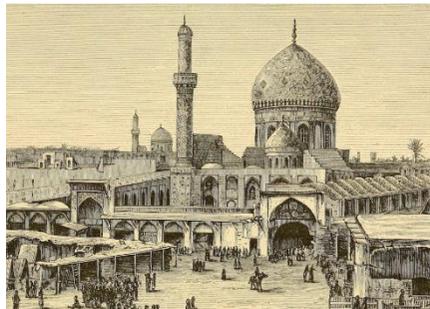


## Beacon curriculum Year 6



	5 weeks	1 week	5 weeks	2 weeks	2 x 5 weeks or 1x 10 week	1 week	2 x 5 weeks or 1x 10 week	
6	What's it like to live in a big city?	Harvest and injustice	How did World War 2 change the way we live today?	Peace at Christmas	Why do natural disasters occur and what can we do to protect our environment?	New start Church service	What was Baghdad like curing ancient civilisation?	How can we make the most of the wonderful area we live in?



# Y6 A1 What's it like to live in a big city?

**Key Text**  
Letters from the Lighthouse by Emma Carroll

**Key subjects leading learning**  
**Geography** : Human and physical geography of London and comparisons to Penrith  
  
Interpreting different maps- Physical, underground, road,  
  
Locating and creating maps with Key Landmarks visited or pinpointed from Thames/London Eye

## What are the key learning threads?

This study will prioritise a direct **place** comparison between London and Penrith. Throughout their time at Beaconside, children will have learnt about what a wonderful area we live in and will have visited the Lake District on numerous occasions creating an understanding about why people visit our area. Now children will learn about life in the capital city so the children another way of living with different opportunities and experiences to give them that choice for the future. They will learn about the difference in cultural diversity of different **people** between the two areas but the similarities between people. It will also focus on advances in thinking and technology that has impacted London and made it a standard setter for innovation across the UK. Key people who will be used as a reference for this thinking are **Sir Richard Airy** (Greenwich Meridian); **Sir Joseph Bazalgette** (sewage system) as well as artists **Charlene Mullen** and **Hundertwasser**.

## How will our Christian Values be explored?

This project will focus on our value of **hope** by showing the children wider opportunities beyond Penrith we are giving the children choice and the hope that the things you want to happen, could happen as they are built on concrete foundations. The project will also focus on **joy** with the beauty of the local area and the diverse opportunities that London offers. They will understand career opportunities and pastimes that can be enjoyed in God's world.

## What will the focus be for children's learning?

The children will learn about the human and physical geography of London and use the knowledge they have built up of Penrith and Cumbria to provide a direct comparison. The children will learn about the economic activity and the trade links that London offers and how that contrasts and provides different opportunities to that of Penrith. The children will go to London in October and will get to see first-hand the hustle and bustle of a big city. They will analyse the human and physical make up of London from a river cruise across the Thames and a bird's eye view from London eye. They will also visit the Natural History museum and an Art Gallery. They will then be introduce to their next theme of World War 2 and will visit St Paul's Cathedral and Cabinet war rooms. Throughout the term during art they will study two different artists; Hundertwasser is a modern Austrian artist and architect who used pattern to transform buildings. Charlene Mullen is a contemporary designer who uses pattern drawn on the outlines of recognisable London landmarks and buildings.

**Subjects linked to the project learning**  
  
Art- Drawing/photography-London buildings, design a monument. Charlene Mullen, Hundertwasser  
  
English – Balanced argument on rural vs city living.

**Subjects taught discretely in this project**  
  
**Science:** Evolution & inheritance -Follow up at Natural History museum  
**PE:** Tennis and Handball  
**PSHE:** Me and my relationships  
**RE:** Understanding justice and dealing with injustice as Christians  
**Computing:** Coding- Computer Science  
**French:** Everyday life  
**Music:** Happy! Upbeat pop songs.

**Enhancing Learning**  
  
Children will have the opportunity to visit London for a residential to enhance learning which will include a trip on the London Eye, a visit to the Natural History Museum and St Paul's Cathedral.

Learning about London at home – Children may have visited London with their families. If so, can they write about their experiences what was it like there and how does it compare to Penrith? Children may want to research London online and have a go at sketching a skyline. Children may want to research specific building, individuals or industries that are linked to London. Children may also want to look at maps of London to compare the size with Penrith. Children could speak to someone they know who has either lived in London or visited London and ask about their experiences.

**Key subjects leading learning**  
**History** –World War 2- Post 1066 and local study

## Y6 A2 How did World War 2 change the way we live today?

**Key Text**  
Friend or Foe by  
Michael Morpurgo

### What are the key learning threads?

The children will learn about different **people** who made a real difference during the war including the role of men and women. The children will focus on how Clement Attlee and Winston Churchill led the country during the War and how they were the only constant members of cabinet right the way through the war. The children will also learn about significant women during this time including Violette Szabo and Dame Laura Knight. The children will learn about how the War affected different **places** across the United Kingdom including London, Liverpool Barrow and Penrith as well as **innovation** that impacted on life in this period.

### How will our Christian Values be explored?

The value of **courage** will be explored through standing up for what you believe in and how this can sometimes lead to conflict. **Compassion** will be a key value when looking at the impact of war on people and places, how countries work together to avoid this and the impact of war on both sides. Children will also show compassion towards people who have been directly affected by war and loss. **Hope** will also be a key aspect as children think about the future and how people can work together to avoid conflict. Children will appreciate progress made so far in terms of multiculturalism and peace within our country.

### What will the focus be for children's learning?

The children will learn all about what it was like during World War 2 as part of their post 1066 study. They will learn its impact at the time and on modern day society across the United Kingdom with particular focus on how it affected places in Cumbria and also London and building on their residential visit to London earlier this term. The children will also learn about the Blitz, the allied troops and also about the Commonwealth. This will all provide the context for developing key skills such as historical enquiry and understanding and using primary and secondary sources to order and select information. The wider learning within the project will involve choreographing a dance routine based on World War 2 which will require the children to dance in unison and reinforce their skills within canoning and mirroring. In Design and Technology, they will use their learning of electricity in Science to create a morse code system. The children will also have opportunities to produce first person recounts as different people affected by the war. In order to complete this they will use their a deep knowledge and understanding of what it was like at that time and also use this as a basis for writing their own story set in World War 2.

### Subjects linked to the project learning

PE- Choreographing a dance routine inspired by World War 2

D and T- Recreating a Morse code system

English- Diary (What's it like in World War 2)Story- Set in world War 2

### Subjects taught discretely in this project

**Science:** Electricity

**PE:** Gymnastics

**PSHE:** Valuing difference

**RE:** How do Christians perceive the birth of Jesus?

**Outdoor learning:** Foraging for food, campfires, shelters

**French:** Where I live, where you live

**Music: Jazz-** Instrumental parts- perform and share

### Enhancing Learning

Learning will be enhanced by a visit to Tullie house and military museum. Children will have the opportunity to hear first-hand experiences from World War 2. Children will also learn from an expert when foraging in the outdoors.

Learning about WW2 at home. Children may want to listen to wireless clips on YouTube for example war announcements from Churchill. They may want to find documentaries or video clips online that give information about the events of WW2 and the impact on London especially during the Blitz. Children may want to research rationing or evacuation. They may have older family members who could share experiences of either themselves or people they knew who lived during WW2 and may have photos, letters etc to share.