powerful Earl of Wessex, Godwin, deteriorates.

1066 AD: Edward the Confessor dies, leading to a power struggle and the Norman invasion of England.

Contenders for the Throne in 1066

Harald Hardrada

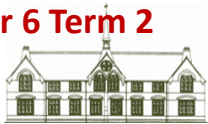
Hardrada was a Viking and king of Norway. He was also a distant relative of King Cnut, who had previously been a king of England when the Vikings had invaded. Harald Hardrada had the support of Tostig, who was Harold Godwinson's brother.

Harold Godwinson

Harold Godwinson was from Wessex, in England. A wealthy nobleman, it is claimed that Edward the Confessor named Godwinson as his successor on his deathbed. His sister, Edith, was married to Edward. Wessex was the largest kingdom in England and his claim would have been well supported by a large proportion of the English population.

William the Conqueror

William was a Duke who controlled Normandy in France. William was a distant relative of Edward the Confessor and claimed Edward had promised him the throne in 1051. William also said that Harold Godwinson had sworn an oath that he would help William take the throne after Edward, in return for helping Godwinson when he had been stranded in Normandy in 1064.



Air raid	An attack by enemy planes dropping bombs.
Allies	Countries (including Britain, France, the Soviet Union and the USA) who fought the Axis Powers.
Axis	Germany, Japan, Italy and other countries that fought against the Allies.
Blackout	A wartime ban on streetlights and other lights at night, to reduce the risk of bombing by enemy planes.
Blitz	A prolonged period of German air raids on Britain. From the German 'blitzkrieg' which means 'lightning war'.
Evacuation	Moving people from dangerous areas to safer places e.g. from big cities to the countryside to avoid bombing.
Holocaust	The mass murder of around six million Jewish people by the Nazis, as well as other persecuted groups.
Invasion	When an army or country uses force to enter and take control of another country or area.
Occupied	Taken over by enemy forces
Nazi	Short for National Socialist Party (in Germany) and the name given to supporters of Hitler.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Rationing	Controlling the supply of food, clothes, petrol and other products to avoid or reduce shortages.



As prime minister (1940–45) during most of World War II, Winston Churchill rallied the British people and led the country from the brink of defeat to victory.

The 'Dig for Victory' campaign was set up during WWII by the British Ministry of Agriculture. Men and women across the country were encouraged to grow their own food in times of harsh rationing.



Spitfire, also called Supermarine Spitfire, the most widely produced and strategically important British single-seat fighter of World War II.

1939: Germany invades Poland, triggering the outbreak of World War Two.

1940: The Dunkirk evacuation, where British and Allied forces were rescued from the beaches of Dunkirk, France.

1940: The Battle of Britain takes place, with the Royal Air Force successfully defending against German air attacks.

1940-1941: The Blitz begins, with German bombing raids targeting British cities.

1941: Japan attacks Pearl Harbor, leading to the United States entering the war.

1944: D-Day, the Allied invasion of Normandy, launches the liberation of Western Europe.

1945: Germany surrenders, and the war in Europe ends.

1945: Japan surrenders after the atomic bombings of Hiroshima and Nagasaki, officially ending World War Two.

Evacuation	The Blitz	The Battle of Britain
During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. The British evacuation began on Friday 1 September 1939.	The 'Blitz' – from the German term Blitzkrieg ('lightning war') – was the sustained campaign of aerial bombing attacks on British towns and cities carried out by the Luftwaffe (German Air Force) from September 1940 until May 1941.	The Battle of Britain was a major air campaign fought largely over southern England in the summer and autumn of 1940. After the evacuation of the British Expeditionary Force from Dunkirk and the Fall of France, Germany planned to gain air superiority in preparation for an invasion of Great Britain.



In this unit, I will...



- 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.

What should I already know?

- That common appliances that run on electricity.
- How to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- How to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- That a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- How to recognise some common conductors and insulators, and associate metals with being good conductors.

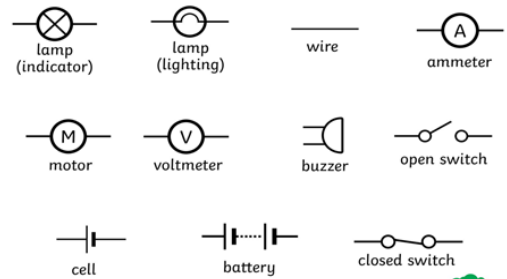
Key Learning

- We use scientific symbols to represent the components (parts) of a circuit.
- The brightness of a bulb or the loudness of a buzzer is affected by the number of cells in a circuit.
- The brightness of a bulb or the loudness of a buzzer is affected by the voltage of cells in a circuit.
- The number of components in a circuit can affect how they function.
- The arrangement of components in a circuit can affect how they function.
- The length of wires in a circuit can affect how the components function.

Science– Year 6 Electricity

Key Learning

Electrical Circuit Symbols



Key vocabulary

- Circuit:** a closed loop for electricity to travel around
- Component:** a part used in an electrical circuit
- Electricity:** a form of energy caused by electrons moving
- Cell:** (battery) a stored source of electricity
- Switch:** a switch turns an electrical circuit on or off by completing or breaking the circuit
- Conductor:** an object that allows electricity to flow through it easily (objects made of metal are good conductors)
- Insulator:** an object that does not allow electricity to flow through it easily
- Circuit:** symbols see diagram
- Voltage:** a force that makes electricity flow through a wire (it is measured in volts)
- Motor:** a machine that turns electrical energy into movement

Common Electrical Hazards

- 1.Overloading a plug extension socket.
- 2.Exposed wires.
- 3.Damaged wall sockets
4. Wires left along the floor for people to trip on
- 5.Placing metal into electrical appliances or open sockets
- 6.Electrical appliances and wires near water.





In this unit, I will...

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and life-style on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Key vocabulary

aorta the main artery through which blood leaves your heart before it flows through the rest of your body

arteries a tube in your body that carries oxygenated blood from your heart to the rest of your body

atrium one of the chambers in the heart

blood vessels the narrow tubes through which your blood flows. Arteries, veins and capillaries are blood vessels.

capillaries tiny blood vessels in your body

carbon dioxide a gas produced by animals and people breathing out

Deoxygenated blood that does not contain oxygen

heart the organ in your chest that pumps the blood around your body

lungs two organs inside your chest which fill with air when you breathe in. They oxygenate the blood and remove carbon dioxide from it.

nutrients substances that help plants and animals to grow

organ a part of your body that has a particular purpose

oxygen a colourless gas that plants and animals need to survive

oxygenated blood that contains oxygen

pulse the regular beating of blood through your body. How fast or slow your pulse is depends on the activity you are doing.

respiration process of respiring; breathing ; inhaling and exhaling air

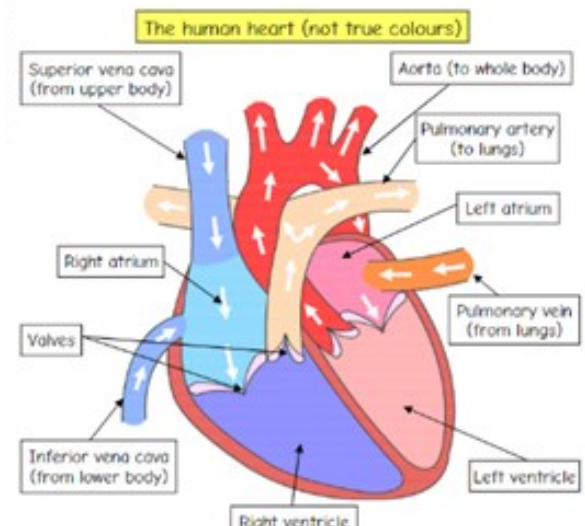
veins a tube in your body that carries deoxygenated blood to your heart from the rest of your body

ventricle one of the chambers in the heart

Science— Year 6 Animals including Humans

The Human Heart

Mammals have hearts with four chambers. The blood that which has come from the body is deoxygenated, and the blood that has come from the lungs is oxygenated again. The blood isn't actually red and blue: we just show it like that on a diagram.



The Human Circulatory System

The circulatory system is made up of blood vessels that carry blood away from and towards the heart. Arteries carry blood away from the heart and veins carry blood back to the heart. The circulatory system carries oxygen, nutrients, and hormones to cells, and removes waste products, like carbon dioxide.

Choices that can harm the circulatory system

Some choices, such as smoking and drinking alcohol can be harmful to our health.

Tobacco can cause short-term effects such as shortness of breath, difficulty sleeping and loss of taste and long-term effects such as lung disease, cancer and death .

Alcohol can cause short-term effects such as addiction and loss of control and long-term effects such as organ damage, cancer and death

Why is exercise so important? Exercise can: tone our muscles and reduce fat, increase fitness make you feel physically and mentally healthier, it strengthens the heart and improves lung function.



Belief in God

Hinduism	For Hindus there is only one supreme God, and that god is manifest through hundreds of forms, each representing a different aspect and quality. The one supreme god is often shown through its three main qualities, each taking the form of a different god, Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer).
Islam	The belief that "There is no god but God, and Muhammad is the Messenger of God" is central to Islam. Muslims believe that God is the creator of all things, and that God is all-powerful and all-knowing.
Buddhism	Buddhism focuses on personal spiritual development, and Buddhists try to live a good life by following the Buddha's teachings, called the Dharma. In the Four Noble Truths the Buddha taught that life is full of suffering. Buddhists do not believe that the Buddha was a god, but they hold a deep respect for him and show their devotion to him by following his teachings.



The word OM is defined by **Hindu** scripture as being the primordial sound of creation.



In **Islam**, the five pointed star reflects the Five Pillars of Islam and the crescent moon and stars relate to the greatness of the creator.



The circle, the round shape of the wheel, represents the perfection of the dharma, the **Buddha's** teaching. The rim of the wheel represents meditative concentration and mindfulness, which hold practice together. The hub represents moral discipline.

Hinduism is over 4,000 years old, making it one of the world's oldest religions. It is made up of a variety of different religious beliefs and practices. It originated near the Indus River in India. The name 'Hindu' comes from the word Indus.

Muslims believe that **Islam** was revealed over 1,400 years ago in Mekkah, Arabia through a man called Muhammad. The word 'Islam' in Arabic means submission to the will of God. Followers of Islam are called Muslims. Muslims believe there is one true God Allah (the Arabic word for God).

Buddhism started in India over 2,500 years ago. Buddhists follow the teachings of a man called Siddhattha Gotama. He became known as the Buddha, which means 'enlightened'.

Equality	Freedom	Charity	Suffering	Afterlife
The state of being equal, especially in status, rights, and opportunities	The power or right to act, speak, or think as one wants without hindrance or restraint.	The voluntary giving of help, typically in the form of money, to those in need.	The state of undergoing pain, distress, or hardship.	Existence after death.



Key Vocabulary:

abstract	Art that doesn't necessarily look like it does in real-life - use shapes, colours, and gestural marks
analyse	To investigate something in detail to understand it
evaluate	To form an opinion about how good or useful something is
interpret	To understand and explain the meaning of something
medium	The materials used to make a piece of art
mixed-media	Art made from a combination of different materials
narrative	Is a story recalling events whether fictitious or true
respond	To create ideas formed from experiencing art of others
tableau	People recreating a scene from a story, painting in a motionless poses

Artists

David Hockney

Paula Rego

John Singer
Sargent

Fiona Rae

Lubaina Himid



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'The Dance', 1988
(acrylic on paper
laid on canvas) by
Paula Rego



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Untitled, 1991 (oil
on canvas) by
Fiona Rae.

Describe

What can you see?
What words would you use to describe it?
How would you describe the colours, shapes, and people?
How would you describe it to someone who can't see it?

Relate

Does it remind you of anything?
What things do you recognise?
How is this similar to other art you have seen?
How does it make you feel?
What do you find interesting about it?

Analyse

How did the artist create this?
What questions would you ask the artist?
What do you think is the most important part of it?
What does it tell you about the subject, artist or time in history?

Interpret

What would you name the piece and why?
What do you think is happening?
If you could step inside the piece what would you hear, see, smell or feel?
Does it have a message?
What do you think this might be?

Evaluate

What do you think is successful or unsuccessful about it?
What is most memorable about this piece?
What do you think others will think about it?
What might other people say about it?

Respond

What would you write about this art?
What does this piece make you want to say?
What style of art work does this make you want to produce?
What does this inspire you to do?



Looking at
art



Project: Fairground Ride – design and make a fairground ride (Ferris wheel or merry go round)

You will learn to:

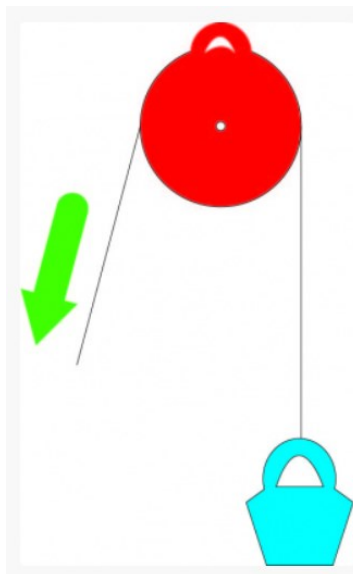
- understand and use mechanical systems in their product
- apply knowledge of how to strengthen and reinforce more complex structures
- explore cams
- design a structure with mechanisms to control movement
- generate ideas using sketches and labelled diagrams
- design a structure with moving mechanical parts
- generate design ideas through discussion with peers, sketches, diagrams, proto-types and computer aided design
- to test design ideas and make modifications
- select from a range of materials and components for their functional properties
 - measure, mark and cut components accurately with a ruler
- test and adapt design

Key Vocabulary:

Mechanism	a system of parts working together in a machine
Cam	a rotating or sliding mechanism
Shaft	a rotating rod
Bearing	this holds the shaft in position and allows it to rotate
Pulley	a wheel on the shaft to support movement
Gear	A wheel with teeth around its circumference
Revolving	moving in a circle on a central axis
Ferris wheel	a fairground ride consisting of a giant vertical revolving wheel with passenger cars suspended on its outer edge

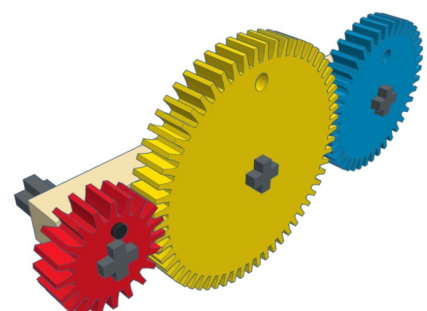
What is a Pulley?

A pulley is a wheel on a fixed axle with a groove in it to guide a rope or cable. The rope or cable is attached to the object you want to lift and looped over the pulley so that the end of the rope is hanging down on the other side. The pulley changes the direction of the force needed to lift the object or the amount of force that is needed to lift an object.



What are gears?

Gears are wheels with teeth that slot together. When one turns, the other turns too. They work in three ways: To increase the turning force. Small gears turn quickly but with a smaller force, whereas large gears turn slowly with a greater force. To increase the speed. If you connect a larger gear to a smaller gear, the smaller gear turns much more quickly to keep up. So on our diagram, the blue gear will be turning faster than the yellow gear, and the red gear will be turning faster than the blue one..



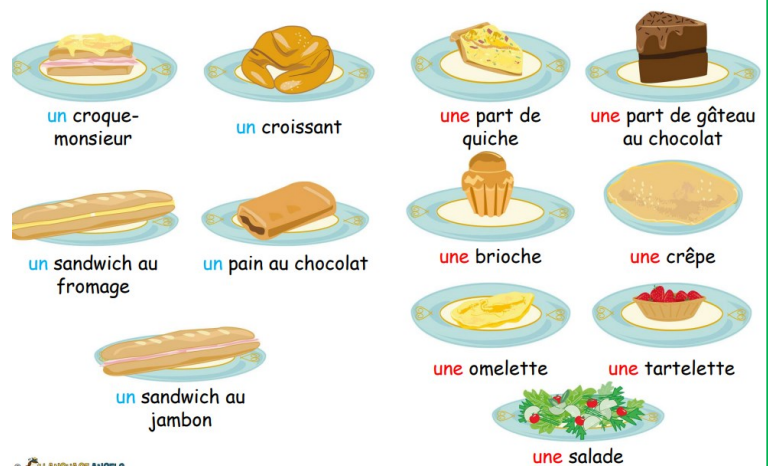
Possible outcomes:





Key Vocabulary:

Bonjour	Hello
Au revoir	Goodbye
Vous désirez?	What would you like?
Je voudrais...	I would like
Merci	Thank you
S'il vous plaît	Please
et	and
L'addition	The bill
Un chocolat chaud	A hot chocolate
Un jus d'orange	An orange juice
Un café au lait	A coffee with milk



phonics

in

sound in:

• cinquante

i

sound in:

• un sandwich
• une limonade
• une grenadine
• une brioche

silent letters

The 't' is silent in the words 'croissant', 'chocolat' and 'lait' and the 's' is silent in the word 'voudrais'.

vocabulary

20 words for foods, snacks and drinks.



Key questions and phrases for a role-play at the salon de thé.

Bonjour! Vous désirez? Je voudrais et
Hello! What would you like? I would like and

L'addition s'il vous plaît! Merci! Au-revoir!
The bill please! Thank you! Goodbye!

Key vocabulary to be able to pay the bill.



grammar

To understand when to use the two different indefinite articles/determiners introduced in this unit.

un

une

Singular indefinite article/determiner 'a/an'

To understand how to move a singular noun to plural form.



un croissant

a croissant

deux croissants

two croissants

Key Key Learning:

- I will learn 11 different foods, snacks and drinks in French with the correct indefinite article/determiner.
- I will learn another 9 different foods, snacks and drinks in French with the correct indefinite article/determiner.
- I will learn some key phrases to help me perform a role-play in the French salon de thé.
- I will learn some more key phrases to help me perform a role-play in the French salon de thé.
- I will learn about French currency and will use my knowledge of numbers to help calculate the bill in French.



Key Vocabulary:

French	English	French	English	French	English
l'Angleterre	England	L'anglais	English	Je suis à la campagne	I'm in the countryside
la France	France	le français	French	Je suis en ville	I'm in town
l'Italie	Italy	L'italien	Italian	difficile	Difficult
l'Allemagne	Germany	L'allemand	German	dangereux	Dangerous
la Pologne	Poland	Le polonais	Polish	calme	Calm
la Tchécoslovaquie	Czechoslovakia	le tchécoslovaque	Czech	grosses bises	Lots of love
les États-Unis	The United States (of America)	L'anglais	English	À bientôt !	See you soon

phonics

qu

sound in:

• tchécoslovaque

ç

sound in:

• français

gne

sound in:

• Allemagne

• Pologne

an

sound in:

• Angleterre

en

sound in:

• parents

&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'anglais' and français.

vocabulary

As this is a unit that explores language learning strategies, there is a wider range of vocabulary than in other units. Not all will be learnt from memory but there will be the opportunity to also revisit core vocabulary and key conjunctions.

mais

but

parce que

because

aussi

also

en plus

in addition

grammar

To use conjunctions to make sentences longer, more complex and interesting:

En ville j'ai vu des bombes
mais à la campagne j'ai vu
des fleurs et des arbres.

*In the city I saw bombs but in the countryside I saw
flowers and trees.*

Using a wider range of adjectives:

calme

calm

enfumé

smokey

dangereux

dangerous

Key Learning:

- I will improve my reading and listening skills by learning how to decode unknown language in longer pieces of French.
- I will learn the French for a selection of countries and languages involved in WWII.
- I will improve my listening and reading skills by listening to the story of Ralph (an evacuee) in French.
- I will improve my range of vocabulary by learning key words and phrases relating to the countryside and the city.
- I will use all my new knowledge to compare life in the city and countryside during WWII.