



Year 6 Autumn term From Darkness to Light



As scientists, we will be revisiting and building on our knowledge of light and electricity. We will revise what a simple circuit looks like and how to draw one using appropriate symbols. We will also investigate the impact the power sources have on the variable components in a circuit, such as a bulb or a buzzer. We will also rediscover how light travels and the impact the position and distance the light source has on a shadow.



As historians, we travel back in time to experience life during WWII. We will discover which countries were involved in the war and their impact and who the main leaders of those countries were at this time. We will take a train trip to Bletchley Park to explore this local historical site and the role it played in WW2. Life during the Blitz was very different to today and we will find out how children lived and what life was like for those that were evacuated.

This theme has been developed to inspire year 6 children across a range of different subjects including science, design technology, history and RE. It links the darkness of World War Two through our chosen text "Letters from the Lighthouse", to how light is produced and the Jewish festival of Hanukkah. During our learning journey, we will uncover the secrets of one of the most significant events of the 20th Century and its local significance. To enhance the children's learning, we will retrace the steps of the codebreakers by taking the train to Bletchley Park. We will complete the term by exploring the similarities and differences of three religions: Islam, Christianity and Judaism.



As part of our DT curriculum, we will be designing and making a tank which incorporates pneumatics. The increase in air pressure will help launch a projectile.

We will be drawing upon our design skills to consider how the tank will look and how it will work. We will then build upon our skills of incorporating a moving mechanism into the design and then use our new knowledge of pneumatics to build a tank that has the ability to launch a projectile.



We start the term by revisiting how to pace ourselves whilst running a long distance during cross-country. This helps to improve our stamina and fitness progressing on from the last few years. Tag rugby teaches us to pass and move, defend, attack and be supportive in small-sided games.

We will also learn a range of self-defence movements to encourage fitness and to provide us with self-defence confidence. This will not only encourage confidence, but also will help with strength, agility and flexibility.

As digital citizens we consider how we conduct ourselves online. We learn about online security focusing on usernames, passwords and how much information about ourselves appear in our online profiles e.g. social media such as WhatsApp or TikTok. Sharing images and the importance of consent online is explored. We continually revisit throughout the year, the effect of our online presence now and the impact this may have on us in the future.



As artists, we will continue refining our ideas in our sketchbooks. We will learn about adding tone to not only show light and the absence of light but to distinguish between textures and colours when using monochrome media. We will be increasing our modelling techniques by using an armature under a solid outer layer to create modroc spitfires. We will look at facial proportions as we work on a pencil self-portraits. We will finally be creating a digital piece of work based on camouflage patterns.



As musicians, we learn to compose a soundscape to represent D-Day, using tuned and un-tuned instruments on Garage-band and body percussion. We also learn about the different types of music that were popular during WW2 and discuss the historical context and importance of music at that time. Finally, we learn to sing 'Hey Mr Miller' in a round and with confidence and clarity.

As burgeoning actors, we learn to develop characters and feelings with confidence through role-play and improvisation. These skills are scaffolded into a scripted play where we learn to occupy characters from an East End school who are being evacuated and convince an audience through our convincing facial expressions, movements, vocal expression and gestures.



As linguists, we are now able to talk about our school. We can make a preference about which subjects we like and explain this. From looking at how schools in France and Germany are structured, we are able to make comparisons between our school and a school abroad. After learning the time, we can now list our daily routines for both a week day and our best day ever. We can also take an interest in what our friends like to do for their daily routines and ask questions about them.



In PSHE, we consider the impact bullying has on people. We explore the role that social media has in our lives and how it can be used positively, and the potential consequences when used negatively. During Black history month, we take time to learn about inspirational people from the past who worked tirelessly to ensure equality for all. We then create a project based on one person who has inspired us to think about change.



In RE, we explore what peace means to us. We explain what makes us feel peaceful and explore different symbols of peace. The story of the Christmas truce in WWII inspires us. We explore the story of Hannukah and why it's celebrated by Jews (linking in with our WWII topic). We then compare this religious celebration to celebrations in other religions we have studied during our time at Loughton School.

