

History - What happened after the Bristol Blitz? - Year 6, Terms 1 & 2

Learning link

In year 5, you learnt about the raids and invasions of the Anglo Saxons, Scots and Vikings. In this unit, we will learn about another major conflict, World War II, and the effects it had on Bristol. In year 1, you learnt about the Bristol Bus Boycott, which links to the arrival of the Windrush Generation. In History previously, you have also learnt that a primary source is from that period in time, whereas a secondary source is something created after the time.

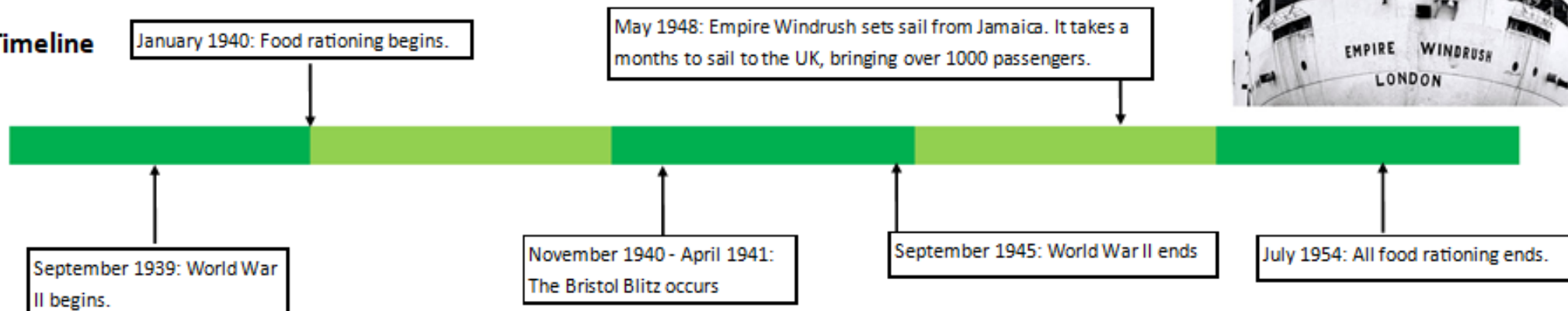
Facts

- Bristol was bombed because of the harbour and the Bristol Aeroplane Company. Castle Street was also heavily bombed, which changed how our city centre looks today.
- Over 80,000 houses were damaged, and historic sites were destroyed. At least 1,299 people were killed and over 1,300 seriously injured during the raids.
- After the Bristol Blitz, the city needed to be repaired and rebuilt. Many people travelled to Bristol on the Empire Windrush, which provided a workforce to help rebuild the city.

Vocabulary

Twentieth century	The period of time between 1901 and the year 2000.
Invasion	When an army or a group use force to enter a country or area that isn't theirs, usually to take control of it.
Bristol Blitz	From the German word <i>Blitzkrieg</i> , which means "lightning war." A series of heavy bombing raids on the Bristol by the Germans.
Source	Evidence from the past. It is anything that provides us with information about what life was like years ago. These could be primary or secondary.
Immigration	Immigration is when people move from their own country to live permanently in a different country.

Timeline



RE: Year 6

Term 1 + 2: What does it mean to be Jewish?

Religion: Judaism

Place of worship: Synagogue



Vocabulary

influence

purpose of life

New Testament

Psalms

belonging

Old Testament

Torah

Mezuzah

Religious imagery/symbols



Key facts:

Christians and Jews have some shared beliefs eg Hebrew Bible/Old Testament.

Mezuzah is a case containing a sacred with scroll with the Shema prayer on it. It is often found on door posts.

Shabbat is the weekly day of rest, remember the seventh day of the Creation Story where God rested.

Bar/bat mitzvah is a coming-of-age milestone for Jewish children, where they become responsible for their own actions.

~~Pessach/Pasch is an important Jewish festival celebrating Jew's freedom from Egyptian slavery.~~

Term 3 + 4: What matters most to Christians and

Christianity, Humanism.

Vocabulary

fairness

Humanists

freedom

peace

principles

honesty

moral code

truth

rules

Religious imagery/symbols



Key facts:

Humanists don't believe in a god. They believe it is possible to live a fulfilling life without following a traditional religion.

Humanists value traits like reason and rely on science to explain the way things are.

Christians follow the word of God from the Bible. The parable of The Good Samaritan and Jesus' attitude to the cross can have a big impact on how Christians live their lives today.

People value things differently and have their own reasons why they value things more or less. Sometimes, people's values can clash.

Term 5 + 6: What do religions say to us when life gets hard?

Christianity, Hinduism, Non-religious Worldviews.

Key facts:

Big questions do not have easy answers and people have different answers to life and death.

Faith helps religious people in difficult times and helps them to enjoy life.

Different religious traditions teach about life after death. This can bring comfort to people facing suffering. Some people believe death is the end of life.

Karma—the idea that actions, thoughts and words have consequences. It is a Hindu concept but other people may believe in it.

Reincarnation—the idea that after a person dies, their soul/spirit is born again into a new body.

Soul—the invisible, eternal (lasts forever) part of a person that makes them who they are.

Salvation – God's free gift of rescuing people from sin (bad choices).

Judgment—the concept that God will judge/evaluate a person's actions from throughout their life.



Science— Healthy Bodies – Y6

Learning link

What do we need to stay healthy? What food groups should we eat and why? Why is it important to look after our bodies? What things can be harmful to our bodies? What are our main internal organs and what is their function?

Charles R Drew

Drew was an American surgeon and researcher. He researched in the field of blood transfusions, developing improved techniques for blood storage, and applied his expert knowledge to developing large scale blood banks in World War II. .

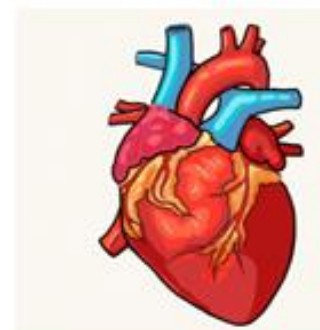


Vocabulary

Blood	Red blood cells pick up this oxygen and travel to the heart.
Lungs	Air is inhaled into the lungs, where oxygen moves from the air sacs (alveoli) into the blood.
Heart	The heart, a strong muscle with four chambers, acts as a pump, receiving oxygenated blood and pushing it out to the rest of the body.
Oxygen	Essential for cellular energy, oxygen is transported throughout the body by the blood.
Pulse (Heart Rate)	The number of times the heart beats per minute. For a healthy adult at rest, this is typically 60 to 100 beats per minute (bpm).
Respiration (breathing)	The act of moving air in and out of the lungs to exchange oxygen and carbon dioxide.

Practical

We will take our pulse and record how moving (exercise) impacts our pulse. We will further consider what we need to do to be healthy and what can be harmful to our bodies.



Non-Smoker



Smoker



Art Year 6

Term 1

Henry Moore sculptures

We will be using Modroc (plaster bandage) to make semi-abstract human figures.

Vocabulary: form, shape, mood, texture, proportion, negative space

Skills:

You will experiment creating life like and abstract figure.

You will use frameworks (such as wire or moulds) to provide stability and form.

You will use correct proportion of body parts, but abstract the overall shape.

You will explore how body language and pose can be used to convey emotion.



Term 5

Observational pencil/charcoal drawings of extinct animals

Vocabulary: shade, tone, proportion, observational, texture, gradient.

Skills: You will use 2D shapes to construct complex shapes and to create correct proportion.

You will use different methods of mark making to achieve a variety of textures.

You will create shade and tone and explain why they have chosen specific drawing techniques



Term 3

Watercolour landscapes

We will be using watercolour paint and thick paper to make convincing landscapes with depth and atmosphere.

Vocabulary: tone, shade, line, composition, form depth, foreground.

Skills: You will blend colours using different brush sizes and shapes for effect

You will explore washing colours across the page to achieve graduation.



